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Reconstruction of Academic Supervision Based on a Humanistic Approach in Strengthening Teacher Professional Performance

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Abstract

This study aims to analyze the reconstruction of academic supervision based on a humanist approach in strengthening teacher professional performance at MTs Nurul Jadid. The study used a qualitative approach with a case study design. Data were obtained through in-depth interviews, observations, and documentation involving the madrasah principal, the deputy head of curriculum, and teachers as research informants. Data analysis was carried out interactively through the stages of data condensation, data presentation, and conclusion drawing. The results of the study indicate that the reconstruction of academic supervision based on a humanist approach was implemented through three main stages: participatory supervision planning, implementation of dialogic and collaborative supervision, and strengthening teacher professional performance through continuous coaching. The humanist approach was realized through teacher involvement in supervision planning, open interpersonal communication, providing constructive feedback, and professional mentoring oriented towards developing teacher competencies. The implementation of humanist academic supervision has been proven to improve teachers' pedagogical competence, work motivation, self-confidence, and professional commitment in implementing learning. The implications of this study indicate that academic supervision based on a humanist approach can be an effective coaching model in improving teacher professionalism while strengthening a collaborative culture and continuous development of educational quality in the madrasah environment.

Keywords: Humanistic Academic Supervision, Teacher Professional Performance, Islamic Education Management

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INTRODUCTION

Improving the quality of education is a strategic agenda that continues to receive attention from various education stakeholders. One of the factors determining the success of this improvement is the quality of teachers, the primary implementers of the learning process.(Ahmadi & Hadi, 2023). Professional teachers are not only able to master learning materials, but are also able to design, implement, and evaluate learning effectively according to the needs of students.(Setyaningrum et al., 2025)Therefore, developing teacher professionalism is an important aspect in realizing quality education.(Hasbi, 2025).

One of the efforts that can be made to improve teacher professionalism is through academic supervision.(Wasitoh & Wahyudin, 2025)Academic supervision is a series of coaching activities designed to help teachers develop their ability to manage the learning process so that educational goals can be achieved optimally.(Muhsin et al., 2023)Academic supervision does not merely function as a supervisory activity, but also as a means of providing professional assistance to teachers so that they are able to improve the quality of learning in a sustainable manner.(Letari et al., 2025)In its implementation, academic supervision is expected to create a collaborative relationship between supervisors and teachers so that the coaching process runs more effectively.

However, various studies show that academic supervision practices in schools still tend to be oriented towards administrative aspects and teacher performance assessment.(Akmal et al., 2026)Supervision is often perceived as an inspection activity that causes psychological stress for teachers because it places more emphasis on finding errors than on professional development.(Basari et al., 2025)This situation means that the goal of supervision, which aims to improve the quality of learning, has not been fully achieved. As a result, teachers lack adequate space for reflection and mentoring to develop their professional competencies.(Pertiwi et al., 2025).

The development of the 21st-century educational paradigm demands a change in approach to academic supervision. Supervision is no longer viewed as a hierarchical control process, but rather as an empowerment process that respects the potential, needs, and characteristics of individual teachers.(Muslim et al., 2024)The humanist approach is a relevant alternative because it positions teachers as subjects who have the ability to develop through a process of dialogue, reflection, collaboration, and ongoing mentoring.(Ma'ruf & Sonia, 2025)This approach is in line with the concept of modern supervision which emphasizes positive interpersonal relationships between supervisors and teachers.

A humanistic approach to academic supervision is believed to increase teacher

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motivation, commitment, and professional performance. Through open communication, appreciation for teacher potential, and constructive feedback, teachers can be more motivated to improve their teaching practices.(Hadi & Darmiyanti, 2025)Research conducted by Harahap Fitrah shows that supervision carried out collaboratively has a positive impact on improving teachers' pedagogical and professional competence.(Harahap & Fadhli, 2025). These findings indicate that the success of academic supervision is not only determined by the supervision procedures, but also by the approach used in the coaching process.

Although numerous studies have been conducted on academic supervision, most research focuses on the effectiveness of supervision or its influence on teacher performance in general. Research specifically addressing the reconstruction of academic supervision based on a humanist approach in the madrasah context is still relatively limited. This is despite the fact that madrasahs have distinct organizational cultural characteristics from public schools, particularly in the integration of Islamic values, character development, and social relations among school members. This situation indicates a research gap that requires further examination.

MTs Nurul Jadid, as an Islamic boarding school (pesantren)-based educational institution, has an academic culture that emphasizes religious values, family, and ongoing development. In implementing academic supervision, an approach that emphasizes humanitarian aspects, interpersonal communication, and teacher empowerment is crucial to support the improvement of teacher professional performance. Therefore, this study seeks to examine how the reconstruction of academic supervision based on a humanist approach is implemented and how it contributes to strengthening teacher professional performance at MTs Nurul Jadid.

Based on this description, this study aims to analyze the reconstruction of academic supervision based on a humanist approach in strengthening teacher professional performance at MTs Nurul Jadid. The novelty of this study lies in the effort to construct an academic supervision model that functions not only as an evaluation instrument but also as a means of empowering and developing teacher professionalism through a humanist approach in the context of madrasah education.

METHOD

This study uses a qualitative approach with a case study design that aims to understand in depth the reconstruction of academic supervision based on a humanist approach in strengthening the professional performance of teachers at MTs Nurul Jadid, Probolinggo, East Java.(Adji, 2024; Poltak & Widjaja, 2024; Septiana & Khoiriyah, 2024)This approach was chosen because it is able to explore the meaning, process, and dynamics of academic supervision

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implementation in the real context of the madrasah environment. The research location was determined purposively because MTs Nurul Jadid is an Islamic educational institution that implements a teacher development model based on humanist values and continuous professional development. Data sources in this study consisted of the madrasah principal, deputy principal for curriculum, teachers, and supporting documents such as academic supervision programs, teacher development reports, and madrasah policies. Data collection techniques were carried out through observation, in-depth interviews, and documentation studies. Observations were used to directly observe the practice of academic supervision based on a humanist approach, while in-depth interviews were conducted to explore the experiences, perceptions, and strategies of informants in implementing supervision. Data analysis was carried out interactively through the stages of data condensation, data presentation, and drawing conclusions/verification, so that a comprehensive understanding of the reconstruction pattern of academic supervision at the research location was obtained.

RESULTS AND DISCUSSION

Academic Supervision Planning Based on a Humanistic Approach

Academic supervision planning based on a humanist approach at MTs Nurul Jadid is a process of developing a supervision program that positions teachers as partners in professional development. Supervision planning is not only oriented towards fulfilling learning administration requirements, but also directed at identifying teacher needs, developing pedagogical competencies, and creating a conducive coaching atmosphere. In practice, the madrasah principal and the deputy head of curriculum involve teachers in determining the supervision schedule, establishing the focus of coaching, and identifying learning problems faced by teachers. Thus, the supervision planning process is carried out in a participatory, communicative manner, and respects the needs of each teacher as an individual with different characteristics and potential.

The results of an interview with Miftahul Arifin, the Principal of MTs Nurul Jadid, showed that supervision planning was carried out through discussions with teachers at the beginning of the semester to identify the necessary coaching needs. He said, "Before compiling the supervision program, we held a meeting with the teachers to find out the obstacles they faced in learning so that the supervision carried out truly suited their needs." In line with this, the Deputy Head of Curriculum explained, "We do not immediately determine the schedule and focus of supervision unilaterally, but provide opportunities for teachers to convey their needs and development targets they want to achieve." Based on the results of the interview, the

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researcher interpreted that academic supervision planning at MTs Nurul Jadid has adopted humanist principles through the active involvement of teachers in the decision-making process. Teachers are not positioned as objects of supervision, but as subjects who have the right to convey their needs and expectations regarding professional development.

Observations indicate that the academic supervision program was developed through a coordination forum involving the principal, the deputy principal for curriculum, and teachers. Two-way communication was evident in the forum, providing teachers with the opportunity to share their experiences, challenges, and learning needs. Furthermore, the supervision program document indicates that the focus of supervision was based on the identification of teacher needs and the evaluation of learning outcomes from the previous semester. Researchers interpret this participatory supervision planning process as reflecting respect for teacher experience and competence. This demonstrates that the humanistic approach is not merely a normative concept but has been implemented in the academic supervision planning mechanism at MTs Nurul Jadid.

Based on interview and observation data, it is understood that academic supervision planning at MTs Nurul Jadid is implemented through an approach that actively involves teachers in the supervision program development process. Teacher involvement in determining guidance needs, the focus of supervision, and the implementation schedule demonstrates an effort to build an equal relationship between supervisors and teachers. Thus, academic supervision is not viewed as a unilateral control activity, but rather as a coaching process oriented towards teacher professional development.

The data pattern shows that the humanist-based academic supervision planning at MTs Nurul Jadid is built around three main characteristics: teacher participation in developing the supervision program, dialogic communication between supervisors and teachers, and a supervision orientation toward teachers' professional development needs. These three characteristics create a more collaborative and empowering supervision pattern, thereby creating a coaching climate that supports the continuous improvement of teachers' professional performance.

Implementation of Academic Supervision Based on a Humanistic Approach

The implementation of humanist-based academic supervision at MTs Nurul Jadid is a supervisory process that emphasizes harmonious interpersonal relationships between supervisors and teachers through dialogic communication, collaborative coaching, and constructive feedback. Supervision is not only carried out to assess teacher performance in the

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learning process, but also aims to help teachers identify strengths, weaknesses, and opportunities for ongoing professional development. In its implementation, the madrasah principal and the supervisory team prioritize the principles of openness, respect for teacher potential, and persuasive mentoring so that teachers feel comfortable and motivated to improve the quality of their learning.

The results of an interview with Anis Rudianto as a PAI teacher conveyed that academic supervision is implemented through an approach that emphasizes coaching rather than assessment. He stated, "When conducting supervision, we try to build good communication with teachers. Our focus is not on finding mistakes, but on helping teachers find solutions to the obstacles they face in learning." This statement was reinforced by one of the teachers who explained, "When supervision takes place, we are given the opportunity to discuss and convey the difficulties experienced in class. After that, the principal provides constructive input and suggestions so that we feel accompanied, not supervised." Based on the results of the interview, the researcher interpreted that the implementation of academic supervision at MTs Nurul Jadid has accommodated humanist principles through open communication, equal relationships, and the provision of professional assistance oriented towards teacher capacity development. Supervision is seen as a collaborative learning process that encourages teachers to develop professionally.

Observation results indicate that during the supervision activities, the supervisor objectively observed the learning process without interfering with the teaching and learning process. After the observations were completed, the supervisor held a follow-up meeting with the teacher to discuss the observations. The session demonstrated a dialogic atmosphere characterized by the exchange of opinions, reflection on learning practices, and the delivery of polite and constructive feedback. Furthermore, the supervisor also expressed appreciation for aspects of the learning that had been implemented well before submitting recommendations for improvement. The researchers interpreted this supervisory pattern as demonstrating the implementation of humanistic values that position teachers as professional partners in the process of improving the quality of learning. This approach was able to create a sense of security and trust, allowing teachers to be more open to receiving input and reflecting on their learning practices.

Based on interviews and observations, it is understood that the implementation of academic supervision at MTs Nurul Jadid is carried out through a humanistic coaching approach that prioritizes open communication, reflective dialogue, and professional mentoring. Teachers are given space to share their experiences, obstacles, and development needs they face in

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learning. Meanwhile, supervisors act as facilitators and mentors, helping teachers find solutions and strategies to improve the quality of learning. Thus, academic supervision is no longer perceived as a stressful supervisory activity, but rather as a collaborative process that supports teacher professional growth.

The data patterns indicate that the implementation of humanist-based academic supervision at MTs Nurul Jadid is built through three main patterns: dialogic communication between supervisors and teachers, providing constructive feedback oriented toward professional development, and collaborative mentoring in resolving learning problems. These three patterns form a more participatory, reflective, and empowering supervisory practice. This supervision implementation can create positive professional relationships between supervisors and teachers and support the creation of a learning culture oriented toward continuous quality improvement.

Strengthening Teacher Professional Performance Through Humanistic Academic Supervision

Strengthening teacher professional performance through humanistic academic supervision at MTs Nurul Jadid is an effort to improve teacher competence and work quality through a coaching process that emphasizes humanitarian aspects, respect for individual potential, and ongoing professional mentoring. Teacher professional performance in this study is demonstrated through teachers' abilities in planning learning, implementing effective learning processes, developing innovative learning methods and media, and conducting systematic learning evaluations. Humanistic academic supervision is a means to help teachers develop these competencies through reflective dialogue, constructive feedback, and motivation that encourages teachers to continuously improve their professionalism.

The results of an interview with Supandi, the Deputy Head of Curriculum, showed that academic supervision implemented in a humanistic manner had a positive impact on improving the quality of teacher performance. He said, "After supervision was carried out in a more open and collaborative manner, teachers became more active in improving learning tools and were better prepared to carry out the learning process in the classroom." This statement was reinforced by one of the teachers who explained, "Through the supervision carried out by the madrasah principal, I received a lot of input regarding learning strategies. I became more confident in trying more varied methods and adapting them to student needs." Based on the interview results, the researcher interpreted that humanistic academic supervision not only improves teachers' technical abilities in managing learning, but also increases teachers' motivation, self-confidence, and professional awareness to continue making improvements in

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learning practices.

Observations indicate positive changes in teacher learning practices after participating in academic supervision. Teachers appeared more structured in developing learning materials, more active in using learning methods that involve student participation, and more varied in utilizing learning media. Furthermore, teachers demonstrated openness to feedback and reflection on the learning process. Documents from supervision results and follow-up coaching showed improvements in aspects of learning planning, classroom management, and evaluation of student learning outcomes. Researchers interpret these changes as indicators of the success of humanistic academic supervision in continuously strengthening teachers' professional competence. An approach that emphasizes coaching and empowerment has been proven to encourage teachers to develop their professional capacity more optimally.

Based on the results of interviews and observations, it is understood that humanistic academic supervision contributes significantly to strengthening the professional performance of teachers at MTs Nurul Jadid. Teachers not only experience improvements in the technical aspects of learning, such as developing teaching materials, using learning methods, and evaluating learning, but also increase their motivation, self-confidence, and professional commitment. Supervision, implemented through a dialogic and collaborative approach, provides space for teachers to learn, reflect on their learning practices, and continuously develop their competencies.

The data patterns indicate that strengthening teacher professional performance through humanistic academic supervision occurs through three main patterns. First, increased pedagogical competence, characterized by improvements in learning planning, implementation, and evaluation. Second, increased teacher motivation and self-confidence as a result of coaching that values potential and provides constructive feedback. Third, the growth of a culture of reflection and continuous professional development that encourages teachers to continuously innovate in learning. These three patterns demonstrate that humanistic academic supervision functions not only as an evaluation instrument but also as an effective means of empowerment in strengthening teacher professional performance and improving the quality of learning at MTs Nurul Jadid.

DISCUSSION

The research results show that the reconstruction of academic supervision based on a humanist approach at MTs Nurul Jadid begins with participatory supervision planning through teacher involvement in program development, identifying development needs, and determining

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the focus of supervision. This finding aligns with Glickman's opinion that effective academic supervision must be oriented towards teacher needs and implemented through collaborative working relationships.(Sulfiani & Saleh, 2025)The findings of this study also strengthen the results of Harahat Fitrah's research, which shows that teacher involvement in the supervision process can increase a sense of ownership of the professional development program.(Harahap & Fadhli, 2025)However, this study is unique in that teacher involvement not only aims to improve supervision effectiveness but also serves as part of the implementation of humanist values that have developed within the culture of Islamic boarding school-based education. The implication is that participatory supervision planning can build teacher commitment to the development program, so that the supervision process is not viewed as an administrative burden, but rather as a professional necessity.

In terms of implementation, the study found that academic supervision is carried out through dialogic communication, collaborative reflection, constructive feedback, and ongoing professional mentoring. This finding aligns with the humanistic supervision theory developed by Carl Rogers, which emphasizes the importance of individual respect, empathy, and positive interpersonal relationships in the coaching process.(Munawiroh et al., 2026)The results of this study also support Sujatmiko's findings, which state that supervision that prioritizes interpersonal communication is more effective than supervision that is only oriented towards administrative evaluation.(Sujatmiko, 2022)The difference is that at MTs Nurul Jadid, the supervision process serves not only as a learning evaluation mechanism but also as a space for shared reflection between supervisors and teachers. This demonstrates that the success of supervision is greatly influenced by the quality of the interpersonal relationships developed during the coaching process.

The strengthening of teacher professional performance found in this study is demonstrated through increased teacher ability in developing learning materials, implementing more innovative learning methods, and improving the quality of learning evaluations. These findings align with Yasin's research, which explains that development-oriented academic supervision can continuously improve teachers' pedagogical and professional competence.(Yasin, 2023)From a functional perspective (so what), this increased competency impacts the quality of the learning process and the achievement of educational goals in madrasas. Conversely, if supervision is implemented solely as an administrative activity without adequate guidance, the function of teacher professional development will not be optimally achieved. Thus, a humanistic approach has a strategic function in bridging the need for teacher development with the goal of improving educational quality.

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The research findings also indicate that improving teacher professional performance is influenced not only by the supervision mechanism, but also by the structure of social relationships established between the principal and teachers. From a cause-and-effect perspective, relationships based on mutual trust, respect, and openness encourage teachers to be more receptive to input and reflect on their learning practices. Conversely, authoritarian supervision tends to generate resistance and discomfort, thus hindering the process of teacher professional development. These findings reinforce human relations theory, which states that individual productivity is strongly influenced by the quality of social interactions within an organization. Therefore, a humanistic approach serves as a supporting structure that enables academic supervision to function effectively in improving the quality of teacher performance.

Based on the overall findings, this study shows that the reconstruction of academic supervision based on a humanist approach forms a supervision model that is more participatory, reflective, and empowering. This model differs from conventional supervision, which tends to be solely oriented towards control and assessment. These findings provide theoretical implications in the form of strengthening the concept of humanist academic supervision in the context of Islamic boarding school-based education, while also providing practical implications for madrasah principals in designing a more effective supervision system to improve teacher professionalism. Thus, the reconstruction of academic supervision based on a humanist approach functions not only as a teacher development strategy but also as an instrument for transforming the culture of educational organizations that supports the continuous improvement of learning quality.

CONCLUSION

This study found that the reconstruction of academic supervision based on a humanist approach at MTs Nurul Jadid was implemented through three main stages: participatory supervision planning, implementation of dialogic and collaborative supervision, and strengthening teacher professional performance through ongoing coaching. The most important finding of this study indicates that academic supervision will be more effective when implemented by prioritizing humanist values such as openness, respect for teacher potential, positive interpersonal communication, and ongoing professional mentoring. The wisdom that can be drawn from this study is that improving teacher professional performance is not only determined by a good supervisory system, but also by the quality of the human relationship built between supervisors and teachers. When teachers are positioned as partners in the coaching process, supervision is no longer perceived as a control activity, but rather as a means of

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empowerment that encourages the growth of motivation, self-reflection, and professional commitment.

From the aspect of scientific contribution, this research enriches the study of Islamic education management, particularly in the field of academic supervision by presenting a humanist perspective as the basis for reconstructing supervision practices in Islamic boarding school-based madrasah environments. This research not only confirms the function of supervision as an instrument for learning evaluation, but also offers a new understanding that supervision can act as a medium for teacher empowerment and professional development through a more participatory, reflective, and collaborative approach. In addition, this research provides a conceptual contribution in the form of strengthening the humanist academic supervision model that integrates participatory planning, reflective dialogue, constructive feedback, and ongoing professional mentoring within a comprehensive teacher development framework. Thus, this research broadens the perspective on academic supervision, which has tended to be understood as a mere administrative and supervisory activity.

However, this study has several limitations. First, the study was conducted at a single location, namely MTs Nurul Jadid, so the findings were heavily influenced by the characteristics of the institution's organizational culture, leadership system, and educational environment. Second, the study used a qualitative approach with a case study design, so the results emphasized an in-depth understanding of the phenomenon and could not yet be generalized to the context of other madrasas or schools with different characteristics. Third, the research informants were still limited to the madrasah principal, the deputy head of curriculum, and teachers, thus not accommodating a more diverse perspective from other stakeholders. In line with these limitations, further research is needed involving a wider range of research locations, varying characteristics of educational institutions, and the use of quantitative or mixed methods approaches. Further research could also accommodate differences in age, length of service, educational background, and teacher characteristics to obtain a more comprehensive picture of the effectiveness of humanistic academic supervision. The results of this broader study are expected to form the basis for developing more targeted and sustainable academic supervision policies to improve teacher professionalism.

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