International Journal of Education, Vocational and Social Science
https://e-journal.citakonsultindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

Management Of Academic Supervision By The Head Of Madrasah In Improving Teacher Professionalism (Case Study At MA Nurul Jadid And MAN 1 Probolinggo)

Rahmat Shulhani
Universitas Nurul Jadid
Sugiono
Universitas Nurul Jadid

Corresponding Author: rahmatshulhani9@gmail.com

Abstract

This research aims to analyze the academic supervision management of madrasah principals in improving teacher professionalism at MA Nurul Jadid and MAN 1 Probolinggo. The research uses a qualitative approach with a multisite case study type. Data were obtained thru in-depth interviews, observations, and documentation of the head of the madrasah, the deputy head of the curriculum field, and teachers. Data analysis was conducted thru data condensation, data presentation, conclusion drawing, and cross-site analysis, while data validity was tested using source, technique, and time triangulation. The research results show that academic supervision management is carried out thru three main stages, namely planning, implementation, and evaluation, which are conducted systematically and continuously. The planning of supervision is based on the analysis of teachers' needs, the madrasah work program, and the academic calendar. The implementation of supervision is carried out thru the examination of teaching materials, classroom observations, professional dialog, feedback provision, and follow-up coaching. The evaluation of supervision serves as the basis for the development of a sustainable teacher professional development program. The implementation of academic supervision has proven capable of enhancing teachers' pedagogical, professional, social, and personal competencies. The success of supervision is supported by the commitment of the head of the madrasah, a collaborative work culture, the competence of the supervisor, and the support of facilities and infrastructure. The challenges faced include the limited time of the head of the madrasah, the busy schedule of the madrasah activities, and the varying readiness of teachers to receive supervision. This research emphasizes that planned, collaborative, and professional development-oriented

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

academic supervision management is an effective strategy for improving teacher professionalism and the quality of learning in madrasahs.

Keywords: Academic Supervision Management; Madrasah Principal; Teacher Professionalism; Madrasah Aliyah; Multisite Study.

INTRODUCTION

The quality of education in madrasahs is greatly determined by the quality of human resources managing the educational process, especially teachers as the main implementers of learning (Nurjanah et al., 2021). Teachers are not only responsible for transforming knowledge but also for shaping character, instilling Islamic values, and developing students' competencies as a whole. Therefore, the professionalism of teachers becomes one of the important indicators in improving the quality of Islamic education. This professionalism is reflected thru the mastery of pedagogical, professional, personal, and social competencies manifested in an effective, innovative, and student-centered learning process (Alfaiz, 2024). However, various educational evaluation results indicate that the improvement of teacher professionalism remains a challenge for many madrasahs, especially in facing curriculum changes, advancements in learning technology, and the increasing demands for the quality of educational services.

In that context, the head of the madrasah plays a strategic role as an instructional leader responsible for building an academic culture and developing the professional capacity of teachers (Zahiq & Kusuma, 2025). One of the important instruments that the head of the madrasah has to achieve this goal is academic supervision. Academic supervision is no longer understood merely as an administrative oversight activity or an assessment of teacher performance, but rather as a systematic, collaborative, and continuous professional development process to help teachers improve the quality of learning (Hartati et al., 2024). Thru academic supervision, the head of the madrasah acts as a facilitator, mentor, and reflective partner for teachers in improving the planning, implementation, and evaluation of learning.

The development of the academic supervision paradigm shows a shift from an inspection approach to a professional learning approach. This shift positions teachers as active subjects in the process of competency development thru dialog, reflection, constructive feedback, and continuous follow-up. Thus, the effectiveness of academic supervision is not only determined by the implementation of classroom observations but also by the principal's ability to manage the entire supervision process, from the planning, execution, evaluation, to follow-up stages, as an

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

integrated management system (Hadiansyah et al., 2025; Tambunan et al., 2024). This perspective emphasizes that the success of academic supervision is greatly influenced by the quality of management implemented by the head of the madrasah.

In the perspective of Islamic education, academic supervision has a philosophical foundation that aligns with the values of itqan (professionalism), amanah (responsibility), and ishlah (continuous improvement). These values place the improvement of educational quality as part of the moral and spiritual responsibility of all members of the madrasah. The word of Allah SWT in Q.S. At-Taubah verse 105 emphasizes the importance of working optimally and responsibly so that every educational activity must be directed toward continuous quality improvement. Therefore, academic supervision in madrasahs is not only oriented toward improving teachers' competencies but also toward the formation of a professional culture based on Islamic values (Sastraatmadja et al., 2024).

Several previous studies have proven that academic supervision positively contributes to the improvement of teaching quality and teacher professionalism. Continuous supervision can enhance teachers' abilities in developing learning tools, creating innovative teaching strategies, managing classrooms effectively, and conducting more comprehensive learning evaluations (Kholidi, 2025; Nofiani et al., 2025). In addition, academic supervision also encourages the growth of a culture of reflection and professional learning within the school environment, prompting teachers to continuously improve their teaching practices.

Nevertheless, a review of various studies indicates that there are still several research gaps. First, most research focuses on academic supervision as a technical activity involving classroom observation and teacher performance evaluation, while studies that view academic supervision as a management system encompassing planning, implementation, evaluation, and follow-up are still relatively limited. Second, previous research has generally been conducted in a single educational unit, thus failing to explain how institutional characteristics influence the implementation of academic supervision management. Third, most studies measure the success of supervision based on the improvement of certain competencies, while research linking academic supervision management with teacher professionalism holistically is still limited.

Based on these gaps, this research offers a different perspective by positioning academic supervision as a management system run by the head of the madrasa to build a culture of teacher professionalism. This research not only examines the implementation of academic supervision at each stage of management but also compares supervision practices in two different characteristics of madrasahs, namely state madrasahs and pesantren-based private madrasahs.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

The comparison is expected to yield a more comprehensive understanding of how institutional contexts influence the strategies, approaches, and effectiveness of academic supervision in enhancing teacher professionalism. Thus, the novelty of this research lies in the development of an academic supervision management perspective based on a multisite study that integrates the aspects of planning, implementation, evaluation, and follow-up of supervision within the different institutional contexts of madrasahs.

Based on the description, this study aims to analyze the management of academic supervision conducted by the head of the madrasah in improving teacher professionalism at MA Nurul Jadid and MAN 1 Probolinggo. Specifically, this research examines the processes of planning, implementation, evaluation, and follow-up of academic supervision, the strategies used by the head of the madrasah in teacher development, as well as the factors that support and hinder the effectiveness of academic supervision. The research results are expected to enrich the development of Islamic education management theory, particularly in the field of academic supervision, while also providing practical recommendations for school principals in developing a more collaborative, sustainable, and professionalism-oriented academic supervision model for teachers.

METHOD

This research uses a qualitative approach with a multiple case study design to gain an in-depth understanding of the management of academic supervision by madrasah heads in improving teacher professionalism in two different institutional contexts. The qualitative approach was chosen because it allows researchers to reveal the processes, meanings, and dynamics of academic supervision implementation naturally according to the conditions occurring in the field (Cresswell, 2013; Mulloh & Muslim, 2022). The multiple case study design provides an opportunity to conduct cross-case analysis, allowing for the identification of similarities, differences, and characteristics of academic supervision implementation in each madrasah.

The research was conducted at MA Nurul Jadid and MAN 1 Probolinggo. Both madrasahs were purposively selected because they have different institutional characteristics. MA Nurul Jadid is a pesantren-based madrasah with an organizational culture integrated with pesantren values, while MAN 1 Probolinggo is a state madrasah under the Ministry of Religious Affairs that applies a more formal management system. These differences in characteristics provide a relevant context for examining how academic supervision management practices are implemented in each institution.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

The research informants were determined using purposive sampling techniques, specifically individuals who are directly involved in the implementation of academic supervision. The main informants consist of the head of the madrasah as the academic supervisor and teachers as the recipients of the supervision services. The selection of informants is based on their ability to provide in-depth information regarding the processes of planning, implementation, evaluation, and follow-up of academic supervision.

The researcher acts as a human instrument responsible for the entire research process, from data collection, analysis, to the interpretation of findings (Jailani, 2023). Data were collected thru three complementary techniques, namely semi-structured interviews, participatory observation, and document studies. Interviews were used to explore the experiences, perceptions, and strategies of the head of the madrasah and teachers related to the implementation of academic supervision. Observation is conducted to directly observe the supervision process and classroom learning practices, while documentation is used to obtain administrative evidence in the form of supervision programs, supervision instruments, supervision outcome reports, learning tools, teacher training minutes, and other relevant documents.

Data analysis was conducted interactively by referring to the Miles, Huberman, and Saldaña (2014) model, which includes three stages: data condensation, data display, and conclusion drawing and verification (Spradley & Huberman, 2024). The analysis was conducted simultaneously from the data collection process, allowing the researcher to explore and delve deeper into the findings that emerged in the field. Next, the analysis results from each location were compared thru cross-case analysis to identify common patterns and distinctive characteristics of the academic supervision management implementation in both madrasahs.

The validity of the data is maintained thru the application of source triangulation, technique triangulation, and time triangulation (Handoko et al., 2024). Source triangulation is conducted by comparing information obtained from the head of the madrasah and teachers, while technique triangulation is carried out by confirming interview results thru observation and documentation. Time triangulation is applied by collecting data at different times to ensure the consistency of information. Additionally, the researcher conducts member checking with several informants to confirm the alignment of the interpretation results with their experiences, and performs peer debriefing with colleagues to enhance the credibility and objectivity of the research findings.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

RESULTS AND DISCUSSION

Academic Supervision Planning

The research results show that the planning of academic supervision at MA Nurul Jadid and MAN 1 Probolinggo is carried out systematically as part of the strategy to improve the quality of learning. In both madrasahs, academic supervision is not positioned as an incidental administrative activity, but is designed as a continuous program thru the preparation of an annual supervision program, the establishment of a schedule based on the academic calendar, the formation of a supervision team, the preparation of supervision instruments, the determination of supervision targets, and the socialization to teachers before the implementation of class observations. Although they have different institutional characteristics, both madrasahs apply the same principle, which is to adjust the timing of supervision with the readiness of the learning process so that observations are conducted when teachers have carried out their teaching optimally.

The findings indicate that the head of the madrasah has implemented the planning function in educational management as proposed by George R. Terry. Planning is not only oriented toward scheduling but also based on the analysis of organizational needs, teacher readiness, the dynamics of curriculum implementation, and the availability of human resources. This condition shows that academic supervision is developed as a rational and needs-based managerial process, so that each stage of supervision has clear objectives, indicators, and implementation mechanisms. In addition, the formation of the supervision team thru the involvement of the curriculum deputy head of the madrasah and senior teachers also demonstrates the implementation of the organizing function thru the distribution of roles and responsibilities according to each individual's competencies.

Differences in institutional context affect planning strategies without changing the orientation of supervision. At MA Nurul Jadid, the implementation of supervision is scheduled after the learning process has been ongoing for about three months so that teachers have the opportunity to fully implement the teaching materials. On the other hand, MAN 1 Probolinggo adjusts the supervision schedule to align with the Furudul 'Ainiyah program attended by new students, so supervision is conducted when regular learning activities have stabilized. These findings indicate that academic supervision planning is adaptive to the organizational context, while also demonstrating the headmaster's ability to align the supervision program with the academic dynamics of each institution.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

From the perspective of academic supervision, the research results show that the supervision planning has accommodated the principles of developmental supervision proposed by Glickman (Sonia, 2022). Teachers receive information about the supervision schedule, assessment indicators, and observation instruments before the supervision is conducted, giving them the opportunity to prepare teaching materials and reflect on their teaching practices. That transparency builds a professional relationship between the supervisor and the teacher, reduces the perception of supervision as an inspection activity, and shifts the orientation of supervision to a mentoring process aimed at enhancing the professional capacity of the teacher. These practices are also in line with Sergiovanni's view, which positions supervision as an instrument for establishing a professional learning culture, a culture of professional learning built thru collaboration, trust, and a shared commitment to improving the quality of learning.

The research findings also show that the development of supervision instruments is carried out adaptively in accordance with the applicable curriculum policies. Teachers implementing the Merdeka Curriculum use instruments based on teaching modules, while teachers still using the 2013 Curriculum use instruments based on lesson plans (RPP). This flexibility shows that academic supervision management is not static, but responsive to changes in national education policy. In Sahertian's perspective, this condition reflects the character of academic supervision that is scientific, systematic, objective, and oriented toward the needs of teachers, thereby capable of promoting sustainable competency development.

The results of this study reinforce various previous studies that state that the quality of planning is the main determinant of the success of academic supervision. Masmin (2020) emphasizes that the systematic development of a supervision program enhances teachers' readiness to conduct lessons, while Hidayat et al. (2025) demonstrate that the instructional leadership of the principal will be more effective if supervision is designed collaboratively and integrated with the school's quality assurance system. This research expands on those findings thru a multisite study that shows that the success of academic supervision is not only influenced by the quality of classroom observation but also begins at the planning stage, which includes coordination among supervisors, instrument development, program socialization, and the adjustment of supervision strategies to institutional characteristics. Thus, the novelty of this research lies in the assertion that the effectiveness of academic supervision is more determined by the quality of its planning management than by the differences in the institutional status of the madrasahs. Systematic, participatory, and adaptive planning has proven to be the foundation for building a professional learning culture and continuously enhancing teacher professionalism.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Implementation of Academic Supervision

Research results show that the implementation of academic supervision at MA Nurul Jadid and MAN 1 Probolinggo is carried out in a planned manner thru the stages of pre-observation, learning observation, and post-observation. These three stages are carried out continuously as an effort to foster teacher professionalism, not merely to assess teaching performance. In the pre-observation stage, the head of the madrasah, along with the supervision team, conducts initial communication with the teachers to discuss the readiness of teaching materials, the objectives of supervision, assessment indicators, and the mechanisms for conducting the observation. This stage serves as a medium to build mutual understanding between the supervisor and the teacher, so that supervision is perceived as a professional development process that is educational and collaborative in nature.

The implementation of observations is carried out directly in the classroom using supervision instruments that have been adjusted to the curriculum applied by each teacher. The observed aspects include the completeness of teaching materials, the ability to open lessons, mastery of the subject matter, the application of teaching strategies and models, classroom management, the use of teaching media, interaction between teachers and students, and the implementation of learning assessments. In both madrasahs, the head of the madrasah not only serves as an evaluator but also as a mentor who objectively observes the teaching practices to obtain an authentic picture of the teachers' pedagogical and professional competencies. This approach shows that academic supervision has been directed toward improving the quality of the learning process thru systematic and evidence-based observation (Dinita et al., 2026).

The research findings also indicate differences in the implementation strategies of supervision influenced by the institutional characteristics of each madrasah. At MA Nurul Jadid, the implementation of supervision takes place in a more participatory atmosphere due to the influence of the pesantren culture, which emphasizes values of family, deliberation, and continuous development. On the other hand, at MAN 1 Probolinggo, the implementation of supervision follows a more formal procedure thru a structured observation mechanism in accordance with the madrasah supervision guidelines. Nevertheless, both madrasahs have the same orientation, which is to make supervision an instrument for improving the quality of learning and the professional development of teachers. These findings indicate that the organizational context influences the pattern of supervision implementation, but does not change the substance of supervision as a professional learning process.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

From the perspective of educational management, the implementation of academic supervision reflects the implementation of the actuating function in the concept of Planning, Organizing, Actuating, and Controlling (POAC) (Faiz et al., 2024). This function is realized thru the ability of the head of the madrasah to mobilize all educational resources so that the supervision program is implemented effectively. The head of the madrasah not only ensures that the supervision schedule runs according to plan but also builds intensive communication, provides motivation to teachers, and creates a conducive supervision atmosphere. Such leadership demonstrates that the success of academic supervision is not only determined by the completeness of procedures but also by the principal's ability to build positive interpersonal relationships with teachers. These findings are in line with recent research stating that collaborative instructional leadership significantly influences the effectiveness of academic supervision and the improvement of learning quality (Zulkarnain et al., 2026).

The research findings indicate that the implementation of academic supervision is more aligned with the developmental supervision approach, which positions teachers as partners in the professional development process. Teachers have the opportunity to explain the teaching strategies used, discuss the challenges faced, and receive constructive feedback after the observation is completed. This pattern shows that the relationship between the supervisor and the teacher is built on the basis of trust, mutual reflection, and a commitment to improving learning. This approach is in line with the research findings of Zauabi et al. (2025), which emphasize that academic supervision will be more effective when conducted thru professional dialog that encourages reflection, collaboration, and continuous learning rather than merely focusing on performance evaluation.

In addition to observing the learning process, the implementation of supervision in both madrasahs is also directed toward identifying the needs for teacher competency development. The results of the observations serve as the basis for determining the form of further development, such as individual mentoring, professional discussions, internal training (in-house training), as well as lesson study activities and Subject Teacher Consultation Groups (MGMP). Thus, academic supervision does not stop at classroom observation activities, but functions as an instrument for diagnosing the professional development needs of teachers. This practice demonstrates the integration between academic supervision and human resource development programs in madrasahs, which is an important characteristic of a learning organization (Sari, 2025).

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

The findings of this study reinforce various research results that state the effectiveness of academic supervision is determined by the quality of interaction between the supervisor and the teacher during the observation process. El-Fadhil et al. (2025) found that supervision conducted thru dialogic communication can enhance teachers' pedagogical competence and confidence in managing learning. Similarly, Da Silva et al. (2025) discovered that academic supervision carried out collaboratively encourages teachers to be more open to feedback and more ready to implement learning innovations. However, this research provides a broader contribution because it shows that the implementation of supervision is not only influenced by the supervisor's competence but also by the head of the madrasah's ability to integrate supervision with the organizational culture and the madrasah's internal quality assurance system.

The main contribution of this research lies in the finding that the effectiveness of academic supervision implementation is not solely determined by classroom observation activities, but rather by the integration of pre-observation communication, evidence-based observation, and reflective dialog in the post-observation stage. This approach fosters a supervisory climate that is educational, participatory, and oriented toward professional learning. Thus, the implementation of academic supervision at MA Nurul Jadid and MAN 1 Probolinggo shows that collaboratively conducted supervision can strengthen teachers' pedagogical and professional competencies while also building a quality culture that supports the sustainable improvement of madrasah education quality.

Academic Supervision Evaluation

The research results show that the academic supervision evaluation at MA Nurul Jadid and MAN 1 Probolinggo is carried out as an integral part of the cycle of improving the quality of learning. Unlike the evaluation paradigm that is oriented toward administrative assessment, both madrasahs position evaluation as a professional reflection process aimed at helping teachers identify their strengths, weaknesses, and competency development needs. The evaluation is conducted immediately after the learning observation thru interpersonal communication between the head of the madrasah and the teacher in a dialogical and conducive atmosphere. This approach provides space for teachers to explain their teaching experiences, discuss various challenges they face, and simultaneously receive constructive feedback. Thus, evaluation not only produces information about the quality of learning but also serves as a medium for professional development for teachers.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

The findings indicate a shift in the paradigm of supervision evaluation from an inspection-oriented approach to reflective supervision. The head of the madrasah does not position teachers as objects of evaluation, but as professional partners who are encouraged to reflect on the teaching practices that have been carried out. The results of the observation are used as a basis to build a dialog regarding the effectiveness of teaching strategies, the use of media, classroom management, and the implementation of assessments. The reflection process encourages teachers to connect empirical classroom experiences with pedagogical concepts, making evaluation a means of continuous professional capacity development. These findings show that the success of academic supervision is not only determined by the quality of classroom observation but also by the supervisor's ability to facilitate a meaningful reflection process.

From the perspective of educational management, the implementation of evaluation demonstrates the function of controlling, which is no longer interpreted as a supervision mechanism, but as a quality control process oriented toward continuous quality improvement. The head of the madrasah uses the results of the observations as a basis for formulating coaching recommendations, determining training needs, and developing support strategies according to the characteristics of each teacher. Thus, evaluation does not stop at the presentation of supervision results, but becomes the basis for decision-making in the professional development of teachers. This practice shows that the control function has been integrated with the coaching function, creating a more effective and sustainable supervision cycle.

The research findings also show that evaluative communication is conducted personally to maintain the psychological comfort of teachers. Delivering supervision results individually allows teachers to present pedagogical reasons for the learning decisions made while receiving feedback without feeling judged. This approach strengthens the professional relationship between the head of the madrasah and the teachers, and builds a culture of relational trust, which is an important prerequisite in the development of a learning organization. Recent literature shows that dialogic and reflective feedback has a greater impact on increasing teacher motivation, self-efficacy, and commitment compared to evaluations that are solely oriented toward meeting administrative indicators (Ridwan, 2026). Therefore, the effectiveness of supervisory evaluation is greatly influenced by the quality of communication established between the supervisor and the teacher.

In addition to providing feedback, the evaluation results at both madrasahs are used as the basis for developing various follow-up programs, such as individual mentoring, coaching, professional discussions, in-house training, and involving teachers in Subject Teacher Consultation Groups (MGMP). This indicates that evaluation serves as a diagnostic tool for identifying the

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

professional development needs of teachers. This strategy aligns with the findings of Hendrawati's (2025) research, which emphasizes that academic supervision will have a significant impact if the evaluation results are integrated with a continuous teacher professional development program. Thus, evaluation is not understood as the final stage of supervision, but as a link between the results of observation and the teacher competency improvement program in the following period.

The results of this study reinforce various studies that place reflective feedback as a key factor in the success of academic supervision, while simultaneously providing a new perspective thru the context of multisite studies in state madrasahs and pesantren-based madrasahs. This research shows that although both institutions have different organizational cultures, they both implement an evaluation model that emphasizes interpersonal communication, professional reflection, and continuous mentoring. The novelty of this research lies in the development of an academic supervision evaluation model that integrates reflective evaluation, dialogic communication, and needs-based follow-up for teachers within a single supervision management cycle. The model shows that the effectiveness of academic supervision is not only determined by the quality of learning observations but also by the ability of the head of the madrasah to transform evaluation results into sustainable professional development strategies (Zahiq & Kusuma, 2025). The implications of this model are seen in the increased pedagogical and professional competencies of teachers, the strengthening of a reflective culture, and the development of an academic quality culture that supports the realization of madrasahs as learning organizations that are adaptive to change and oriented toward the continuous improvement of educational quality.

Supporting and Hindering Factors of Academic Supervision

The research results show that the effectiveness of academic supervision at MA Nurul Jadid and MAN 1 Probolinggo is influenced by various interrelated supporting and hindering factors. The main supporting factors include the head of the madrasa's leadership oriented toward professional development, teachers' commitment to competency development, a collaborative work culture, coordination among supervisors, and institutional support in the implementation of supervision. Conversely, the inhibiting factors found include the head of the madrasa's limited time, the high administrative burden on teachers, and the differences in teachers' readiness levels and professional experience. These findings indicate that the success of academic supervision does not only depend on the supervisor's competence but is also influenced by the organization's readiness to build a sustainable teacher development system.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

The leadership of the head of the madrasah is the most dominant factor in supporting the success of academic supervision (Amini, 2026). In both madrasahs, the head of the madrasah developed supervision as a process of professional mentoring thru open communication, motivation, and constructive feedback. This approach creates a working relationship based on trust (relational trust), so teachers view supervision as an opportunity to improve the quality of learning, not as a mechanism of oversight. These findings are in line with the research by Wasitoh & Wahyudin (2025), which shows that instructional leadership supported by interpersonal communication can enhance the effectiveness of supervision and strengthen teachers' commitment to improving the quality of learning. Similar results were also reported by Razak et al., (2023), who emphasized that a culture of mutual trust between school principals and teachers is a key prerequisite for the success of teacher professional development thru academic supervision.

In addition to leadership, a collaborative organizational culture becomes a supporting factor that strengthens the implementation of academic supervision. At MA Nurul Jadid and MAN 1 Probolinggo, supervision is not only the responsibility of the head of the madrasah but also involves the deputy head of the madrasah in the curriculum field and senior teachers as part of the supervision team. This collaboration creates a professional learning community mechanism that encourages teachers to share experiences, discuss teaching practices, and develop solutions to various problems encountered in the classroom. In the perspective of educational management, this condition indicates that supervision has evolved into an instrument for strengthening a quality culture that involves all elements of the organization. The research by Aprilia et al. (2025) emphasizes that a collaborative culture significantly contributes to the improvement of supervision effectiveness because it enables continuous professional learning. These findings also reinforce the results of Hadiansyah et al. (2025), which state that teacher capacity development will be more effective when supervision is conducted in an organizational environment that supports collaboration and joint reflection.

However, this study also found several obstacles that affect the effectiveness of academic supervision. Time constraints are the main obstacle because the head of the madrasah must perform various managerial functions simultaneously, ranging from administrative management, institutional development, to coordination with various stakeholders. On the other hand, teachers also face a high administrative burden in learning, which often reduces the opportunity to prepare for supervision or follow up on coaching results optimally. In addition to these structural factors, differences in teacher characteristics also affect the implementation of supervision. Experienced

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

teachers are generally more ready to accept supervision, while relatively new teachers still require more intensive mentoring to develop pedagogical competence and boost their confidence in the learning process. This condition indicates that the implementation of supervision requires an adaptive approach tailored to the professional needs of each teacher.

The findings indicate that the effectiveness of academic supervision is influenced by the interaction between individual factors and organizational factors. The head of the madrasah must not only possess competence as a supervisor but also be able to manage organizational culture, build positive communication, develop coordination systems, and create a conducive learning environment for the professional development of teachers. This perspective aligns with the developmental supervision approach, which positions supervision as a coaching process tailored to the professional development level of teachers. Recent research shows that a differentiated supervision approach has a greater impact on improving teacher competence compared to a uniform supervision approach (Hidayat et al., 2025).

This research reinforces various previous findings regarding the importance of instructional leadership, organizational culture, and professional collaboration in supporting academic supervision. However, this research offers a new perspective thru a multisite study of two madrasahs with different institutional characteristics. The novelty of this research lies in the finding that the effectiveness of academic supervision is not only determined by the quality of the madrasah principal's leadership but also by the institution's ability to build a collaborative, adaptive, and teacher professional development-oriented supervision ecosystem. The integration of instructional leadership, organizational culture, supervision team coordination, and coaching strategies tailored to the individual needs of teachers becomes a supervision model capable of strengthening a sustainable culture of learning quality. These findings emphasize that the improvement of teacher professionalism is the result of the synergy between leadership, organizational systems, and the commitment of all madrasah members in building a learning organization that is responsive to the dynamics of educational changes (Shobri, 2025).

CONCLUSION

Based on the research results regarding the management of academic supervision by the head of the madrasah in improving teacher professionalism at MA Nurul Jadid and MAN 1 Probolinggo, it can be concluded that the implementation of academic supervision in both madrasahs has been carried out thru systematic management stages, including planning, implementation, and evaluation of supervision. At the planning stage, the head of the madrasah

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

prepares the supervision program based on the analysis of teachers' needs, the academic calendar, and the madrasah's work program. The planning includes setting objectives, preparing schedules, preparing supervision instruments, and determining the supervision techniques to be used. With structured planning, supervision activities not only become an administrative agenda but also part of a strategy for the continuous improvement of learning quality and teacher professionalism.

The implementation of academic supervision is carried out thru the examination of teaching materials, observation of the learning process in the classroom, professional dialog, feedback provision, and follow-up in the form of coaching and mentoring for teachers. The head of the madrasah applies a humanistic, collaborative, and educational approach so that supervision is viewed as a process of professional development, not merely as an oversight activity. The evaluation of supervision is conducted thru the analysis of observation results, joint reflection with teachers, and the development of follow-up programs tailored to the needs of each teacher. The research results show that the implementation of academic supervision has a positive impact on the improvement of teachers' pedagogical, professional, social, and personal competencies, as reflected in the increased quality of lesson planning, lesson execution, use of teaching media, and teachers' ability to conduct learning evaluations.

Additionally, the effectiveness of academic supervision is influenced by various supporting and hindering factors. Supporting factors include the commitment of the head of the madrasah, the competence of the supervisor, a collaborative work culture, support from the foundation or the Ministry of Religious Affairs, the availability of facilities and infrastructure, and the willingness of teachers to continuously develop their competencies. Meanwhile, the inhibiting factors include the limited time of the head of the madrasah due to high administrative burdens, the dense schedule of madrasah activities, differences in teachers' readiness to receive supervision, and limited opportunities for continuous professional development. Nevertheless, both madrasahs were able to overcome these various obstacles thru flexible scheduling, good coordination, continuous mentoring, and strengthening the culture of reflection, so that academic supervision remains effective in enhancing teachers' professionalism.

REFERENCES

Alfaiz, B. Y. (2024). Optimalisasi Penilaian Kinerja Guru Dalam Meningkatkan Kualitas Pembelajaran Madrasah. *At-Tazakki: Jurnal Kajian Ilmu Pendidikan Islam Dan Humaniora*, *8*(1), 10–20.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Amini, H. (2026). Strategi Kepemimpinan Kepala Madrasah dalam Meningkatkan Mutu Pendidikan di Madrasah Tsanawiyah. *JMPI: Jurnal Manajemen Pendidikan Islam*, *2*(1).

Aprilia, F. W., Fitria, N., Arrahmah, N. H. F., & Arwani, M. M. U. (2025). Sinergi Pendekatan dan Teknik Supervisi Pendidikan: Kajian Komparatif Efektivitas Supervisi Klinis dan Kolaboratif dalam Peningkatan Mutu Guru. *Jurnal DIALOGIKA: Manajemen Dan Administrasi*, *6*(2), 166–174.

Cresswell, J. (2013). *Qualitative inquiry & research design: Choosing among five approaches.*

Da Silva, A., Hariyati, N., Karwanto, K., Khamidi, A., & Wulandari, A. (2025). Penerapan coaching dan mentoring dalam supervisi akademik sebagai upaya meningkatkan kualitas pembelajaran guru. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, *8*(3), 2680–2686.

Dinita, D. R., Raharjo, T. J., & Sumartiningsih, S. (2026). Supervisi Akademik Pengawas Sekolah Berbasis Rapor Pendidikan dalam Penguatan Kualitas Proses Pembelajaran Tinjauan Literatur dan Kesenjangan Penelitian. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, *11*(02), 272–284.

El-Fadhil, B. M., Riyadi, A. R., & Maulidah, N. (2025). Efektivitas supervisi klinis oleh kepala sekolah dalam meningkatkan kompetensi pedagogik guru SD pada implementasi kurikulum merdeka. *Elementary Journal: Jurnal Pendidikan Guru Sekolah Dasar*, *8*(1), 99–106.

Faiz, M., Suciamy, R., Zaskia, S., & Kusumaningrum, H. (2024). Implementasi POAC dalam manajemen pendidikan modern. *Reflection: Islamic Education Journal*, *1*(4), 26–36.

Hadiansyah, C. F., Zahro, F. A., Wahidin, W., & Ismail, A. T. (2025). Supervisi Kolaboratif dalam Meningkatkan Kemampuan Profesional Guru di SMA Negeri Kota Bandung. *Jurnal Manajemen Pendidikan: Jurnal Ilmiah Administrasi, Manajemen Dan Kepemimpinan Pendidikan*, *7*(2), 80–89.

Handoko, Y., Wijaya, H. A., & Lestari, A. (2024). *Metode Penelitian Kualitatif Panduan Praktis untuk Penelitian Administrasi Pendidikan*. PT. Sonpedia Publishing Indonesia.

Hartati, L., Nurhayati, N., & Hidayat, N. (2024). Manajemen Sumber Daya Manusia dalam Meningkatkan Keunggulan Bersaing pada lembaga Pendidikan. *Journal of Education Research*, *5*(2), 1980–1987.

Hendrawati, T. (2025). *Sinergi Kepemimpinan Sekolah dan Efikasi Diri dalam Peningkatan Kinerja Guru*. PT Penerbit Qriset Indonesia.

Hidayat, M. S., Hidayat, M. S., Dani Muhammad Jalil, S. P. I., Dani Muhammad Jalil, S. P. I., Destianti Wulansari, S. P., Destianti Wulansari, S. P., Esih Rusmiati, S. P., & Esih Rusmiati, S. P. (2025). *Manajemen supervisi pendidikan: Meningkatkan kualitas pembelajaran di era digital*.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Darbooks Media.

Jailani, M. S. (2023). Teknik pengumpulan data dan instrumen penelitian ilmiah pendidikan pada pendekatan kualitatif dan kuantitatif. *IHSAN: Jurnal Pendidikan Islam*, *1*(2), 1–9.

Kholidi, A. K. (2025). Implementasi Supervisi Pendidikan Untuk Peningkatan Kualitas Pendidik dalam Sistem Pembelajaran di Sekolah. *Ta'dib: Jurnal Pendidikan Islam Dan Isu-Isu Sosial*, *23*(1), 57–68.

Masmin, D. N. (2020). Implementasi supervisi klinis untuk meningkatkan kemampuan guru dalam menyusun rencana pelaksanaan pembelajaran sesuai dengan Kurikulum 2013. *Journal of Education Action Research*, *4*(3), 280–285.

Mulloh, T., & Muslim, A. Q. (2022). Analisis peran supervisi pendidikan dalam meningkatkan profesionalitas guru. *Journal Publicuho*, *5*(3), 763–775.

Nofiani, J., Saputri, A., Zainuri, A., & Zahra, F. F. (2025). Supervisi Pendidikan Dalam Perspektif Islam: Integrasi Akhlak, Profesionalisme, dan Peningkatan Mutu Pembelajaran. *Sagita Academia Journal*, *3*(3), 95–105.

Nurjanah, N., Qomariyah, S., & Nurachadijat, K. (2021). Peran manajemen sumber daya manusia pendidikan dalam peningkatan mutu sekolah. *Jurnal Al Iqnaa*, *1*(1), 43–68.

Razak, F. I., Umar, A., & Arifudin, Y. F. (2023). Strategi Peningkatan Kualitas Guru Melalui Supervisi Akademik Efektif Di Lembaga Pendidikan. *Jurnal Ilmiah Wahana Pendidikan*, *9*(21), 336–347.

Ridwan, H. (2026). *Model pembinaan dan supervisi pendidikan: Strategi sistematis meningkatkan kinerja guru dan mutu sekolah*. Goresan Pena.

Sari, R. N. (2025). Peran Supervisi Akademik dalam Meningkatkan Kualitas Implementasi Kurikulum di Lembaga Pendidikan Islam. *Jurnal Budi Pekerti Agama Islam*, *3*(3), 138–148.

Sastraatmadja, A. H. M., Nawawi, A., & Rivana, A. (2024). *Supervisi pendidikan Islam: Konsep dasar dan implementasi nilai-nilai Islami*. Penerbit Widina.

Shobri, M. (2025). Peran kepala madrasah sebagai leader visioner: Strategi penguatan mutu dan integritas lembaga pendidikan Islam. *AKSI: Jurnal Manajemen Pendidikan Islam*, *3*(3), 191–210.

Sonia, N. R. (2022). Supervisi pengembangan mutu pendidikan: Tinjauan konsep developmental supervision Glickman. *Southeast Asian Journal of Islamic Education Management*, *3*(1), 103–122.

Spradley, P., & Huberman, M. (2024). *Kajian Teoritis tentang Teknik Analisis Data dalam Penelitian Kualitatif : Perspektif Spradley, Miles dan Huberman*. *1*(2), 77–84.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

https://doi.org/https://doi.org/10.52620/jomaa.v1i2.93

Tambunan, A. M., Siregar, F. S. R., & Gaol, K. L. (2024). Supervisi Pendidikan dalam Meningkatkan Mutu Pendidikan. *Jurnal Pendidikan Dan Pembelajaran*, *3*(02), 356–364.

Wasitoh, E., & Wahyudin, U. R. (2025). Implementasi Supervisi Akademik Kepala Sekolah dan Dampaknya terhadap Profesionalisme Guru Sekolah Menengah Atas. *Jurnal Tahsinia*, *6*(10), 1492–1505.

Zahiq, M., & Kusuma, A. W. (2025). Strategi Supervisi Akademik Integratif Kepala Madrasah untuk Pengembangan Profesionalisme Guru. *At Tadbir: Islamic Education Management Journal*, *3*(2), 169–183.

Zauabi, M., Almaajid, R., Bidawi, H. F. N., Tania, F. N., Sholehah, D., & Tuffahati, J. (2025). Peran supervisi akademik dalam meningkatkan manajemen kelas yang efektif. *Edu Society: Jurnal Pendidikan, Ilmu Sosial Dan Pengabdian Kepada Masyarakat*, *5*(2), 700–716.

Zulkarnain, Z., Harmi, H., & Warlizasusi, J. (2026). *Pengaruh Supervisi Akademik, Kompetensi Profesional, Kepemimpinan Instruksional dan Motivasi Kerja terhadap Produktivitas Kerja Guru Matematika di Provinsi Bengkulu*. IAIN Curup.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License