

Implementation of Principal Academic Supervision in Improving the Performance of Islamic Religious Education Teachers

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Abstract

This study aims to analyze the implementation of the principal's academic supervision in improving the performance of Islamic Religious Education (PAI) teachers at MTs Al Mawaddah Warrahmah Kolaka. The research method used was descriptive qualitative with academic supervision approach. Data collection was conducted through interviews, observations, and documentation with the principal and PAI teachers as the main subjects of the research. The results showed that the academic supervision conducted by the principal has been running well, using various techniques such as clinical supervision, class visits, class observations, teacher meetings, evaluations, and follow-ups. Clinical supervision is the main method in providing guidance to teachers, while classroom visits and observations help in assessing teaching effectiveness. Evaluation is conducted periodically to assess the impact of supervision on improving teachers' professionalism. Follow-up in the form of individual coaching and additional training is also provided to teachers who still have shortcomings. The results of this study are in line with the theory of academic supervision which emphasizes the importance of guidance and monitoring in improving the quality of learning. Therefore, the implementation of systematic and sustainable academic supervision needs to be continuously developed to support the improvement of the quality of education in madrasah.

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1. INTRODUCTION

Education in Indonesia is a fundamental instrument in nation building, with the main aim of developing the potential of students to become individuals who are faithful, devout, have noble character, and have intellectual abilities, skills and an independent and responsible personality (Law No. 20 of 2003 concerning the National Education System). To achieve this goal, a quality education system is needed, which does not only rely on the curriculum and infrastructure but is also determined by the quality of the teaching staff, especially teachers.

The quality of education really depends on the role of the teacher as the spearhead in the learning process. Teachers have a function not only as teachers, but also as guides, facilitators, motivators and evaluators in the world of education [1]. The success of an education system is greatly influenced by the performance of teachers in carrying out their duties. Good teacher performance will produce effective and quality learning, thus having an impact on increasing student learning achievement. Therefore, increasing teacher

professionalism is one of the main factors in efforts to improve the quality of national education.

One effort to improve the quality of education in Indonesia is to increase teacher professionalism through academic supervision carried out by school principals. Academic supervision is a series of coaching activities that aim to help teachers improve their professional competence in teaching [2]. The school principal as supervisor has a very strategic role in ensuring that teachers are able to implement innovative teaching methods, in line with developments in science and technology.

Academic supervision has several main objectives, including helping teachers develop their professional abilities, increasing the effectiveness of the learning process, and increasing teacher motivation in carrying out their duties [3]. Academic supervision that is carried out well will create a conducive learning environment, where teachers can improve the quality of teaching, so that students can obtain more effective and meaningful learning.

In the context of academic supervision, school principals have the responsibility to provide guidance to teachers in order to improve the quality of education in schools. According to Agus [4], an effective school principal must be able to create a supportive work environment for teachers, as well as provide constructive feedback in an effort to improve the quality of learning. Supervision carried out systematically will help teachers identify weaknesses and find appropriate solutions to overcome problems in the learning process.

In Indonesia, the implementation of academic supervision still faces various challenges. Based on research conducted by [5], one of the main obstacles in implementing academic supervision is the school principal's lack of understanding of the concept of effective supervision, as well as the lack of skills in providing guidance to teachers. Apart from that, time constraints and high administrative burden often becomes an inhibiting factor for school principals in carrying out their supervisory functions optimally.

In this research, the academic supervision of school principals is studied in the context of improving the performance of Islamic Religious Education (PAI) teachers at MTs Al Mawaddah Warrahmah Kolaka. Based on the results of observations, it was found that some teachers still experience problems in managing the class, lack confidence in teaching, and rarely use innovative learning media. As a result, the learning process tends to be monotonous and less interesting for students.

Apart from that, the results of interviews with school principals show that although most teachers understand the character of students and prepare learning tools such as Learning Implementation Plans (RPP), in their implementation many still use lecture methods that are less interactive. The use of learning media is also still limited, so that learning becomes less varied and less challenging for students. Therefore, school principals have made various academic supervision efforts to help teachers improve their performance, especially in terms of teaching methods and use of learning media.

Implementing optimal academic supervision will help teachers develop their professional competence, both in pedagogical, personal, social and professional aspects. According to [6], good academic supervision must be able to provide guidance and encouragement to teachers to continue developing their teaching skills. With intensive and continuous supervision, it is hoped that teachers can improve the quality of teaching, thereby having a positive impact on the overall quality of education.

Based on the explanation above, this research aims to explore how the implementation of academic supervision by school principals can improve the performance of Islamic Religious Education teachers at MTs Al Mawaddah Warrahmah Kolaka. It is hoped that this research can contribute to efforts to develop a more effective academic supervision system, in order to improve the quality of education in Indonesia.

2. RESEARCH METHOD

This research uses a descriptive analytical approach with qualitative research methods to understand in depth how academic supervision carried out by school principals can improve the performance of Islamic Religious Education (PAI) teachers at MTs Al Mawaddah Warrahmah Kolaka. This approach aims to describe phenomena systematically, analyzing patterns, relationships and factors that influence the effectiveness of academic supervision in supporting teacher professionalism.

As part of a descriptive analytical approach, this research relies on in-depth data collection through interviews, observation and documentation. The data obtained was then analyzed to find the main themes that emerged in the principal's academic supervision and their impact on teacher performance. Thus, this research does not only focus on describing phenomena but also on analyzing the relationship between variables in the context of academic supervision (Sujarweni, 2023).

This research was conducted at MTs Al Mawaddah Warrahmah Kolaka, a madrasah chosen because of interesting phenomena related to academic supervision and teacher performance. Several teachers at this madrasah experience problems in classroom management and a lack of use of innovative learning media. Therefore, this research seeks to examine the extent to which academic supervision can have an impact on improving the teaching quality of PAI teachers. The research period took place from September 2024 to January 2025.

In this research, there are two types of data used, namely primary data and secondary data[7]. Primary data was obtained directly from in-depth interviews with school principals and PAI teachers, observations of the supervision process, as well as documentation of the results of academic supervision. Meanwhile, secondary data consists of school documents, education policies, scientific literature related to academic supervision, as well as government regulations that regulate teacher competency standards.

Data collection in this research was carried out through several techniques, namely in-depth interviews, participatory observation, Focus Group Discussion (FGD), and documentation studies (Sugiono, 2018). In-depth interviews were conducted to gather information regarding the principal's supervision strategies, the challenges faced in supervision, and their impact on teacher performance. Participatory observation is used to directly observe the interaction between school principals and teachers in supervision as well as the implementation of supervision results in the learning process. Focus Group Discussion (FGD) involves a group of teachers to gain a collective perspective regarding the effectiveness of academic supervision. Documentation studies are carried out by analyzing official school documents such as supervision policies, academic supervision reports, and records of teacher evaluation results.

The data obtained was analyzed using thematic analysis, which aims to identify main patterns and themes in the academic supervision of school principals [8]. The data analysis process begins with data familiarization, namely re-reading interview transcripts, observation documents and field notes to understand the data content as a whole. Next, initial coding was carried out to identify important elements that often appeared in the data, such as supervision strategies, teacher performance evaluations, and the impact of supervision on learning.

To ensure the validity of the data, this research uses several validation techniques, such as triangulation, member check, audit trail, and dependability[9]. By using a descriptive analytical approach and qualitative methods, this research is expected to provide an in-depth understanding of the role of school principals' academic supervision in improving the performance of PAI teachers. Through systematic data collection and analysis techniques,

this research can provide broader insight into effective supervision strategies and provide recommendations for the development of academic supervision in madrasas.

3. RESEARCH RESULTS AND DISCUSSION

3.1. Research result

Implementation of Principal Supervision in Improving the Performance of Religious Education Teachers

Based on the results of interviews conducted with the principal and teachers at MTs Al Mawaddah Warrahmah Kolaka, the principal's supervision in improving the performance of Religious Education teachers has been carried out well. The principal acts as a supervisor who is not only responsible for supervising the learning process, but also provides guidance, support and feedback to teachers.

According to Mrs. Nurhasnaeni, as the principal, academic supervision is carried out using various techniques, including clinical supervision approaches, class visits, class observations, teacher meetings, evaluations and follow-up. This technique is applied to identify weaknesses in teaching and provide effective solutions for teachers.

From an interview with Mrs. Musdalifa, a Fiqh teacher at this madrasa, it was felt that the principal's supervision was very helpful in improving the quality of teaching. Teachers are given direction and assistance in managing the class, compiling material, and increasing interaction with students.

Overall, the research results show that the principal's supervision contributes positively to improving the performance of Religious Education teachers. Implementing structured supervision allows teachers to identify weaknesses in their teaching and receive systematic guidance to overcome them.

a. Clinical Supervision Approach in Teacher Training

Clinical supervision is the main method used by school principals to help teachers improve their teaching skills. This approach focuses on identifying and correcting deficiencies experienced by teachers in the learning process. According to Mrs. Nurhasnaeni, clinical supervision is carried out through several stages, namely observation of teaching activities, discussion of weaknesses found, and providing solutions directly to the teacher concerned.

From the interviews conducted, it is known that this clinical supervision approach helps teachers to understand and overcome the problems they face in learning. With this supervision, teachers become more aware of their weaknesses and receive concrete direction to improve their teaching methods.

b. Class Visits as a Supervision Instrument

Class visits are one of the methods used in implementing academic supervision. The principal regularly visits the class to observe the learning process carried out by the teacher. Mrs. Nurhasnaeni stated that she makes class visits at least once a month, sometimes twice if necessary. The main purpose of this visit is to see firsthand how teachers teach, how the interaction between teachers and students is, and assess the effectiveness of the teaching methods used.

From the interview with Mrs. Musdalifa, it is known that class visits carried out by the school principal have a positive impact on teacher performance. Teachers get immediate feedback regarding strengths and weaknesses in teaching, which helps them improve the quality of learning.

c. Classroom Observation as an Evaluation of Teacher Performance

Class observations are carried out to obtain direct information regarding the implementation of the teaching and learning process in the classroom. During observations, the principal uses assessment instruments to evaluate the classroom atmosphere, the effectiveness of teaching strategies, and the level of student participation in learning.

According to Mrs. Nurhasnaeni, classroom observations allow school principals to provide more objective and data-based feedback to teachers. In this way, teachers can understand which aspects need to be improved and develop more effective teaching methods.

The results of class observations show that the majority of teachers have carried out their duties well. However, some teachers still need guidance in using learning media and managing a more interactive class.

d. Teacher Meeting as a Forum for Evaluation and Professionalism Development

Teacher meetings are held regularly once a month as part of academic supervision. This meeting aims to evaluate teacher performance, discuss challenges in teaching, and find joint solutions to improve the quality of learning.

According to Mrs. Nurhasnaeni, teacher meetings are used as a forum to discuss supervision results, provide recommendations for improvement, and encourage innovation in the learning process. Teachers are given the opportunity to express opinions and share experiences in order to improve the effectiveness of their teaching methods.

Mrs. Musdalifa added that teacher meetings provide great benefits in improving teaching methods and increasing collaboration between teachers. With collective discussions, teachers feel more supported and motivated to continue developing their abilities.

e. Direct Supervision Techniques in Teacher Mentoring

Direct supervision is carried out by the principal communicating directly with the teacher to provide direction and input regarding the learning process. This technique is used to convey the principal's expectations, provide direct feedback, and build closer relationships with teachers.

From the results of interviews with Mrs. Nurhasnaeni, direct supervision allows school principals to provide more personal guidance to teachers, especially in dealing with specific problems faced in learning.

This approach was felt to be very effective by teachers, including Mrs. Musdalifa, who stated that direct communication with the principal helped in understanding the school's expectations and increased professionalism in teaching.

f. Evaluation as the Final Step in Supervision

Evaluation is the final stage in academic supervision carried out by the school principal. The purpose of this evaluation is to assess whether the supervision that has been carried out has succeeded in achieving the expected goals.

According to Mrs. Nurhasnaeni, after the supervision process was complete, she held a meeting with teachers who still had problems or deficiencies in learning. This evaluation is carried out in the form of discussions and sharing sessions to find the best solutions for the problems faced by teachers.

The evaluation results show that teachers who receive direct guidance experience improvements in classroom management and use of learning media. The principal

also continues to monitor teacher progress after the evaluation to ensure that suggested improvements have been implemented properly.

g. Follow-up in Academic Supervision

As a form of follow-up to academic supervision, the principal provides individual guidance to teachers who still have weaknesses in teaching. This form of follow-up includes additional training, providing regular feedback, as well as awards for teachers who have shown improvement in their performance.

According to Mrs. Nurhasnaeni, the follow-up given to teachers aims to ensure that the results of supervision are actually implemented in the learning process. With consistent follow-up, teachers are more motivated to continue improving the quality of their teaching.

Mrs. Musdalifa also added that the coaching provided individually was very helpful in correcting existing deficiencies. With support from the school principal, teachers feel more confident in carrying out their duties.

The results of this research indicate that the follow-up carried out by the school principal has a significant impact on improving teacher performance. With continuous and direct supervision, the quality of learning at MTs Al Mawaddah Warrahmah Kolaka continues to increase.

3.2. Discussion

1. Academic Supervision and Teacher Performance

Academic supervision is one of the main factors in improving teacher performance in schools. The results of this research indicate that the implementation of principal supervision at MTs Al Mawaddah Warrahmah Kolaka has gone well and contributed positively to improving the quality of teaching of Islamic Religious Education teachers. This is in line with research by [10], which found that academic supervision carried out systematically can improve teacher performance through direct guidance and data-based evaluation [10].

According to educational supervision theory, academic supervision aims to guide teachers in developing teaching skills and ensuring the effectiveness of learning in the classroom. Supervision carried out at MTs Al Mawaddah Warrahmah Kolaka uses various methods, such as clinical supervision, class visits, class observations, and teacher meetings. This approach has proven effective in helping teachers identify and overcome problems in their teaching [11].

2. Clinical Supervision Approach in Teacher Development

The clinical supervision approach is the main strategy in implementing supervision at MTs Al Mawaddah Warrahmah Kolaka. Based on the results of interviews with school principals and teachers, this approach aims to help teachers overcome weaknesses in the teaching process through direct observation, reflective discussions, and providing constructive feedback.

In line with the findings of this research, a study conducted by [12]. (2025) emphasized that clinical supervision has a positive impact on teachers' pedagogical competence. Clinically based supervision allows teachers to understand aspects that need improvement and provides opportunities for development through direct interaction with supervisors [12].

In the context of Islamic education, clinical supervision also helps improve the quality of teaching in religious subjects. This is in accordance with research by Nurqadriani et al. (2025), which shows that supervision based on a reflective

approach is able to increase teachers' understanding of learning methods based on Islamic values (Nurqadriani et al., 2025).

3. Class Visits and Class Observations in Teacher Performance Evaluation

Class visits are one of the supervision strategies implemented at MTs Al Mawaddah Warrahmah Kolaka to directly monitor the learning process in class. Based on the research results, school principals routinely make class visits at least once a month to provide input on teaching techniques and teacher interactions with students.

These results are strengthened by research by [13], which shows that consistent class visits increase teacher motivation and involvement in learning. This study also found that classroom visits accompanied by direct feedback from the principal contributed to increasing teacher professionalism [13].

In addition, classroom observation is an important tool in academic supervision because it allows school principals to directly assess the effectiveness of teachers' teaching strategies. [14] states that systematic classroom observations can improve pedagogical discipline and teacher creativity in developing more interactive learning methods [14].

4. Evaluation and Follow-up in Academic Supervision

Evaluation and follow-up are the final stage in academic supervision which aims to ensure continued improvement in teacher performance. The results of this research show that the principal at MTs Al Mawaddah Warrahmah Kolaka carries out regular evaluations by holding individual meetings with teachers to discuss weaknesses in teaching and find appropriate solutions.

This is in line with a study conducted by [10], which found that data-based and ongoing evaluations can help teachers improve their professional competence. This study confirms that supervision followed by individual evaluation and coaching has a significant impact on improving the quality of learning [10].

Apart from evaluation, follow-up in the form of individual coaching and additional training is an important element in supporting teacher professional growth. [15] research shows that systematic follow-up through training and mentoring programs can increase teachers' self-confidence and strengthen their teaching skills [15].

5. Implications of Academic Supervision on Education Quality

Based on the research results, academic supervision carried out by the principal at MTs Al Mawaddah Warrahmah Kolaka contributed to improving the overall quality of education. Teachers who receive good supervision tend to be more motivated to improve the quality of their learning, thus having a direct impact on student achievement.

This finding is strengthened by research by [16] et al. (2025), which states that schools with an effective academic supervision system show significant increases in student academic achievement. Supervision carried out with a reflective and data-based approach has been proven to be able to create a more conducive learning environment for students [16].

Apart from that, a comprehensive supervision approach also has an impact on strengthening a collaborative culture in schools. School principals who play an active role in guiding teachers can create a more harmonious work atmosphere and support innovation in learning. [17] shows that schools that implement academic supervision

optimally experience an increase in teacher professionalism and educational management efficiency [17].

4. CONCLUSION

The results of this research confirm that the academic supervision implemented at MTs Al Mawaddah Warrahmah Kolaka has gone well and has had a positive impact on the performance of Islamic Religious Education teachers. Various supervision techniques, such as clinical supervision, class visits, class observations, teacher meetings, evaluations, and follow-up, have proven effective in improving teacher professionalism and the overall quality of education. These findings are in line with various recent studies which emphasize the importance of academic supervision in improving teacher performance and creating a more effective learning environment. Therefore, academic supervision practices that are data-based, reflective and sustainable need to continue to be developed to support the progress of the world of education.

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