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Implementation Of Principal's Academic Supervision Follow-Up In Improving Teachers' Professional Competence: A Case Study At SMPIT Al ITQON

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Abstract

Academic supervision plays a vital role in ensuring educational quality by fostering sustainable professional growth among educators. This study aims to evaluate the application of follow-up strategies derived from the principal's academic supervision to enhance teachers' professional competence at SMPIT AL ITQON. Using a descriptive qualitative case study design, data were collected through in-depth interviews, classroom observations, and documentation reviews involving the principal, vice-principal of curriculum, and subject teachers. The analysis focused on four main indicators: educative and non-directive supervision principles, technical guidance and real-time feedback, periodic scheduling consistency, and the subsequent impact on curriculum implementation. The results demonstrate that effective follow-up actions require a balanced framework that integrates modern collaborative management—such as coaching and mentoring—with Islamic educational management principles, including amanah

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(trustworthiness), musyawarah (consultation), and ihsan (excellence). Providing immediate, constructive feedback and establishing non-judgmental dialogue successfully nurtured teachers' self-awareness, leading to measurable improvements in lesson plans (RPP/modul ajar) and overall classroom instructional quality. This study underscores the importance of adaptive and values-driven supervision in establishing a collaborative, professional school culture.

Keywords: Academic Supervision, Follow-Up Implementation, Principal Leadership, Professional Competence, Islamic Education Management.

INTRODUCTION

Supervision is a crucial concept in various fields, particularly in education and organizational management. Essentially, supervision extends beyond the process of oversight; it encompasses guidance, mentoring, evaluation, and ongoing development. In the era of globalization and rapid technological advancement, the role of supervision has become increasingly crucial in maintaining the quality and effectiveness of individual and organizational performance.

The philosophical background of supervision stems from the need to develop human potential through a reflective approach that not only assesses but also guides individuals to learn and grow professionally. Historically, supervision has transformed from a traditional administrative oversight function into a development process based on a scientific and collaborative approach. This is evident in the transformation of supervision in developed countries such as the United States, which has adopted coaching and mentoring methods oriented toward human resource empowerment (Griffiths, Shean, & Jackson, 2021). In the Indonesian cultural context, the implementation of supervision faces challenges in adapting to local values and building awareness of the importance of continuous professional development.

Furthermore, global change demands adaptive and innovative supervision systems. Supervisor competencies now encompass more than just technical skills, but also interpersonal and leadership skills capable of addressing the complexities of modern organizational issues. Therefore, sustainable development of supervision is essential to address the challenges of the times while preserving the cultural and moral values that underpin society.

In the context of education, supervision plays a crucial role in ensuring the quality of the teaching and learning process. Teacher quality and effective teaching methods are greatly influenced by how supervision is conducted. Effective supervision provides teachers with ongoing

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guidance, motivation, and competency development, which impacts the overall quality of education (Opat & Caswell, 2013).

The Islamic perspective also adds an additional dimension to the concept of supervision, emphasizing not only professional and technical aspects but also moral and spiritual ones. In Islam, supervision is a mandate that must be carried out with integrity and fairness, accompanied by the principles of deliberation and ihsan. The implementation of Islamic-based supervision in Indonesia provides added value, bridging the need for professionalism and local wisdom in the management of educational organizations and other organizations (Na'im, Yulistiyono, & et al., 2021) .

In matters of supervision by the principal to improve teacher quality, supervision activities are contained in the Regulation of the Minister of National Education of the Republic of Indonesia number 13 of 2007, which explains that one of the duties of the principal is 1) Planning an academic supervision program in order to improve teacher professionalism; 2) Carrying out academic supervision of teachers by using appropriate supervision approaches and techniques; 3) following up on the results of academic supervision in order to improve teacher professionalism (National, 2007).

As Master's students in Islamic Educational Management, we view supervision not only as a technical process in organizational management, but also as a multidimensional mandate crucial for maintaining a balance between professional and spiritual aspects. In the context of Islamic education, supervision must integrate Islamic values such as trustworthiness, justice, and deliberation into every stage of the process (Abdurrahman, 2025). This approach not only provides room for technical competency development but also encourages spiritual and ethical development, which are the spirit of Islamic education.

Based on our academic experience and understanding of Islamic educational management theory, we believe that effective supervision requires a holistic approach, combining modern management principles with Islamic values. This approach is crucial for making the supervision process more meaningful and impactful for the development of high-quality, virtuous human resources (Serly, Nurmiyanti, & et al., 2020). As a student studying Islamic educational management, I also recognize that the greatest challenge in supervision is how to implement an adaptive and sustainable system amidst the complexities of changing times and the socio-cultural dynamics of pluralistic Indonesian society (Ayudia, Darwiyanti, & et al., 2022).

Therefore, this study aims to comprehensively examine the philosophical, historical, and sociological background of supervision, while also discussing the basic concept of supervision within a multidimensional framework encompassing practice and an Islamic perspective. This

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study is expected to foster a solid and comprehensive understanding of the importance of supervision and how to develop an effective and meaningful supervision system for organizations, particularly in the field of education .

METHODS

This research employed a qualitative research method with a descriptive case study approach. This approach was chosen to explore and understand in-depth the implementation of follow-up actions from the principal's academic supervision to improve teacher professional competence at SMPIT AL ITQON. Through qualitative methods, researchers were able to capture the meaning, processes, and interactions that occur naturally in the school environment without any manipulation of variables.

The main indicators in this study are 4 references, the first is the principle of educational supervision, to gather information about the supervisor's approach in assisting teachers, conditioning so that teachers do not feel judged or sought for mistakes, and how to foster teacher self-awareness to develop, then the second is the technical provision of guidance that focuses on the speed of providing suggestions after observation, the availability of two-way discussion spaces that provide opportunities for teachers to ask or respond, and real solutions offered to overcome teaching difficulties. then the periodization of periodic supervision, focusing on the consistency of supervision implementation (for example once every 3 months) and mapping schedules that are juxtaposed with the constraints of supervisor busyness. and finally, the impact on the quality of the curriculum scope. which focuses on seeing the effectiveness of supervision on improving curriculum documents such as annual programs (prota), semester programs (promes), and teaching modules/RPP, as well as their impact on real teaching and learning situations in the classroom.

The data collection process was conducted through a combination of in-depth interviews, classroom observations, and document studies to ensure data validity through technical triangulation. The target data sources or informants involved in this study included the Principal (as the main supervisor), the Deputy Head of Curriculum (Waka Curriculum), and Subject Teachers (as the supervised parties). In addition to informants, data collection also targeted supporting documents in the form of supervision notes, annual work agendas, and teacher teaching materials documents.

The interview questions were structured based on informant groups to gather comprehensive data. The questions began by asking the principal about the steps taken to create

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a comfortable supervision atmosphere so that teachers view it as guidance and not as a forum for fault-finding. Next, the principal explored how he or she provides feedback when encountering teacher challenges in the classroom, encouraging teachers to voluntarily acknowledge their shortcomings. The principal was also asked to explain how quickly evaluation suggestions are provided after observing the classroom, along with the openness of a two-way discussion space. Regarding time management, questions focused on how to consistently schedule regular supervision amidst the school's busy management schedule, and concluded with the principal's focus on overseeing the quality of curriculum implementation through supervision .

Questions for teachers explored how they felt under the principal's supervision, specifically whether they felt supported in finding solutions to teaching difficulties or judged for their mistakes. Teachers were also asked to describe whether suggestions or feedback were provided promptly, along with examples of the feedback that had the greatest impact on them. Information was then obtained regarding whether teachers had full opportunities to provide arguments, responses, or questions during evaluation sessions. Finally, questions covered the frequency of scheduled supervision teachers received during the semester and how the results of this supervision helped them develop or improve curriculum materials and classroom teaching and learning processes.

DISCUSSION

Philosophical, Historical, and Sociological Studies on Supervision

Philosophically, supervision is rooted in the values of human resource development through guidance and continuous quality improvement. The basic principles of supervision emphasize continuous learning and positive change, as well as the application of ethical values and professionalism (Suhertian, 2008). Supervision is grounded in the belief that every educator has the potential to develop as long as they are given adequate space and support. Supervision serves as a medium for fostering self-confidence, professional responsibility, and reflective awareness (Ma'ruf & Jamilus, 2025).

Historically, the concept of supervision originated from the industrial revolution's need for control and increased work efficiency in the 19th century. In education, supervision began to develop systematically in the mid-20th century, particularly in Western countries such as the United States. Educational supervision there has transformed from administrative oversight into a process of teacher professional development based on research and best practices (Wagen & Davies, 1998). Supervision practices have evolved from traditional approaches of control and

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inspection to modern approaches that emphasize coaching and capacity building. In the past, supervision was often considered a frightening activity due to its authoritarian nature, error-judgment, and lack of educational value. However, this paradigm has begun to shift with the development of modern educational science and management (Ma'ruf & Jamilus, 2025). In contrast, Indonesia is still in the development stage of adapting this supervision system to the cultural context and local needs (Ministry of National Education, 2001) .

In a sociological context, supervision functions as a tool for managing social dynamics and group interactions within an organization. Supervision serves as an effective communication medium to bridge organizational goals with the personal needs of team members. Supervision also plays a role in building a collaborative work culture within the school environment, strengthening communication between school members, and creating synergy between various educational components in achieving common goals (Ma'ruf & Jamilus, 2025). The social function of supervision is also important in creating a participatory and accountable work culture (Hidayat, 2011). International comparisons show that the supervision system in the United States strongly emphasizes collaboration and empowerment, while Indonesia still faces challenges in implementing teamwork-based supervision practices.

Definition, Purpose, and Function of Supervision

Etymologically, supervision comes from the English word "to supervise." According to Merriam-Webster's Collegiate Dictionary, supervision is defined as "critical watching and directing." Several other sources state that supervision comes from two words: "superior" and "vision." Analysis shows that the principal is described as an "expert" and "superior," while teachers are described as those who need a principal (Fauzi, Fajar, Atika, & Dayanti, 2021). Several experts have contributed their thoughts on the meaning of supervision, including the following:

a. Kimball Wiles formulated that supervision is an aid in developing better teaching and learning situations.
b. Harold P. Adams and Frank G. Dickey define supervision as a special service or service in the field of teaching and its improvement regarding the teaching and learning process including all factors in that situation.
c. Thomas H. Briggs and Josep Justman define supervision as a systematic and continuous effort to encourage and direct the self-growth of teachers who are developing, more effectively in helping to achieve educational goals with students under their responsibility (Fauzi et al., 2021).

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The word "supervision" is adopted from the English word "supervision," which means supervision or to supervise. The person who carries out supervisory work is called a supervisor. Supervision provides assistance and guidance to teachers in the areas of instruction, learning, and curriculum in their efforts to achieve school goals. The word "supervision" is adopted from the English word "supervision," which means supervision or to supervise. The person who carries out supervisory work is called a supervisor. Supervision provides assistance and guidance to teachers in the areas of instruction, learning, and curriculum in their efforts to achieve school goals (Griffiths et al., 2021). Based on the above definitions, there are several similarities, namely:

a. It is a process of providing assistance, direction and coaching.

b. The briefing is aimed at teachers.

All activities have a purpose and are always directed toward that goal. Education is a form of human activity that has a purpose to be achieved through its implementation. Formulating the objectives of educational supervision should help identify and determine more effective supervisory activities. According to Ngalim Purwanto, the objectives of educational supervision are:

a. Helping teachers to better understand or be aware of the educational goals at school, and the function of the school in achieving those educational goals.

b. Help teachers to be more aware and understand the needs and problems faced by their students so they can help their students better.

c. To implement effective leadership in a democratic manner in order to improve professional activities in schools, and cooperative relationships between staff to jointly improve each other's abilities (Fauzi et al., 2021).

d. Helping to create graduates who are optimal in quantity and quality.

e. Helping teachers develop their personal, competency and social skills.

f. Assisting the principal in developing programs that are appropriate to local community conditions.

g. Participate in increasing cooperation with the community or School Committee (Serly et al., 2020).

The supervisory function covers leadership, human relations, group process development, personnel administration, and evaluation. Supervision has three functions:

a. As an activity to improve the quality of education.

b. As a trigger for changes in educational elements.

c. As a leadership and guidance activity. From the explanation above, it can be concluded

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that educational supervision can consistently direct and improve educational institutions' programs to achieve their stated goals. The function of supervision in education is not merely to monitor whether all activities are implemented according to established plans or programs, but goes beyond that (Fauzi et al., 2021).

The main function of educational supervision is aimed at improving the teaching and learning situation. Piet A. Sahertian provides eight functions of supervision as follows:

a. Coordinate all school or institution efforts.

b. Complementing school leadership.

c. Broadening the experience of teachers.

d. Stimulate creative efforts.

e. Provide continuous facilities and assessment.

f. Analyze teaching and learning situations.

g. Providing knowledge of skills data to each staff member (Fauzi et al., 2021).

Comparison with other countries: In the United States, the supervisory function is closely linked to teacher professional development through coaching and mentoring. In Indonesia, supervisory practices still emphasize administrative oversight, although they have begun to shift toward a developmental approach.

Basic Concepts of Supervision

The concept of supervision consists of several interrelated components, including supervision as quality control, guidance for improving skills, systematic evaluation , consultation for dialogue and problem solving, and motivation in the form of psychological and professional support (Fatimah, Dewi, & Saudi, 2025).

The basic concept of educational supervision includes the definition of educational supervision, the principles of educational supervision, and the objectives of educational supervision (Addini et al., 2022) as mentioned above.

a. Principles The principles of educational supervision in achieving educational quality goals in an applicable manner are as follows:

1) Supervision is intended to provide guidance and assistance to teachers and other school staff to solve problems and overcome difficulties and not to look for mistakes (Abdurrahman, 2025).

2) The provision of assistance and guidance is done directly, meaning that the party receiving the assistance and guidance is not forced or has their heart opened, they can feel alone

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and commensurate with their ability to cope on their own.

3) If the supervisor plans to provide suggestions or feedback, it should be conveyed as soon as possible to ensure they are not forgotten. The supervisor should also give the supervisee the opportunity to ask questions or provide feedback.

4) Supervisory activities should be carried out periodically, for example once every 3 (three) months, not according to the interests and opportunities of the supervisor (Fauzi et al., 2021).

Scope of Educational Supervision Supervision is an essential, defining activity that ensures the achievement of educational goals. Supervision can be defined as a process of assisting in developing teaching and learning situations to achieve better conditions. Supervision focuses on the development of teachers and other school personnel to achieve educational goals. The scope of education includes:

1) Curriculum Supervision.
2) Supervision of Student Affairs.
3) Personnel Supervision.
4) Supervision of Facilities and Infrastructure.
5) Financial Supervision.
6) Public Relations Supervision.
7) Supervision of the Administrative Sector (Ma'ruf & Jamilus, 2025).

The scope of supervision in this field of objectives requires supervisors to master and study all areas that have become provisions in the scope of educational supervision, because all of them cannot be separated and are interrelated.

Supervision in Islamic Perspective

From an Islamic perspective, supervision is seen as a mandate that must be carried out with full responsibility and integrity. The main principles are amanah (trust), musyawarah (consultation), and ihsan (doing one's best). Islamic supervision management integrates moral and spiritual values into the supervision and guidance process (As-Suwaidan & Basyarahil, 2005).

Amidst the increasingly modern and rapid development of education, the challenge for Islamic education is to ensure that the educational process remains based on Islamic principles. One way to achieve this is by strengthening the quality of teaching and development provided by educators, particularly through a supervision model based on Qur'anic values (Abdurrahman, 2025).

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Quranic supervision embodies the value of ta'dib, namely the formation of morals and the instilling of adab values in the teaching and learning process. Teacher development must encompass moral and spiritual dimensions so that teachers are not only intellectually intelligent but also exemplary. Hasan Baharun argues that educational institution leaders must play the roles of murabbi (moral educators), mudzakkir (reminders of religious values), and qiyadah (inspiring leaders). This demonstrates that supervision cannot be separated from the leader's exemplary behavior.

In practice, Ubaidillah added that the targhib wa tarhib (motivation and warning) approach is effective in supervision because it reflects the Quranic method of educating people with compassion yet firmness. Supervision should be a means of islah (improvement), aimed at improving the quality of learning and strengthening educational da'wah.

Rochmat Wahyudi emphasized that supervision based on Qur'anic values is not merely an administrative activity, but a process of transforming teachers into educators with superior character and spirituality (Kusyaeni, 2023). The key to successful supervision in Islam is the integration of rational, emotional, and spiritual approaches.

The leadership and supervision model in Islam emphasizes rahmatan lil 'alamin (mercy for the universe), namely leading with compassion and justice, and prioritizing collaboration and respect for individuals (Hafidhuddin & Tanjung, 2003). Sharia management supports the implementation of supervision based on holistic Islamic values, encompassing both worldly and afterlife aspects in achieving true success.

In comparison, in countries with Islamic cultures such as Malaysia and the Middle East, educational supervision is designed in line with Islamic principles while adopting international standards. This demonstrates that supervisory approaches can be culturally adapted while maintaining effectiveness and professional ethics. Finland does not even have a state-mandated framework for teacher evaluation, but formal teacher assessment is still based on accountability and administration theories (Gonzalez et al., 2015). "Finland, on the other hand, does not have a state-mandated framework for teacher evaluation (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2017). The Finnish evaluation policy has distinctive characteristics compared to the accountable evaluation model (Tarhan, Karaman, Kemppinen, & Aerila, 2019)."

CONCLUSION

Supervision is an essential element in organizational management systems, particularly in

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education, to improve work quality and effectiveness. The philosophical, historical, and social background provides a solid foundation for understanding the complexities of supervision, which continue to evolve with the demands of the times. The basic concept of supervision involves various components and roles that mutually support the success of the guidance and supervision process.

The integration of an Islamic perspective into supervision adds an important moral and spiritual dimension to the Indonesian cultural context. This approach reinforces the values of trust, deliberation, and ihsan, which are fundamental to developing high-quality and virtuous human resources. Learning from international practices, supervision in Indonesia is expected to continue to develop and adapt to meet global standards while maintaining local cultural identity.

Supervision is a crucial process in educational management, focusing not only on administrative oversight but also on the development and enhancement of human resources. Through supervision, work quality and educational quality can be continuously improved, enabling educational goals to be achieved effectively and efficiently. Theoretically, supervision requires a systematic and collaborative approach to ensure optimal guidance and evaluation.

In the context of Islamic educational management, supervision must integrate Islamic values such as trustworthiness, justice, and deliberation. This emphasizes that the function of supervision is not merely technical but also encompasses ethical and spiritual values that can strengthen the character of educators and students. Supervision grounded in these values provides a solid foundation for creating a harmonious and meaningful educational environment.

Supervisory elements such as monitoring, guidance, evaluation, and development complement each other to achieve the goal of improving educational quality. The supervisory function, which encompasses monitoring, coaching, development, and evaluation, also emphasizes how supervision plays an active role in shaping a professional and collaborative work culture within educational institutions. Diverse supervisory approaches such as clinical, support, and collaboration provide flexibility so that supervision can be implemented according to needs and field conditions. 12.

As Master's students in Islamic Education Management, we recognize that supervision is not merely a technical task, but also a mandate that must be carried out with full responsibility and integrity. Effective supervision must be able to respond to the challenges of dynamic social and cultural change, as well as foster quality education oriented toward developing Islamic competencies and character.

Thus, developing a basic concept of supervision that combines modern management

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principles and Islamic values is crucial. This will not only improve the quality of education but also ensure that the supervision process can make a comprehensive, positive contribution to educational advancement and the formation of a generation with noble character.

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