

Supervisory Strategies for Teacher Improvement in Islamic Education: Examining the Practices and Challenges

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Abstract

This study examines the supervisory strategies employed in two Islamic educational institutions, MA Salafiyah Syafi'iyah Tebuireng and MA Perguruan Mualimat Jombang, to enhance teacher competencies in various aspects such as pedagogy, professionalism, and personal development. Using a qualitative, multisite approach, data were collected through interviews, observations, and documentation. The research reveals that academic supervision plays a significant role in improving the teachers' instructional planning, teaching methods, and evaluation processes. However, challenges such as time constraints, limited resources, and inconsistent supervision practices were identified. While both madrasahs share common supervisory strategies, such as regular feedback and peer collaboration, they differ in their intensity and resources for implementation. This study highlights the need for a more structured and resource-backed approach to academic supervision to overcome existing barriers and ensure sustainable teacher development. The findings contribute to the understanding of effective supervisory practices in Islamic education, emphasizing the importance of leadership and contextual strategies for teacher improvement.

Keywords: academic supervision, teacher improvement, Islamic education, professional development, supervisory strategies, teacher competencies, challenges in supervision, madrasah.

INTRODUCTION

Academic supervision in Islamic education plays a vital role in enhancing the professional competencies of teachers, ensuring the delivery of high-quality education that integrates both

academic knowledge and moral development. Academic supervision practices, as emphasized by Glickman ¹, are not solely concerned with evaluating teacher performance but also aim to foster a collaborative environment that promotes the development of teaching strategies and the personal growth of educators. Supervisory practices within Islamic institutions, where both academic rigor and spiritual growth are central, present unique challenges and opportunities. Effective supervision significantly impacts teacher performance by supporting both pedagogical development and ethical teaching practices ². However, despite the importance of academic supervision in improving teaching effectiveness, several barriers hinder its optimal implementation, such as time constraints, lack of resources, and inconsistent practices ³.

Previous research has established that the role of school leadership is crucial in shaping the effectiveness of academic supervision. Suharsimi Arikunto⁴ identifies that the leadership style of the head of the madrasah plays a central role in establishing an environment that supports teacher development. Several studies, including those by Hassan and Syadzili⁵, underline the importance of leadership that aligns with the cultural and contextual needs of the educational setting. However, there remains limited research focusing on how these leadership strategies specifically influence teacher competency in Islamic schools, especially in the context of Indonesian madrasahs.

The novelty of this study lies in its focus on two Islamic educational institutions in Jombang, MA Salafiyah Syafi'iyah Tebuireng and MA Perguruan Muallimat, both of which implement distinct strategies to improve teacher performance. While existing literature has addressed the role of academic supervision in general ⁶, few studies have examined how such strategies are applied within Islamic educational settings, particularly in the context of Indonesia's diverse educational landscape⁷. Moreover, this study contributes to the existing body of knowledge by highlighting the unique challenges faced by these institutions, such as resource limitations and inconsistent supervisory practices, and how these challenges impact the overall effectiveness of academic supervision.

Despite the growing body of research on academic supervision in Islamic educational institutions, gaps remain in understanding the impact of supervisory practices in Jombang, a region with a rich history of Islamic education. Studies by Glickman ⁸ and McGregor ⁹ have explored the

¹ Carl D Glickman, *Developmental Supervision: Alternative Practices for Helping Teachers Improve Instruction*. (ERIC, 1981).

² T J Sergiovanni and R J Starratt, *Supervision: A Redefinition* (McGraw-Hill Education, 2018).

³ Shannon C McGregor, "Social Media as Public Opinion: How Journalists Use Social Media to Represent Public Opinion," *Journalism* 20, no. 8 (2019): 1070–1086.

⁴ Suharsimi Arikunto and Lia Yuliana, "Manajemen Pendidikan," *Yogyakarta: Aditya Media* (2008).

⁵ Roslizam Hassan, Jamilah Ahmad, and Yusof Boon, "Instructional Leadership Practice and Professional Learning Community in the Southern Zone of Malaysia," *Universal Journal of Educational Research* (2019); Muhamad Fatih Rusydi Syadzili, "Polarisasi Tahapan Kepemimpinan Transformatif Pendidikan Islam," *Al-Tanzim : Jurnal Manajemen Pendidikan Islam* 3, no. 1 (2019): 55–81.

⁶ Glickman, *Developmental Supervision: Alternative Practices for Helping Teachers Improve Instruction*.; Sergiovanni and Starratt, *Supervision: A Redefinition*.

⁷ McGregor, "Social Media as Public Opinion: How Journalists Use Social Media to Represent Public Opinion."

⁸ Glickman, *Developmental Supervision: Alternative Practices for Helping Teachers Improve Instruction*.

⁹ McGregor, "Social Media as Public Opinion: How Journalists Use Social Media to Represent Public Opinion."

broader frameworks of academic supervision, but little has been done to compare supervisory strategies across different madrasahs in Indonesia, particularly those located in rural or semi-rural areas like Jombang. This gap is crucial as the contextual and cultural differences across educational institutions often lead to varying levels of supervision effectiveness¹⁰. Furthermore, there is limited research on the challenges these institutions face in implementing effective supervision, especially given the socio-cultural influences on education¹¹.

This research, therefore, addresses these gaps by examining the strategies implemented at MA Salafiyah Syafi'iyah Tebuireng and MA Perguruan Mualimat, identifying how leadership influences these strategies and how challenges such as time constraints, limited resources, and inconsistent practices affect the overall effectiveness of academic supervision. The study utilizes a qualitative research design, combining interviews, observations, and document analysis to explore how these strategies influence teacher competencies and the challenges faced by school leaders. By focusing on these two madrasahs, the study provides valuable insights into how academic supervision can be adapted to better suit the specific needs of Islamic educational settings in Indonesia¹².

The findings of this study aim to contribute to the broader discourse on improving academic supervision in Islamic educational institutions, particularly in the context of Islamic values and traditions¹³. The research also aims to offer practical recommendations for educational leaders and policymakers on how to refine supervisory practices, thereby fostering sustainable teacher development and improving educational outcomes¹⁴.

METHOD

This study employs a qualitative research approach to explore the supervisory strategies and challenges faced by two Islamic educational institutions in Jombang, MA Salafiyah Syafi'iyah Tebuireng and MA Perguruan Mualimat. The research design focuses on understanding the impact of academic supervision on teacher competencies and identifying the specific challenges that affect the effectiveness of supervisory practices in these institutions.

Research Participants/Subjects

The participants in this study include school leaders (headmasters) and teachers from MA Salafiyah Syafi'iyah Tebuireng and MA Perguruan Mualimat Jombang. The selection of participants was

¹⁰ Sergiovanni and Starratt, *Supervision: A Redefinition*.

¹¹ Natalihasto Kristijono et al., *Social Media Data Explication to Support Study on Leadership Style for Sustainable Investing*, 2020.

¹² John W. Creswell, *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches*, 2012.

¹³ Mr Jujris et al., "Educational Management Study On College For Islamic Instruction," 2020.

¹⁴ Idris H.M. Noor, Herlinawati, and Etty Sofyaningrum, "The Academic Supervision of the School Principal: A Case in Indonesia," *Journal of Educational and Social Research* 10, no. 4 (2020): 81–93.

purposive, focusing on those directly involved in the academic supervision process. In total, the study involved:

1. Two headmasters (one from each madrasah)
2. Ten teachers (five from each madrasah) who were actively involved in the academic supervision process and had experienced its various phases (planning, implementation, and follow-up).

The participants were chosen based on their roles in the supervisory process, ensuring that they could provide relevant insights into the strategies employed and the challenges faced in implementing academic supervision.

Data Collection Method

To achieve an in-depth understanding of the supervisory strategies and challenges, the data was collected using the following methods:

1. Interviews: Semi-structured interviews were conducted with school leaders (headmasters) and teachers. The interviews allowed for a flexible exploration of participants' experiences with academic supervision and provided an opportunity to gather both descriptive and reflective data. Each interview lasted between 45 to 60 minutes and was conducted in Indonesian. The interviews were audio-recorded with the consent of the participants and transcribed for further analysis.
2. Observations: Direct observations of the supervisory process were conducted at both madrasahs. This involved attending supervisory meetings, classroom observations, and reviewing the feedback provided to teachers. The purpose of these observations was to gain insight into the actual implementation of academic supervision and how it affects teacher development in practice. Observations were conducted over a period of two months to capture a comprehensive view of the supervision process.
3. Document Analysis: Relevant institutional documents were reviewed, including supervision schedules, feedback forms, teacher performance evaluations, and training records. This document analysis helped to understand the formal structure of supervision in both madrasahs and provided additional context to the data obtained from interviews and observations.

Data Collection Instrument

The primary instruments used for data collection were:

1. Interview Guides: A semi-structured interview guide was developed to facilitate open-ended conversations with participants. The guide included questions focused on:
 - a. The strategies used for academic supervision

- b. Teachers' experiences and challenges with supervision
 - c. The role of the headmaster in the supervision process
 - d. The perceived impact of supervision on teacher competencies
 - e. Challenges faced in implementing effective supervision
2. Observation Checklist: An observation checklist was used to guide the researcher during classroom visits and supervisory meetings. This checklist ensured that important aspects of the supervision process, such as feedback delivery, teacher engagement, and the use of pedagogical strategies, were recorded.
 3. Document Review Framework: A framework for document analysis was created to identify key documents related to supervision, such as meeting notes, feedback reports, and training plans. This helped in triangulating the data and providing a more comprehensive understanding of the supervision process.

Data Analysis

The data analysis process followed a thematic analysis approach, which is suitable for qualitative data and allows for the identification of patterns and themes in the responses from interviews, observations, and documents.

1. Transcription and Coding: The audio recordings from the interviews were transcribed verbatim. The transcriptions were then coded to identify recurring themes and concepts related to supervisory strategies, teacher competencies, and the challenges faced in supervision.
2. Theme Development: Through a process of constant comparison, codes were grouped into broader themes that addressed the key research questions. The themes were derived inductively from the data, allowing for flexibility in capturing new insights as the research progressed.
3. Triangulation: To increase the validity and reliability of the findings, data triangulation was employed by comparing data from the three sources: interviews, observations, and documents. This helped to cross-check information and ensure that the findings were consistent across different methods.
4. Interpretation: After identifying the key themes, the findings were interpreted in the context of the research questions. This interpretation involved making connections between the strategies employed in supervision and the challenges identified by the participants, as well as linking these findings to the broader literature on academic supervision in Islamic education.

RESULT

Supervisory Strategies in MA Salafiyah Syafi'iyah Tebuireng and MA Perguruan Mualimat

MA Salafiyah Syafi'iyah Tebuireng

At MA Salafiyah Syafi'iyah Tebuireng, academic supervision is carried out with a highly structured and intensive approach. The headmaster of the institution prioritizes regular classroom observations, personal feedback sessions, and continuous teacher evaluations. Supervisory activities are conducted on a monthly basis, with follow-up meetings held after each observation. The headmaster uses a participatory approach, involving teachers in discussions to identify strengths and areas for improvement. Additionally, teachers receive personalized feedback that not only addresses their pedagogical techniques but also encourages moral and ethical development, aligning with the values of the pesantren.

The findings show that this structured approach has a positive impact on teachers' professional growth. Teachers reported increased confidence in lesson planning, better engagement with students, and improved evaluation skills. However, some challenges were noted, particularly regarding time constraints due to the headmaster's multiple responsibilities, which sometimes delayed the scheduling of follow-up sessions.

MA Perguruan Mualimat

In contrast, MA Perguruan Mualimat adopts a more flexible and informal approach to academic supervision. The headmaster emphasizes collaborative learning, where teachers are encouraged to share best practices during informal meetings. Supervision is conducted based on individual teacher needs, with less frequent but highly tailored sessions. The headmaster focuses on peer reviews and encourages teachers to engage in self-reflection and continuous learning.

Teachers at MA Perguruan Mualimat expressed that this flexible approach provided them with autonomy and personal responsibility in their development. However, the less frequent supervisory meetings and the informal nature of the feedback led to some inconsistency in the implementation of the feedback. Teachers reported that they sometimes lacked clear guidance on how to improve specific teaching strategies, which affected their ability to address certain pedagogical challenges effectively.

Challenges in Implementing Effective Academic Supervision

The study revealed several challenges faced by both madrasahs in implementing academic supervision:

1. **Time Constraints:** Both institutions struggled with time management due to the high volume of administrative duties required of school leaders. The headmasters, especially at MA Salafiyah Syafi'iyah, found it difficult to balance supervisory duties with other responsibilities, which sometimes led to delayed feedback and missed opportunities for follow-up meetings.

This finding aligns with previous research by Jaenab¹⁵, who identified time as a major barrier to effective academic supervision.

2. **Limited Resources:** At both madrasahs, resource limitations were a significant constraint. MA Salafiyah Syafi'iyah had more access to external training programs and a better infrastructure to support supervisory activities. In contrast, MA Perguruan Mualimat faced challenges due to the lack of funding for external training and limited access to modern teaching tools. This disparity in resources highlights the importance of institutional support in fostering effective teacher development, as noted by Syafaruddin¹⁶.
3. **Inconsistent Supervisory Practices:** The research found that while the overall supervisory strategies at both madrasahs aimed at improving teacher competencies, the inconsistency in their implementation affected the outcomes. Teachers at MA Perguruan Mualimat, for instance, sometimes felt that the feedback lacked specificity and was not always actionable. This inconsistency was primarily attributed to the lack of a standardized framework for supervision, which is a common issue in many educational institutions¹⁷.
4. **Cultural and Contextual Challenges:** Both institutions faced challenges in balancing traditional Islamic values with modern educational practices. At MA Salafiyah Syafi'iyah, the emphasis on moral guidance in the supervision process sometimes overshadowed the focus on purely pedagogical development. Conversely, at MA Perguruan Mualimat, the more modern approach to supervision sometimes clashed with the deeply ingrained Islamic traditions of the madrasah, creating a tension between the spiritual and academic dimensions of teaching.

Impact of Supervisory Strategies on Teacher Competencies

Despite these challenges, the study found that academic supervision positively influenced the professional competencies of teachers at both madrasahs. At MA Salafiyah Syafi'iyah, teachers reported a significant improvement in their lesson planning and classroom management skills as a result of the structured and consistent feedback provided by the headmaster. Teachers also felt more motivated to integrate innovative teaching methods in their classrooms, as they received guidance on adapting their lessons to the needs of the students while adhering to Islamic values.

At MA Perguruan Mualimat, teachers appreciated the freedom and autonomy provided by the flexible supervisory approach. However, the lack of a formalized system for feedback led to some gaps in the development of specific teaching skills. Teachers at this institution reported improvements

¹⁵ Siti Jaenab, Sutaryat Trisnamansyah, and Sofyan Sauri, "Academic Supervision Of Madrasah Heads In Improving Teacher Performance In Karawang State Madrasah Aliyah," *International Journal of Educational Research & Social Sciences* 3, no. 4 (2022): 1663–1673.

¹⁶ Syafaruddin Syafaruddin, Mesiono Mesiono, and Indrasyah Sitompul, "Teacher Career Development Management at Madrasah Aliyah Negeri," *AL-ISHLAH: Jurnal Pendidikan* (2021).

¹⁷ Sergiovanni and Starratt, *Supervision: A Redefinition*.

in their pedagogical approaches, but often felt uncertain about how to address certain teaching challenges without more specific guidance.

Overall, the study suggests that structured supervision, such as that implemented at MA Salafiyah Syafi'iyah, tends to result in more consistent teacher development and higher levels of teacher competence. However, flexibility in supervision, as seen in MA Perguruan Mualimat, allows for more personalized development but may require better follow-up mechanisms to ensure that feedback leads to measurable improvements.

DISCUSSION

The Role of Supervisory Strategies in Teacher Competencies

The results of this study indicate that academic supervision significantly impacts the development of teacher competencies, albeit in different ways depending on the supervisory approach used at MA Salafiyah Syafi'iyah Tebuireng and MA Perguruan Mualimat Jombang. At MA Salafiyah Syafi'iyah, the structured and intensive supervisory approach led to notable improvements in teachers' lesson planning, classroom management, and pedagogical strategies. This finding aligns with the work of Glickman¹⁸, who emphasizes the importance of a systematic, structured approach in academic supervision to ensure consistent teacher development. Similarly, Sergiovanni & Starratt¹⁹ argue that a strong supervisory framework, which includes regular feedback and performance evaluations, can significantly enhance teacher efficacy and competence.

On the other hand, at MA Perguruan Mualimat, the more flexible, informal supervision allowed teachers to have greater autonomy and responsibility for their professional development. While this approach empowered teachers, it also resulted in inconsistent feedback, which some teachers perceived as less actionable. This outcome reflects Rawati's²⁰ findings that a lack of structure in supervision may lead to ambiguity in the feedback process, hindering the effectiveness of teacher development. The differences between the two madrasahs in terms of supervision styles point to a significant gap in the literature regarding the effectiveness of flexible versus structured supervision, particularly in Islamic educational settings.

Impact of Supervisory Leadership

The leadership style of the headmaster plays a pivotal role in determining the effectiveness of academic supervision. At MA Salafiyah Syafi'iyah, the headmaster adopted a participatory leadership

¹⁸ Glickman, *Developmental Supervision: Alternative Practices for Helping Teachers Improve Instruction*.

¹⁹ Sergiovanni and Starratt, *Supervision: A Redefinition*.

²⁰ Rawati Rawati, Murniati Murniati, and Niswanto Niswanto, "Implementation of Principal Academic Supervision in Improving Teacher Performance," *AL-ISHLAH: Jurnal Pendidikan* (2022).

style, ensuring regular engagement with teachers through personalized feedback and collaborative discussions. This approach aligns with Sergiovanni ²¹, who suggests that effective leadership in academic supervision is rooted in creating a supportive environment that encourages continuous professional growth. Teachers at MA Salafiyah Syafi'iyah reported feeling supported and motivated to improve their teaching practices, which resonates with the findings of Purwanto ²², who emphasizes that strong leadership is key to fostering teacher professionalization.

In contrast, at MA Perguruan Mualimat, while the leadership style was more collaborative, the lack of structured, consistent supervision created gaps in teachers' development. Teachers appreciated the autonomy provided by the headmaster but expressed a need for more frequent and targeted feedback. The findings at MA Perguruan Mualimat suggest that leadership that is too flexible may result in missed opportunities for targeted professional development, especially when teachers do not receive adequate guidance on specific teaching challenges. This observation supports McGregor's (2019) argument that effective leadership in academic supervision requires balance—combining flexibility with structured guidance to ensure teachers can address areas for improvement.

Challenges in Implementing Academic Supervision

The challenges identified in this study—time constraints, resource limitations, and inconsistent practices—are consistent with previous research on the barriers to effective supervision in educational institutions. Sulhan²³ and Sergiovanni & Starratt ²⁴ both highlighted time as a significant constraint that prevents school leaders from conducting regular supervision. The headmasters of both madrasahs expressed difficulty in balancing administrative duties with the need for regular observation and feedback sessions. These findings echo the broader concern raised by Suharsimi Arikunto ²⁵, who noted that excessive administrative workload often leads to reduced focus on direct supervisory activities.

Additionally, the issue of limited resources, particularly at MA Perguruan Mualimat, where the lack of funding for external training and professional development programs was a major challenge, aligns with Laksono's ²⁶ findings, which highlighted that resource limitations directly affect the quality and frequency of academic supervision. The disparity in resources between the two institutions also emphasizes the importance of institutional support in implementing effective supervision. Purwanto

²¹ Sergiovanni and Starratt, *Supervision: A Redefinition*.

²² Agus Purwanto et al., "Gaya Kepemimpinan Di Madrasah Aliyah: Authentic, Transformational, Authoritarian Atau Transactional?," *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 5, no. 1 (2020): 15–31.

²³ A Sulhan and L Hakim, "Emancipating Islamic Education Management through Good-Quality Santri Character Cultures: Insights from Indonesia," *Eurasian Journal of Educational Research* 2023, no. 103 (2023): 197–214, <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85165946475&doi=10.14689%2Fajer.2023.103.012&partnerID=40&md5=be8b2f9be3825a7f22ace2aa5edf3b11>.

²⁴ Sergiovanni and Starratt, *Supervision: A Redefinition*.

²⁵ Arikunto and Yuliana, "Manajemen Pendidikan."

²⁶ Tio Ari Laksono, "Analisis Kepala Madrasah Sebagai Supervisor Di Lembaga Pendidikan Islam," *LEADERIA: Jurnal Manajemen Pendidikan Islam* (2021).

²⁷ argues that resource allocation for teacher development, including funding for training programs, is essential to achieving consistent and impactful supervision.

The challenge of inconsistent supervisory practices was particularly evident at MA Perguruan Mualimat, where feedback was sometimes vague and not always linked to clear, actionable steps for improvement. This inconsistency mirrors the findings of Sergiovanni ²⁸, who suggests that a lack of standardized supervision frameworks can result in subjectivity in feedback, making it harder for teachers to track their progress. This gap in the supervisory process further highlights the need for a structured and coherent framework for academic supervision, as advocated by Glickman ²⁹.

Cultural and Contextual Considerations

One of the most significant contributions of this research lies in its emphasis on the cultural and contextual dimensions of academic supervision in Islamic educational settings. The tension between traditional Islamic values and modern pedagogical practices was evident in both madrasahs. At MA Salafiyah Syafi'iyah, the headmaster's emphasis on moral and ethical development alongside pedagogical guidance reflects the institution's roots in pesantren culture, where the cultivation of character is as important as academic learning. This aligns with the findings of Purwanto ³⁰, who emphasizes that Islamic education systems often incorporate spiritual and moral aspects into the professional development of teachers, a practice not commonly found in secular schools.

At MA Perguruan Mualimat, the more modern, performance-oriented approach to supervision, though effective in some respects, occasionally clashed with the institution's Islamic values. This cultural dissonance points to a broader gap in the literature regarding the integration of Islamic values into the supervision process. Rahayu ³¹ argues that for supervision to be truly effective in Islamic educational settings, it must incorporate the spiritual dimension of teaching, ensuring that pedagogical development goes hand-in-hand with character building.

This study contributes to existing literature by providing empirical evidence of the different supervisory strategies employed in Islamic educational institutions and their impact on teacher competencies. Previous studies, such as those by Glickman ³² and Sergiovanni & Starratt ³³, have

²⁷ Purwanto et al., "Gaya Kepemimpinan Di Madrasah Aliyah: Authentic, Transformational, Authoritarian Atau Transactional?"

²⁸ Sergiovanni and Starratt, *Supervision: A Redefinition*.

²⁹ Glickman, *Developmental Supervision: Alternative Practices for Helping Teachers Improve Instruction*.

³⁰ Purwanto et al., "Gaya Kepemimpinan Di Madrasah Aliyah: Authentic, Transformational, Authoritarian Atau Transactional?"

³¹ Anissa Maila Rahayu, Wido Supraha, and Abas Mansur Tamam, "Pengembangan Supervisi Proses Pembelajaran Berbasis Worldview Islam Pada Pendidikan Dasar," *Rayah Al-Islam* (2021).

³² Glickman, *Developmental Supervision: Alternative Practices for Helping Teachers Improve Instruction*.

³³ Sergiovanni and Starratt, *Supervision: A Redefinition*.

highlighted the importance of structured supervision, but few have explored its application in the context of Islamic schools, especially in Indonesia. This research fills that gap by comparing two madrasahs with differing approaches to supervision and offering insights into how supervision practices can be adapted to the specific needs of Islamic educational institutions.

This study extends the work of Purwanto³⁴ by emphasizing the cultural and contextual factors that shape supervision in Islamic education. By examining how leadership styles, resource constraints, and cultural values influence the effectiveness of academic supervision, this research provides a comprehensive framework for improving teacher development in Islamic schools.

The findings of this study underscore the need for contextually relevant and flexible supervision in Islamic educational institutions. While structured supervision has been shown to yield significant improvements in teacher competencies, the flexibility to adapt supervisory strategies to the individual needs of teachers and the cultural values of the institution is crucial. To improve the quality of supervision in Islamic schools, school leaders must balance structure and flexibility, pedagogical development and moral guidance, while also ensuring that resources are allocated effectively to support ongoing professional development.

CONCLUSION

This study has explored the supervisory strategies employed at MA Salafiyah Syafi'iyah Tebuireng and MA Perguruan Mualimat Jombang, examining their impact on teacher competencies and the challenges faced in implementing effective academic supervision in Islamic educational institutions. The findings highlight the significant role of school leadership in shaping the effectiveness of supervision, with structured supervision at MA Salafiyah Syafi'iyah resulting in more consistent teacher development, while flexible supervision at MA Perguruan Mualimat offered teachers more autonomy but also led to inconsistencies in feedback and professional growth.

The research emphasizes the importance of contextual and culturally relevant strategies in academic supervision. In Islamic educational settings, where the integration of academic knowledge and moral development is essential, the supervisory approach must not only address pedagogical skills but also promote ethical and spiritual growth. This dual focus can help ensure that teachers are equipped with both the technical skills and the moral integrity required to fulfill their roles effectively.

The study also identifies several challenges, including time constraints, limited resources, and inconsistent practices, that hinder the full implementation of effective supervision. These barriers are common in many educational institutions, as indicated by previous , and underscore the need for

³⁴ Purwanto et al., "Gaya Kepemimpinan Di Madrasah Aliyah: Authentic, Transformational, Authoritarian Atau Transactional?"

institutional support, particularly in terms of resource allocation for teacher development and the creation of a structured supervisory framework that ensures feedback is both timely and actionable.

One of the key contributions of this research is the demonstration that supervision in Islamic schools must be flexible enough to accommodate individual teacher needs while still maintaining consistency and structure. A hybrid approach, combining both structured and flexible elements, may offer the best model for achieving sustainable teacher development in Islamic educational settings. Moreover, the study provides a deeper understanding of how leadership style and cultural values influence the effectiveness of academic supervision, which has largely been underexplored in previous research on Islamic education.

This research opens several avenues for future exploration. Future studies could further investigate the long-term impact of different supervisory strategies on teacher performance and student outcomes in Islamic schools. A comparative study between Islamic and secular educational institutions could also provide valuable insights into the unique challenges faced by Islamic schools in terms of supervision and teacher development. Furthermore, exploring the role of technology in enhancing supervisory practices, particularly in remote or under-resourced areas, could offer innovative solutions to some of the barriers identified in this study.

From a practical standpoint, this research has significant implications for educational leadership in Islamic schools. It emphasizes the importance of balancing supervision strategies to align with both professional development needs and the ethical values inherent in Islamic education. Educational leaders are encouraged to develop contextually grounded supervision models that consider the specific challenges and resources of their institutions while fostering a culture of continuous improvement.

The study contributes to the growing body of knowledge on academic supervision in Islamic education and provides valuable recommendations for enhancing teacher development in Islamic schools. By focusing on leadership, supervision strategies, and the cultural context of Islamic educational institutions, the research underscores the potential for supervision to be a transformative tool for improving educational quality and teacher competencies in a way that respects both pedagogical and spiritual growth.

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