

Planning for Academic Supervision of Madrasah Heads in Improving Teacher Performance at MTs Mathla'ul Anwar Tempel Rejo

Zahid Fatahillah¹, Ahmad Zainuri²

zahidfatahillah21@gmail.com¹, zennuriahmad@sttpringsewu.ac.id²

^{1,2}STIT Pringsewu, Indonesia

Keywords

Academic Supervision; Head of Madrasah; Teacher Performance; Rural Private Madrasah; Teacher Professionalism

Article History

Submission : 03-04-2026
Revised : 10-05-2026
Publish : 12-05-2026

Abstract

This study aims to describe and analyze the academic supervision planning of madrasah heads and its impact on improving teacher performance at MTs Mathla'ul Anwar Tempel Rejo, Kedondong District, Pesawaran Regency, Lampung. The research is motivated by the limited study of academic supervision in rural private madrasahs based on Islamic community organizations, especially in the aspect of supervision planning. The research uses a qualitative approach with a descriptive case study type. The research informants consisted of the head of the madrasah and six teachers who were selected through the purposive sampling technique. Data collection was carried out through in-depth interviews, participatory observations, and documentation studies. Data analysis uses the interactive model Miles, Huberman, and Saldaña which includes data condensation, data presentation, and conclusion drawn. The results of the study show that academic supervision is carried out in a flexible, humanistic, and collaborative manner through supervision planning, class visits, examination of learning tools, post-supervision dialogue, and follow-up of teacher coaching. Academic supervision has a positive impact on improving work discipline, learning quality, completeness of learning administration, and variations in teachers' teaching methods. However, the implementation of supervision still faces obstacles in the form of limited time for madrasah heads, the lack of standard supervision instruments, and the low technological competence of some teachers. This research produced a relevant contextual academic supervision model based on teacher needs applied to rural private madrasahs.

This is an open access article under the [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)



INTRODUCTION

Education is the main foundation in the development of quality, characterful, and competitive human resources. In the context of national education, educational institutions are not only required to produce students who have intellectual abilities, but also to be able to form good moral, spiritual, and social attitudes. Madrasah as an Islamic educational institution has a more complex responsibility because in addition to carrying out the function of general education, madrasahs also play a role in instilling Islamic values in students. Madrasah Tsanawiyah (MTs) as a junior secondary education level under the auspices of the Ministry of Religion has a strategic position in integrating general science with Islamic religious education in a balanced manner (Sukriyah & Arifin, 2025). Therefore, improving

the quality of education in madrasahs is one of the important aspects in realizing the quality of national education that is oriented towards the formation of a whole human being.

The quality of education in madrasahs is greatly influenced by the quality of teachers as the main implementers of the learning process. Teachers not only function as presenters of subject matter, but also as guides, motivators, facilitators, and role models for students. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers emphasizes that teachers must have pedagogical, professional, social, and personality competencies in order to be able to carry out educational tasks optimally. However, the achievement of these competencies cannot take place automatically without planned, systematic, and continuous coaching and

supervision. In this case, the head of the madrasah has an important role as an educational leader who is responsible for improving the quality of teachers in the madrasah environment. São Paulo (2011) emphasizing that the principal or head of the madrasah does not only function as an administrator, but also as an academic supervisor who is in charge of fostering and developing the professionalism of teachers.

One form of teacher professional development that is considered effective is academic supervision. Academic supervision is a series of coaching activities carried out by the head of the madrasah to help teachers improve their ability to plan, implement, and evaluate learning. Academic supervision is not only oriented towards administrative assessment, but also aims to improve the quality of the learning process as a whole. Sergiovanni et al. (2014) explained that academic supervision is a process of professional assistance to teachers to be able to improve the quality of learning through observation, evaluation, reflection, and continuous follow-up. Thus, academic supervision has a strategic function in improving the quality of education in madrasahs.

The implementation of effective academic supervision requires careful planning. Supervision planning is the basis for determining the objectives, objectives, schedules, techniques, and supervision instruments to be used. Without good planning, academic supervision tends to run undirected and is only administrative. Sergiovanni et al. (2014) states that the planning stage is the most important part of the supervision cycle because it determines the quality of implementation and the success of supervision follow-up. Therefore, madrasah heads need to develop a systematic supervision program so that the implementation of supervision can run effectively and have a real impact on improving teacher performance.

Various previous studies have shown that academic supervision has a significant influence on improving teacher professionalism and performance. Supriyati et al. (2024) It was found that strengthening the academic supervision of madrasah heads through the lesson study approach was able to improve teacher competence and learning quality in real terms. Another study conducted by Ngatini et al. (2025) shows that the principal's instructional leadership combined with academic supervision has a positive impact on the

quality of the learning process in schools. In addition, Komala and Dekawati (2021) proving that the implementation of planned academic supervision has a positive relationship with improving the pedagogic and professional competence of madrasah teachers. The results of the study show that academic supervision is not just an administrative activity, but a strategic instrument in the development of education quality.

In the perspective of Islamic education, academic supervision also has a strong foundation of values. The concept of evaluation, guidance, and improvement in Islam is reflected in the teachings of muhasabah or self-evaluation as contained in the Qur'an Surah Al-Hasyr verse 18. Nofiani et al. (2025) explained that educational supervision from an Islamic perspective is a coaching process that integrates moral values, professionalism, and improving the quality of learning holistically. Thus, the implementation of academic supervision in madrasahs is not only aimed at improving the professional competence of teachers, but also strengthens moral and spiritual values in the educational process.

Normatively, the implementation of academic supervision in madrasahs is also strengthened by government policies. Regulation of the Minister of Religion Number 24 of 2018 emphasizes that the head of the madrasah has the task of carrying out academic supervision in a programmatic and sustainable manner. Arifin (2021) states that academic supervision must be understood as a professional development process that aims to help teachers improve the quality of learning, not just an administrative supervision activity. In addition, Indi and Hariyanto (2024) explained that a structured academic supervision system can be a quality control for improving teachers' pedagogic competence in madrasah educational institutions. Therefore, the success of academic supervision is greatly influenced by the ability of madrasah heads to prepare effective and contextual supervision plans.

MTs Mathla'ul Anwar Tempel Rejo is one of the private madrasahs under the auspices of the Mathla'ul Anwar Islamic organization in Pesawaran Regency, Lampung. As a community-based educational institution, this madrasah faces various challenges in improving the quality of education, especially in the aspect of teacher development through academic supervision. Based on the results of initial observations made

by researchers, several empirical conditions were found that showed the need to strengthen academic supervision in the madrasah. First, the academic supervision program has not been systematically prepared and has not been based on the analysis of teacher needs. Second, the implementation of supervision is still carried out flexibly without using standardized standard supervision instruments. Third, there are still teachers who are not optimal in preparing learning tools such as Learning Implementation Plans (RPP), Annual Programs (Prota), and Semester Programs (Promes). Fourth, the follow-up of the results of supervision has not been carried out in a structured and well-documented manner. This condition shows that the implementation of academic supervision in madrasahs still faces various obstacles that require serious attention.

The empirical findings are in line with the results of Hasan and Anita's research (2022) which states that the effectiveness of academic supervision within the Mathla'ul Anwar educational institution is greatly influenced by the quality of supervision planning carried out by the head of the madrasah. In addition, Suprpto (2023) Explains that a collaborative and participatory supervision approach is more effective in improving teachers' pedagogic competence than a directive supervision approach. However, the implementation of collaborative supervision in rural private madrasahs is still relatively limited due to resource constraints and institutional management.

Studies of previous research show that there are research gaps that need to be studied further. Research by Fitriah et al. (2023) It discusses more about the implementation and evaluation of academic supervision without examining in depth the aspects of supervision planning. On the other hand, research on academic supervision in private madrasahs based on Islamic community organizations in rural areas of Lampung is still very limited. In fact, the characteristics of rural private madrasahs have their own challenges, especially related to the limitations of human resources, infrastructure, and education management systems. Therefore, research on the planning of academic supervision of madrasah heads at MTs Mathla'ul Anwar Tempel Rejo is important to provide an empirical picture of academic supervision practices in the context of rural private madrasahs.

Based on this description, this research is

focused on several problem formulations, namely: (1) how to plan the academic supervision of the head of the madrasah at MTs Mathla'ul Anwar Tempel Rejo; (2) how to implement academic supervision in improving teacher performance; and (3) what are the supporting and inhibiting factors in the implementation of academic supervision in the madrasah. This study aims to describe and analyze the academic supervision planning of madrasah heads and its impact on improving teacher performance at MTs Mathla'ul Anwar Tempel Rejo.

The results of this research are expected to make a theoretical and practical contribution to the development of academic supervision management in madrasahs. Theoretically, this research can enrich the study of academic supervision in the context of rural private madrasahs based on Islamic community organizations. Practically, this research is expected to be an evaluation and recommendation material for madrasah heads in developing a more systematic, measurable, and sustainable academic supervision program. In addition, the results of this study are expected to be a reference for other madrasahs that have similar characteristics in developing academic supervision systems that are contextual and adaptive to the needs of Islamic educational institutions in rural areas.

METHODS

This study uses a qualitative approach with a descriptive case study. This approach was chosen because the research aims to understand in depth the process of planning and implementing academic supervision of madrasah heads in the natural context of educational institutions. According to Miles et al. (2014), qualitative research allows researchers to understand social phenomena contextually through direct interaction with the research subject. The research was carried out at MTs Mathla'ul Anwar Tempel Rejo, Kedondong District, Pesawaran Regency, Lampung, in the even semester of the 2025/2026 academic year for approximately three months, from February to April 2026. The research informants were determined using purposive sampling techniques by considering the direct involvement of the informants in the implementation of academic supervision. The informants consist of one madrasah head as the main informant and six teachers as supporting informants consisting of senior teachers, young

teachers, and teachers who have participated in direct academic supervision. Data collection techniques were carried out through in-depth interviews, participatory observations, and documentation studies. The research instruments are in the form of semi-structured interview guidelines, observation sheets for the implementation of academic supervision, as well as documentation of supervision programs, supervision schedules, and teacher learning tools such as RPP, Annual Program (Prota), and Semester Program (Promes).

The research procedure is carried out in stages starting from the preparation stage, data collection, data analysis, to drawing conclusions. In the preparation stage, the researcher conducts initial observations, preparation of research instruments, and management of research permits. The next stage is data collection through interviews with madrasah heads and teachers, observation of the implementation of academic supervision in the classroom, and collection of supporting documents. Data analysis using interactive models Miles et al. (2014) which includes data condensation, data display, and conclusion drawing/verification. Operationally, the researcher first selects and groups data based on the research theme, then presents it in the form of narratives and tables, then interprets to find patterns and meanings of the data obtained. The validity of the data is maintained through triangulation of sources, triangulation of techniques, and member checks to informants to ensure the consistency, credibility, and validity of research results.

DISCUSSION

This study shows that academic supervision at MTs Mathla'ul Anwar Tempel Rejo has been carried out in a planned manner, although it has not fully used a formal and standardized supervision system. Academic supervision is positioned as an instrument for teacher professional development which is carried out directly by the head of the madrasah through planning activities, classroom observation, examination of learning tools, post-supervision discussions, and follow-up coaching. Based on the results of the research, the implementation of academic supervision in this madrasah not only has an impact on the administrative aspect of teachers, but also affects work discipline, learning quality, and variety of teaching methods used by

teachers in the classroom. These findings show that academic supervision has a strategic role in building a culture of teacher professionalism in the madrasah environment.

Planning for Academic Supervision of Madrasah Heads

Academic supervision planning at MTs Mathla'ul Anwar Tempel Rejo is carried out flexibly and adaptively according to the needs of the institution and the condition of teachers. The head of the madrasah prepares a supervision program at least once a semester, but the implementation can be carried out more than once if there are new teachers, learning obstacles are found, or there is a need for additional coaching. This pattern shows that academic supervision in madrasahs is not carried out rigidly and bureaucratically, but emphasizes more on the effectiveness of professional development of teachers. This flexibility is the strategy of the madrasah head to adjust supervision to the learning dynamics that develop in the field so that the coaching process can be carried out in a more targeted and contextual manner.

The findings are in line with the views of the Sergiovanni et al. (2014) which emphasizes that effective academic supervision must be able to adapt to the context and needs of the school. Supervision is not only understood as an administrative activity, but as a dynamic professional development process oriented towards improving the quality of learning. In the context of MTs Mathla'ul Anwar Tempel Rejo, a flexible supervision approach provides space for madrasah heads to respond to learning problems more quickly. However, this flexibility still requires the support of a more structured supervision administration system so that supervision activities have clear and sustainable directions, assessment indicators, and evaluations.

Academic supervision planning is also shown through the preparation of an open and transparent supervision schedule. The supervision schedule is pasted in the teacher's room so that all teachers can know the time of the supervision and prepare learning tools more optimally. This openness creates a more democratic atmosphere of supervision because teachers do not feel supervised suddenly or unilaterally. Fitriah et al. (2023) explained that transparency in academic supervision can increase teacher readiness and reduce resistance to supervision activities. With clear notice, supervision is seen as a process of

joint coaching, not as a form of finding fault with teachers.

In addition, notification to teachers before the implementation of supervision shows the application of the principle of democratic supervision that respects the professionalism of teachers. The head of the madrasah positions teachers as partners who need to be prepared and supported in improving the quality of learning. A good interpersonal relationship between the head of the madrasah and the teacher is an important factor in the success of academic supervision. Khairuni and Syukri (2024) stated that teachers' positive perceptions of academic supervision are greatly influenced by open, fair communication, and respect for teachers' professional dignity. Therefore, the persuasive and communicative approach applied by the head of the madrasah at MTs Mathla'ul Anwar Tempel Rejo is one of the strengths in the implementation of academic supervision.

However, this study found a fundamental weakness in the aspect of supervision planning, namely the lack of standard and standardized supervision instruments. Supervision is still highly dependent on subjective observation of madrasah heads without using measurable and systematically documented assessment indicators. This condition causes the results of supervision to not be fully objective and difficult to use as a basis for evaluating the development of teacher competencies in a sustainable manner. Indi and Hariyanto (2024) emphasized that effective academic supervision requires valid and reliable instruments so that the assessment process of teacher competence can be carried out objectively, measurably, and accountably. Arifah et al. (2024) It also explains that the supervision instrument functions as an evaluation tool as well as a basis for decision-making in teacher professional development.

Based on the findings of the research, it can be formulated a conceptual model of academic supervision that is relevant to rural private madrasahs such as MTs Mathla'ul Anwar Tempel Rejo. The model consists of four main components, namely: (1) supervision planning based on teacher needs; (2) the implementation of collaborative supervision through class visits and professional dialogue; (3) follow-up supervision through individual coaching, discussion, and teacher training; and (4) continuous evaluation through documentation and monitoring of teacher

competency development. This model places the head of the madrasah not only as an administrative supervisor, but as a professional coach who accompanies teachers in improving the quality of learning in an ongoing manner. This approach is important because humanistic and contextual academic supervision has proven to be more effective in building a culture of teacher professionalism in the madrasah environment.

Implementation of Academic Supervision of Madrasah Heads

The implementation of academic supervision at MTs Mathla'ul Anwar Tempel Rejo is carried out directly by the head of the madrasah through class visits, examination of learning tools, and post-supervision coaching. The head of the madrasah is physically present in the classroom to observe the learning process, pay attention to the interaction between teachers and students, and evaluate the readiness of the teacher's learning administration. The presence of madrasah heads directly in the learning process has a positive psychological impact on teachers because they feel cared for, guided, and supported in carrying out their professional duties. Supervision that is carried out directly also allows the head of the madrasah to get a real picture of the learning conditions in the classroom so that the coaching provided is more contextual and in accordance with the needs of the teacher.

Class visit activities carried out by madrasah heads are one of the effective individual supervision techniques in improving the quality of learning. Through direct observation, the head of the madrasah can see how the teacher manages the class, delivers materials, uses learning methods, and builds communication with students. Yoseptry et al. (2024) explained that academic supervision through class visits can significantly improve the quality of classroom management and learning interactions. The findings of this study strengthen this view because teachers at MTs Mathla'ul Anwar Tempel Rejo showed positive changes after supervision was carried out regularly. Teachers become more prepared in teaching, more disciplined in utilizing learning time, and more active in creating a conducive and interactive learning atmosphere.

In addition to observing learning in the classroom, the head of the madrasah also carries out an examination of teacher learning tools such as the Learning Implementation Plan (RPP),

Annual Program (Prota), Semester Program (Promes), and Learning Strategy Program. Learning administration checks are carried out to ensure that teachers have planned the learning process systematically before teaching and learning activities take place. Musyadad et al. (2022) Explaining that supervision of learning tools can increase teachers' awareness of the importance of learning administration as a guideline in teaching. In this study, the examination of learning tools was proven to encourage teachers to be more orderly in arranging learning administration and better understand the importance of structured learning planning.

The implementation of academic supervision at MTs Mathla'ul Anwar Tempel Rejo also shows a humanist and persuasive approach. The head of the madrasah not only assesses the teachers, but also carries out individual dialogues after the observation activities take place. Teachers are given the opportunity to explain the obstacles they face during the learning process, while the head of the madrasah provides input, direction, and suggestions for improvement in a constructive manner. This approach creates a more open supervisory atmosphere and does not create psychological pressure for teachers. Teachers feel that supervision is a form of professional coaching, not an activity to find faults. This condition is an important factor in creating a harmonious working relationship between the head of the madrasah and the teacher so that the supervision process can be received positively.

The principle of collaborative supervision applied by the head of the madrasah is in line with the concept of non-directive supervision put forward by Sergiovanni et al. (2014). In this approach, teachers are seen as professional individuals who have the ability to develop through reflection, dialogue, and continuous coaching. Supervision not only functions as an evaluation tool, but also as a mentoring process to help teachers find solutions to the learning problems they face. This collaborative approach has been proven to be able to increase teachers' openness in receiving input and improve the quality of learning. Thus, academic supervision is no longer understood as a hierarchical relationship that places the head of the madrasah as a supervisor alone, but as a professional partner who supports the continuous growth of teacher competence.

Although the implementation of academic supervision has gone quite well, this study found that the documentation of supervision results has not been carried out systematically. The results of supervision are generally only conveyed orally through post-observation discussions without being accompanied by a complete and well-documented written report. This condition is a weakness because supervision documentation is very important to monitor the development of teachers' competencies from time to time and as material for evaluating the supervision program in the next semester. In the context of modern education management, academic supervision is not enough to be carried out only through observation and verbal coaching, but also requires an accurate and continuous recording system. Therefore, the use of digital technology in academic supervision can be a solution to increase the effectiveness of supervision documentation. The use of digital supervision applications allows madrasah heads to store the results of observations, coaching records, and teacher development in a more systematic, accessible, and sustainable manner so that the quality of academic supervision can be improved more optimally.

The Impact of Academic Supervision on Teacher Performance

This study found that academic supervision has a positive impact on teacher performance at MTs Mathla'ul Anwar Tempel Rejo. This impact can be seen in the improvement of work discipline, learning quality, completeness of learning administration, and variety of teaching methods used by teachers in the learning process. Academic supervision that is carried out regularly encourages teachers to be more responsible for their professional duties because they receive guidance, direction, and evaluation directly from the head of the madrasah. The presence of madrasah heads in the supervision process not only functions as a supervisor, but also as a coach who provides motivation and encouragement for teachers to continue to improve the quality of learning. Thus, academic supervision is one of the important instruments in building a professional work culture in the madrasah environment.

Improving teacher discipline is one of the most visible impacts of the implementation of academic supervision. Teachers show more timely attendance, better teaching readiness, and consistency in arranging learning tools before the

teaching and learning process takes place. Madrasah heads who actively supervise and provide examples in work discipline become role models for teachers. This condition can be explained through the Social Learning Theory from Bandura which states that individuals learn through observation of the behavior of figures who are considered to have authority and example. In the context of this research, the head of the madrasah is a figure who provides a direct example of work responsibility and professionalism so that teachers are encouraged to adjust their work behavior in a more disciplined and directed manner.

In addition to improving work discipline, academic supervision also has a positive impact on the quality of learning in the classroom. Teachers become more focused in managing learning time, developing learning goals, and building more effective interactions with students. Supervision encourages teachers to reflect on the learning process they carry out so that awareness arises to continue to improve the quality of teaching. Komala and Dekawati (2021) explained that academic supervision has a significant relationship with improving teachers' pedagogic and professional competence. The findings of this study support this opinion because teachers at MTs Mathla'ul Anwar Tempel Rejo show an increase in their ability to manage learning after receiving regular supervision and guidance from the head of the madrasah. Teachers become more prepared to deliver material, more organized in learning, and better able to create an active and conducive classroom atmosphere.

The most significant impact of academic supervision can be seen in the increasing variety of learning methods used by teachers. Before supervision is carried out intensively, some teachers still tend to use the lecture method as the main method in learning. However, after supervision is carried out regularly, teachers begin to use more varied learning methods such as group discussions, questions and answers, presentations, group work, and the use of more interesting learning media. These changes have a direct impact on increasing student participation in learning and reducing student boredom in the classroom. Nofiani et al. (2025) emphasized that academic supervision accompanied by constructive feedback is able to increase teachers' creativity in choosing and developing learning methods. This shows that academic supervision

not only has an impact on the administrative aspect, but also touches the pedagogical dimension that is at the core of the quality of education and the success of the teaching and learning process.

Although the impact of academic supervision on teacher performance is relatively positive, this study also found that teacher competency improvement has not occurred evenly in all aspects. Some teachers still have difficulty in compiling complete learning tools and implementing technology-based learning. This condition shows that academic supervision alone is not enough to address all the professional development needs of teachers. Therefore, academic supervision needs to be integrated with more structured teacher training programs, such as workshops, Teacher Working Group (KKG) activities, and training on the use of learning technology. The integration between academic supervision and continuous professional development will help teachers improve pedagogical, professional, and technological competencies more optimally so that the quality of learning in madrasahs can continue to develop according to the demands of modern education.

Obstacles in the Implementation of Academic Supervision

The implementation of academic supervision at MTs Mathla'ul Anwar Tempel Rejo still faces several obstacles that affect the effectiveness of the teacher development process. The most dominant obstacle is the density of madrasah activities which causes the supervision schedule to often change. The head of the madrasah must adjust the implementation of supervision to various institutional agendas such as official meetings, religious activities, teacher training, and other administrative activities. As a result, the planned supervision cannot always be carried out according to the schedule that has been set. This condition shows that the implementation of academic supervision in rural private madrasahs is still greatly influenced by the dynamics of institutional activities that often change situationally. Although the head of the madrasah tries to maintain the implementation of supervision at least once a semester, the reality is that schedule flexibility is a consequence that is difficult to avoid in the management of the madrasah.

The next obstacle is the limited time of the

head of the madrasah in carrying out the academic supervision function optimally. As the leader of educational institutions, the head of the madrasah has complex responsibilities, ranging from administrative management, educator development, management of infrastructure, relations with the community, to the preparation of institutional reports. The large number of these tasks causes the focus of the madrasah head on academic supervision to often be divided with other administrative matters. Hidayah et al. (2024) explained that the head of madrasah in the era of Merdeka Learning is required to carry out various managerial functions simultaneously so that academic supervision has not fully become a top priority. The findings of this study show that the workload of madrasah heads that is too broad can reduce the intensity of coaching for teachers and has the potential to cause supervision to be carried out in a limited way only on certain aspects.

Another obstacle that is quite basic is the lack of standard and standardized supervision instruments. The supervision carried out still relies on direct observation and subjective assessment of the head of the madrasah without using a systematic assessment format. This condition makes it difficult to measure the results of supervision consistently because there are no clear indicators of the aspects being assessed. In addition, the absence of supervision instruments also has an impact on the lack of optimal documentation of supervision results so that the development of teachers' competencies is difficult to monitor on an ongoing basis. In practice, the results of supervision are more often conveyed orally through post-observation discussions without the support of complete written notes. In fact, supervision instruments have an important function as a tool for evaluation, monitoring, and decision-making in professional development of teachers. Therefore, the development of contextual and easy-to-use supervision instruments is an important need for improving the quality of academic supervision in madrasahs.

In addition to structural and administrative constraints, this study also found that there are limitations in the competence of some teachers in utilizing learning technology. Academic supervision has indeed encouraged teachers to use more varied learning methods, but teachers' ability to integrate digital technology into learning is still relatively low. Some teachers still have difficulty using digital-based learning media, interactive

presentation applications, and online learning platforms. This condition is a challenge in itself because the development of modern education requires teachers to have adequate technological competence. These limitations are not only influenced by the individual abilities of teachers, but also related to the lack of available learning technology training and the limited support facilities in madrasahs. As a result, the technology-based learning process has not been implemented optimally even though academic supervision has provided an impetus for change to teachers.

The findings of this study show that academic supervision cannot be separated from the structural and cultural conditions of madrasah organizations. The effectiveness of supervision is greatly influenced by the support of the institutional system, including the proportional division of managerial tasks, the availability of adequate supervision instruments, and the strengthening of teacher competencies through continuous training. Effective academic supervision requires synergy between the leadership of the madrasah head, teacher readiness, and strong institutional support. Therefore, efforts to improve the quality of supervision at MTs Mathla'ul Anwar Tempel Rejo need to be directed at the development of a more structured supervision system, the use of technology in supervision documentation, and teacher capacity building through workshops and professional training on an ongoing basis. Thus, academic supervision is not only a routine administrative activity, but really functions as an instrument to improve the quality of learning and the professionalism of teachers in madrasahs.

Practical Implications and Academic Supervision Models

Based on the results of the study, academic supervision at MTs Mathla'ul Anwar Tempel Rejo shows that a flexible, humanist, and collaborative supervision approach is more effectively applied to rural private madrasahs than a supervision approach that is too formal and bureaucratic. The head of the madrasah not only performs its function as an evaluator who assesses the performance of teachers, but also as a professional coach, motivator, and companion in the process of improving the quality of learning. A more open and communicative supervision approach makes teachers feel valued as professional partners so that they are better prepared to receive input and

make continuous learning improvements. This condition shows that the success of academic supervision is not only determined by the accuracy of administrative procedures, but also by the ability of madrasah heads to build positive interpersonal relationships with teachers.

The findings of this study produced a contextual academic supervision model based on teacher needs that can be applied to rural private madrasahs. The model consists of several main stages, namely: (1) identification of teacher needs through initial observation of learning conditions; (2) the preparation of a supervision program that is flexible, transparent, and adapts to the needs of teachers; (3) the implementation of collaborative supervision through classroom visits and learning observations; (4) post-supervision coaching through individual dialogue and providing constructive feedback; (5) strengthening teacher competence through training, workshops, and learning communities; and (6) continuous evaluation through documentation of the results of supervision and monitoring of teacher development. This model places academic supervision as a professional development process that takes place continuously and does not stop at classroom observation activities alone.

The academic supervision model found in this study emphasizes the importance of a harmonious interpersonal relationship between the head of the madrasah and the teacher. Humanistic supervision has been shown to be more effective in increasing teachers' work motivation, confidence, and openness than supervision that is authoritarian and emphasizes control alone. Sergiovanni et al. (2014) explains that modern supervision must be built through professional communication and collaboration that allows teachers to develop through reflection and dialogue. In the context of MTs Mathla'ul Anwar Tempel Rejo, the humanist approach applied by the head of the madrasah is able to create a non-stressful supervision atmosphere so that teachers are more comfortable in receiving criticism and suggestions for improvement. This condition shows that the quality of professional relationships is an important factor in the success of academic supervision.

In addition to functioning as a tool for supervising learning administration, academic supervision in this study is also directed to encourage pedagogical innovation and continuous improvement of the quality of learning. Teachers

are encouraged to use more varied learning methods, improve classroom management strategies, and increase creativity in the learning process. Nofiani et al. (2025) emphasizing that academic supervision accompanied by constructive feedback can increase teachers' creativity in developing more innovative and student-centered learning. Therefore, academic supervision should not be understood as an administrative activity that is only oriented towards the examination of learning tools, but as a professional development process that encourages real changes in learning practices. With this approach, supervision can be an instrument to improve the quality of education that is more substantive and has a direct impact on the quality of the teaching and learning process in madrasahs.

Thus, academic supervision at MTs Mathla'ul Anwar Tempel Rejo can be understood as a professional development process that functions not only as a tool for quality control of education, but also as a strategy for developing a culture of teacher learning in the madrasah environment. The findings of this study show that the success of academic supervision is highly dependent on the ability of madrasah heads to build professional communication, conduct coaching in an ongoing manner, and create a work climate that supports the growth of teacher professionalism. The practical implications of this study are the importance of strengthening the capacity of madrasah heads in the field of academic supervision, the development of more systematic supervision instruments, and the integration of supervision with teacher competency development programs in a sustainable manner. With this step, academic supervision can be a strategic means in improving the quality of learning and the quality of madrasah education as a whole.

CONCLUSION

This study shows that academic supervision at MTs Mathla'ul Anwar Tempel Rejo has been carried out through planning, implementation, coaching, and evaluation that are flexible, humanistic, and collaborative. The head of the madrasah plays a role not only as a supervisor of learning administration, but also as a professional coach who accompanies teachers in improving the quality of learning. The implementation of supervision through classroom visits, examination of learning tools, and post-supervision dialogue

has been proven to have a positive impact on improving teacher work discipline, learning quality, completeness of learning administration, and variety of teaching methods. The findings of this study reinforce the view of Sergiovanni and Starratt (2007) that effective academic supervision should be oriented towards professional coaching and collaborative communication. The novelty of this research lies in the discovery of a relevant contextual academic supervision model based on teacher needs applied to rural private madrasahs. The model includes teacher needs-based supervision planning, collaborative supervision implementation, individual coaching, and continuous evaluation through teacher development monitoring. This model shows that an adaptive and humanist supervision approach is more effective than supervision that is too formal and bureaucratic in building a culture of teacher professionalism in the madrasah environment.

However, this study still has some limitations. The research was only conducted on one madrasah with a limited number of informants so that the results of the study could not be generalized to all private madrasahs in Indonesia. In addition, this study has not examined in depth the effectiveness of digital technology-based supervision and has not used a quantitative approach to measure the level of influence of supervision on the statistical improvement of teacher performance. Therefore, further research is recommended to involve more educational institutions, use mixed methods, and develop more standardized and digital-based academic supervision instruments so that the effectiveness of supervision can be measured more objectively, systematically, and sustainably.

BIBLIOGRAPHY

- Arifah, I. N., Heshinta, L., Sutopo, A., & Anif, S. (2024). Academic supervision of the principal to the teacher. *JRIP: Journal of Learning Research and Innovation*, 4(2), 1018–1025. <https://doi.org/10.51574/jrip.v4i2.1437>
- Arifin, W. (2021). Academic Supervision as an Effort to Improve Teacher Competence in the Preparation of Syllabus and Lesson Plans at Madrasah Tsanawiyah, Surade District, Sukabumi Regency. *Nusantara: Indonesian Journal of Education*, 1(1), 167–184. <https://doi.org/10.14421/njpi.2021.v1i1-9>
- Fitriah, S., Syahid, A., & Pettalongi, A. (2023). Academic supervision of the principal in improving teacher performance. *Proceedings of Islamic Studies and Integration of Ilmu in the Era Society 5.0*, 2(1), 267–272.
- Hasan, M., & Anita, A. (2022). Implementation of Academic Supervision in Improving Teacher Competence and Performance at MA Al Ishlah Natar and MA Mathlul Anwar Cinta Mulya. *AT-TAJDID: Journal of Islamic Education and Thought*, 6(1), 85–97. <https://doi.org/10.24127/att.v6i1.2144>
- Hidayah, A. L. N., Maarif, S., & Huda, M. N. (2024). The Leadership of Madrasah Heads in Optimizing Teacher Performance in the Era of Independent Learning. *Journal of Islamic Educational Management*, 9(1), 79–90. <https://doi.org/10.15575/isema.v9i1.34408>
- Indi, A., & Hariyanto, W. (2024). Academic Supervision Management System as Quality Control of Teachers' Pedagogic Competencies in Madrasah Educational Institutions. *Southeast Asian Journal of Islamic Education Management*, 5(1), 91–106. <https://doi.org/10.21154/sajiem.v5i1.323>
- Khairuni, T. L., & Syukri, M. (2024). Teachers' Perception of the Academic Supervision Activities of Madrasah Heads at MTS Asuhan Medan. *Journal of Educational Management and Social Sciences*, 5(4), 1343–1353. <https://doi.org/10.38035/jmpis.v5i4.2464>
- Komala, U., & Dekawati, I. (2021). The Implementation of Academic Supervision and Managerial Ability of Madrasah Heads and Their Impact on the Performance of Madrasah Tsanawiyah Teachers. *Edum Journal*, 4(2), 23–37. <https://doi.org/10.31943/edumjournal.v4i2.90>
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis, A Methods Sourcebook, Edition 3, Translation by Tjetjep Rohindi Rohidi*, UI-Press. USA: Sage Publications.
- Mulyasa, E. (2011). *Becoming a Professional School Principal: in the Context of Succeeding SBM and KBK*. Bandung: Remaja Rosdakarya.
- Musyadad, V. F., Hanafiah, Tanjung, R., & Arifudin, O. (2022). Academic Supervision to Increase Teachers' Work Motivation in

- Making Learning Tools. *JiIP: Scientific Journal of Educational Sciences*, 5(6), 1936–1941. <https://doi.org/10.54371/jiip.v5i6.653>
- Ngatini, Kusumaningsih, W., Nurkolis, & Baldemor, M. R. (2025). Influence of Instructional Leadership and Academic Supervision on The Quality of Learning. *IJORER: International Journal of Recent Educational Research*, 6(2), 602–614. <https://doi.org/10.46245/ijorer.v6i2.804>
- Nofiani, J., Saputri, A., Zainuri, A., & Zahra, F. F. (2025). Supervision of Education in an Islamic Perspective: Moral Integration, Professionalism, and Improvement of Learning Quality. *Sagita Academia Journal*, 3(3), 95–105. <https://doi.org/10.61579/sagita.v3i3.685>
- Sergiovanni, T. J., Starratt, R. J., & Cho, V. (2014). *Supervision: A redefinition*. New York: McGraw-Hill Education.
- Sukriyah, T. M., & Arifin, M. (2025). Curriculum Innovation Through the Integration of Religious Sciences and Sciences at MTs Negeri 1 Probolinggo. *Innovation: Journal of Educational Innovation*, 11(2), 136–145. <https://doi.org/10.64540/innovasi07>
- Suprpto, S. (2023). Efforts to improve teachers' pedagogic competence through collaborative academic supervision. *Journal of Didactic Primary Education*, 7(3), 843–856. <https://doi.org/10.26811/didaktika.v7i3.1149>
- Supriyati, N., Baharuddin, & Sutiah. (2024). Enhancing Academic Supervision of Madrasah Principals through Lesson Study Initiatives. *Al-Ishlah: Journal of Education*, 16(4), 5325–5334. <https://doi.org/10.35445/alishlah.v16i4.4965>
- Yosepty, R., Suhandi, A., Widiawati, L., Dalina, L., Idris, M., & Widyastuti, R. (2024). Academic Supervision of Principals in Improving Teacher Performance at SMPN 2 Margahayu Bandung Regency. *Edusaintek: Journal of Education, Science and Technology*, 11(4), 1644–1663. <https://doi.org/10.47668/edusaintek.v11i4.1292>