Strategies of Islamic Religious Education Supervisors in Enhancing Madrasah Principals' and Teachers' Professionalism: A Case Study

Ahmad Mujaddid Syaikhul Islam
Universitas Islam Nusantara, Bandung, Indonesia
ahmadmujadid@uninus.ac.id

Wiwik Dyah Aryani
Universitas Islam Nusantara, Bandung, Indonesia
wiwikdyaharyadi@uninus.ac.id

Abstract:

This research is motivated by the critical role of Islamic religious education supervisors in enhancing the professionalism of madrasah principals and teachers, particularly at Madrasah Ibtidaiyah Yapida Sliyeg-Indramayu, given that educational quality is significantly influenced by the performance of teaching staff and school management. The purpose of this study is to analyze the strategies of Islamic religious education supervisors in their efforts to improve the professionalism of madrasah principals and teachers in this environment. This research used a case study method with a qualitative approach, involving observation, interviews, and documentation to obtain in-depth data on the implementation of supervision and coaching by supervisors. The results indicate that supervisory strategies, including instructional supervision, classroom visits, and administrative and managerial coaching, significantly improved the pedagogical, professional, and social competencies of teachers and madrasah principals. The conclusion of this study is that the active role of Islamic religious education supervisors is highly influential in improving the professionalism and quality of education in madrasahs, although several obstacles remain, including limited resources and a suboptimal understanding of the curriculum. These findings emphasise the need to strengthen supervisor capacity and foster closer collaboration between supervisors, madrasah principals, and teachers to achieve the goals of quality and religious education.

Keywords: madrasah principals; madrasah quality; teaching supervisors; teacher professionalism.

INTRODUCTION

Education is the primary foundation for shaping a nation's human resources and character. Within this framework, madrasas, as Islamic educational institutions, occupy a strategic position. Madrasas are not only tasked with instilling religious values, but also equipping students with general knowledge and 21st-century skills (critical and creative thinking), which are increasingly urgent in the modern era (Husin, 2018). However, practical realities in the field demonstrate serious obstacles to optimizing this function. One real challenge is the low level of professionalism among teachers and madrasa principals. At a school named MI Yapida Sliyeg-Indramayu, for example, the quality of education does not fully reflect the Graduate Competency Standards (SKL) as mandated by the Minister of National Education Regulation No. 23 of 2006, which emphasizes the need for graduates to

have balanced religious and academic competencies (Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 23 Tahun 2006 Tentang Standar Kompetensi Lulusan Untuk Satuan Pendidikan Dasar Dan Menengah [Regulation of the Minister of National Education of the Republic of Indonesia Number 23 of 2006 Con, 2006)

Based on research in the context of globalization, the professionalism of educators, particularly madrasah teachers, is directly related to the quality of education and student character. This professionalism encompasses mastery of material, learning methods, technology utilization, and dedication to community service (Purdiyanto & Hadiwinarto, 2020). However, some madrasah teachers do not yet possess these skills optimally, even after undergoing certification. A study by Tambak et al. (2018) revealed that national certification is not sufficient to guarantee comprehensive improvements in professional quality (Tambak et al., 2018).

However, practical reality indicates that the professionalism of teachers and madrasah principals in some cases, such as at MI Yapida Sliyeg-Indramayu, has not reached the ideal level. This is reflected in the quality of learning that does not fully align with the SKL (Standard Competency Standards), as well as the limited cognitive, affective, and psychomotor achievements of students. Such challenges are still frequently encountered in the context of Islamic education in various regions. While several studies have addressed the competencies of teachers or madrasah principals separately, few have formulated an integrated approach that treats both as interdependent groups of educational leaders. In fact, a supervision strategy for Islamic Religious Education (PAI) that involves simultaneous interaction between supervisors, madrasah principals, and teachers can be a systemic solution to accelerate the improvement of professionalism (Hadiansyah, 2024; Muslam, 2024).

Islamic educational supervision, according to Jumiati et al. (2024), serves not only as an evaluation tool but also as a means of professional guidance based on Islamic values, viewing supervisors as mentors, not merely assessors (Jumiati et al., 2024). This supports your research framework, which positions Islamic education supervisors as facilitators, motivators, and coaches. In the context of developing supervision instruments, Mariani et al.'s (2024) study highlights that effective supervision requires instruments based on academic validity that are then tested through real-world practice in madrasas, both individually and in groups (Mariani et al., 2024). Furthermore, academic and managerial supervision have been shown to improve educator competence through systematic training, lesson planning, and evaluation (Defi et al., 2024).

These findings reinforce the premise that structured supervision can directly enhance teacher professionalism, and the implications can extend to madrasah principals who become strategic leaders. In terms of required competencies, Law No. 14 of 2005 concerning Teachers and Lecturers explains that professional teachers must master pedagogical, professional, social, and personality competencies, while school (madrasah) principals are required to have managerial, supervisory, social, and personality competencies in order to lead effectively (Undang-Undang (UU) Nomor 14 Tahun 2005 Tentang Guru Dan Dosen [Law Number 14 of 2005 Concerning Teachers and Lecturers], 2005).

To address this complexity, this research presents a case study at MI Yapida, addressing the fundamental question: What is the PAI supervisor's strategy for comprehensively leading the improvement of teacher and madrasah principal professionalism through academic and managerial supervision? This study considers the dimensions of input (initial conditions), process (strategies and instruments), and results (outputs and outcomes). Expected outcomes include not only increased competence but also the emergence of a culture of professionalism, including in the learning process, madrasah governance, and public trust in madrasah institutions.

METHOD

This study uses a qualitative case study design chosen because it is able to provide an in-depth and comprehensive understanding of the strategies of Islamic religious education supervisors in improving the professionalism of madrasah principals and teachers at Madrasah Ibtidaiyah Yapida Sliyeg-Indramayu (Lexy J. Moleong, 2018). This design was chosen so that researchers could explore in detail the processes, interactions, and dynamics that occur in the field, as well as obtain rich and contextual data related to the phenomenon being studied. The targets of this study were all madrasah principals and teachers of Madrasah Ibtidaiyah Yapida Sliyeg-Indramayu, who directly interact with the Islamic religious education supervisor. The population in this study were all teachers and madrasah principals within the MI Yapida Sliyeg-Indramayu environment, while the sample/research subjects were selected purposively, namely madrasah principals, teachers, and Islamic religious education supervisors who were considered the most relevant and had direct experience with the implementation of supervision and coaching at the madrasah.

The data collection techniques used included observation, in-depth interviews, and documentation. Observations were conducted to directly observe the supervision process and interactions between supervisors, madrasah principals, and teachers within the madrasah environment. In-depth semi-structured interviews were conducted with supervisors, madrasah principals, and several teachers to explore their experiences, perceptions, and strategies implemented to improve professionalism. Documentation was conducted by collecting related documents, such as supervision reports, supervisory work programs, and madrasah administrative documents relevant to the research (Sugiyono, 2011).

The research procedure begins with the preparation stage, which involves determining the research location and subjects, developing observation and interview instruments, and obtaining research permits. Next, data collection is conducted through simultaneous observation, interviews, and documentation. The data obtained are then tested for validity using source and method triangulation techniques, which compare the results of observations, interviews, and documentation to ensure data validity. After the data is collected and validated, qualitative data analysis is conducted through the stages of data reduction, data presentation, and drawing conclusions. The analysis is conducted interactively and continuously throughout the research process, allowing for the identification of patterns, key findings, and in-depth interpretations regarding the strategies of Islamic religious education supervisors in improving the professionalism of madrasah principals and teachers at MI Yapida Sliyeg-Indramayu.

RESULTS AND DISCUSSION

Results

The results of this study indicate that the strategy of Islamic Religious Education (PAI) supervisors at Madrasah Ibtidaiyah (MI) Yapida Sliyeg-Indramayu provides a real contribution to improving the professionalism of madrasah principals and teachers. Based on data obtained through observation, interviews, and documentation analysis, it was identified that PAI supervisors carried out their roles optimally through three main focuses: learning supervision, class visits, and administrative and managerial coaching. Learning supervision is a core strategy carried out by PAI supervisors with a technical guidance approach that includes planning, implementation, and evaluation of learning. According to Sergiovanni & Starratt (1988), educational supervision is not only about checking teacher administration, but also helping teachers develop their pedagogical potential through continuous mentoring (Sergiovanni & Starratt, 1988). This is seen in the application of the clinical supervision method at MI Yapida, where supervisors provide constructive feedback regarding the Lesson Implementation Plan (RPP), learning differentiation strategies, and the use of technology-based learning media.

Classroom visits are a strategic step for Islamic Religious Education supervisors to directly observe the learning process in the classroom. The goal is not only to assess teacher performance but also to build professional partnerships. This participatory supervision model aligns with Gordon's (2019) findings, which state that effective supervision requires reflective interaction between supervisors and teachers to analyze the strengths and weaknesses of teaching practices (Gordon, 2019). At MI Yapida, classroom visits are used to evaluate classroom management, utilization of learning time, and teacher creativity in using teaching media. Teachers who receive feedback from supervisors report greater confidence in implementing innovative learning strategies.

In addition to the learning aspect, Islamic Religious Education supervisors also provide administrative and managerial guidance to madrasah principals. This guidance includes annual work program planning, infrastructure management, financial management, and teacher and staff performance evaluation mechanisms. Cohen et al. (2009) emphasize that good educational management requires skills in planning, organizing, directing, and controlling resources to achieve organizational goals (Cohen et al., 2009). This strategy helps the MI Yapida madrasah principal prioritize quality improvement programs, such as developing an Islamic-based curriculum and strengthening character education.

Teacher professionalism in this context is defined as a capability encompassing pedagogical, professional, social, and personality competencies (Hoy & Miskel, 2013). The Islamic Religious Education supervisor at MI Yapida integrates personal development (character development and professional ethics) with professional development (improving teaching skills and mastery of material) (Hoy & Miskel, 2013). This strategy aligns with the findings of Yusmanita & Nasra (2017) who stated that continuous development by supervisors can significantly increase the work motivation of teachers and madrasah principals (Yusmaita & Nasra, 2017). The findings of this study present a novelty in the form of a collaborative supervision model that simultaneously combines personal and professional aspects. Unlike conventional top-down supervision, this model positions supervisors as strategic partners who collaborate with madrasah principals and teachers to design learning and

school management solutions. This model supports that collaboration between supervisors and educators strengthens ownership of school programs and accelerates the implementation of learning innovations.

This study also confirms that the PAI supervision strategy at MI Yapida is based on Islamic values, one of which is Q.S. At-Taḥrīm/66:6: "O you who believe, protect yourselves and your families from the fire of hell" (Al-Qur'an, 2022). This verse emphasizes the role of supervisors, teachers, and madrasah principals as guardians of the educational mandate, which not only develops intellectual intelligence, but also shapes the character and morals of students. Based on theoretical analysis and field findings, this study predicts that a consistent, innovative, and collaboration-based supervision strategy will result in; first, continuous improvement in teacher performance, second, strengthening the managerial capacity of madrasah principals, and third, a more competitive quality of madrasah education at the regional level. Thus, this study not only strengthens the theory of educational supervision but also offers a practical model that can be replicated in other madrasahs to support the achievement of National Education Standards based on Islamic values.

Islamic Religious Education Supervisors' Strategies

The results of this study indicate that the Islamic Religious Education (PAI) supervisor at Madrasah Ibtidaiyah (MI) Yapida Sliyeg, Indramayu, implemented a series of participatory, collaborative, and continuous improvement-oriented coaching strategies. This strategy not only focuses on administrative aspects, but also includes pedagogical, professional, social, and spiritual dimensions that are part of the competencies of teachers and madrasah principals as regulated in Law Number 14 of 2005 concerning Teachers and Lecturers. The PAI supervisor acts as a facilitator, motivator, and professional consultant who guides madrasah principals and teachers through various forms of structured interventions.

The main strategies found in this study include; first, systematic supervision program planning, supervisors begin the coaching process by developing annual and semester supervision programs tailored to the specific needs of the madrasah. This planning involves a needs assessment of teacher competencies and the managerial abilities of the madrasah principal, including identification of strengths, weaknesses, opportunities, and challenges (SWOT analysis) faced by the institution. In the educational supervision literature, thorough planning is the foundation for the successful implementation of a coaching program. Sergiovanni & Starratt (2007) stated that effective supervision begins with a program design that is relevant to the school context, so that the coaching carried out is right on target and has a real impact on improving teacher performance (Sergiovanni & Starratt, 2007).

Second, providing technical assistance is one of the most prominent strategies. Supervisors provide direct guidance in aspects of lesson planning, classroom management, the use of technology-based learning media, and assessment of learning outcomes. At this stage, supervisors act as mentors, not only correcting teacher deficiencies but also providing examples of best practices in teaching. Hoy & Miskel (2013) emphasize that providing technical guidance accompanied by constructive feedback will accelerate the process of improving teacher competency. This type of guidance is effective because it combines theory with real-world classroom practice. Thus, teachers can immediately apply the results of the guidance in their daily teaching and learning process (Hoy & Miskel, 2013).

Third, conducting competency-building workshops, workshops, or intensive training is an important tool for enhancing the professional skills of teachers and madrasah principals. In the context of MI Yapida Sliyeg, Indramayu, supervisors routinely initiate and facilitate workshops with a variety of materials, ranging from curriculum development and active learning strategies to school-based management. Research conducted by Wentzel (1997) demonstrated that workshops tailored to the local needs of madrasahs can improve teachers' abilities in designing Lesson Plans (RPPs) and managing classes effectively. Collaborative workshops also create shared learning spaces, where teachers can share experiences and solutions to learning problems (Wentzel, 1997)

Fourth, ongoing coaching through madrasah visits, classroom visit strategies, and regular madrasah visits are effective forms of clinical supervision. In these activities, supervisors directly observe the learning process in the classroom, provide direct feedback, and discuss improvement strategies with teachers and the madrasah principal. Gordon (2018) states that clinical supervision has three important stages: a pre-observation conference, classroom observation, and a post-observation conference. At MI Yapida Sliyeg, Indramayu, these stages are implemented consistently so that teachers receive clear, measurable guidance that is appropriate to the context of each class (Gordon, 2019).

Fifth, by encouraging participation in external professional training, supervisors also encourage madrasah principals and teachers to participate in various professional training programs organized by the Ministry of

Religious Affairs, the Education Office, LPTK (Education Personnel Education Institutions), and professional organizations such as the Teacher Working Group (KKG) and the Subject Teacher Conference (MGMP). According to research by Tanjung et al. (2021), teacher involvement in external training can broaden horizons, update pedagogical knowledge, and strengthen professional networks that support learning innovation. This strategy is highly relevant to efforts to create teachers who are lifelong learners and adaptable to change (Tanjung et al., 2021).

Sixth, building professional networks between madrasahs, supervisors facilitate the formation of networks between teachers and madrasah principals to exchange knowledge, experiences, and learning innovations. This forum serves as a productive discussion forum for addressing learning challenges and solutions, as well as building solidarity between educational institutions. The concept of professional learning communities (PLCs) introduced by DuFour et al. (2010) is relevant to this strategy. PLCs emphasize the importance of ongoing collaboration between educators to improve teaching practices and student learning outcomes. At MI Yapida Sliyeg–Indramayu, this networking forum is not only formal, but also includes informal communication through social media and regular meetings (DuFour & DuFour, 2010).

Table 1. Supervisory Strategies in Improving Professionalism

No	Main Strategy	Activity Details	Description
1	Academic Supervision	Classroom Observation, RPP Evaluation	Provide direct feedback to teachers.
2	Technical Guidance	Training, workshops, discussions	Improving pedagogical and professional competence
3	Managerial Development	Madrasah principal mentoring	Strengthening leadership and administration aspects
4	Network Formation	Teacher forum, madrasah collaboration	Exchange of experiences and good practices.

Data source: Observation and Interview Results

The implementation of these strategies has been proven to improve the professionalism of madrasah principals and teachers. The professionalism of teachers and madrasah principals is measured not only by their technical teaching or institutional management skills, but also by their integrity, work ethic, and commitment to Islamic values. This aligns with Tilaar's (2012) view that teacher professionalism in Indonesia must have a strong moral and spiritual dimension, along with the teacher's role as a role model for students (Tilaar, 2012). Madrasah principals who receive managerial guidance from supervisors are able to design more focused work programs, manage resources efficiently, and create a school climate conducive to learning. Teachers who receive ongoing pedagogical and professional guidance demonstrate improvements in lesson planning, the use of innovative methods, and more objective evaluation of learning outcomes.

Implementation of Coaching and Supervision Strategy

The implementation of the coaching and supervision strategy at the Yapida Sliyeg–Indramayu Elementary Madrasah was carried out through a planned, structured, and continuous process, with the Islamic religious education supervisor as the primary driver in improving the professionalism of the madrasah principal and teachers. Prior to implementation, the supervisor conducted a needs assessment of the madrasah's condition. This analysis included mapping teacher competency, the effectiveness of the madrasah's management, the availability of learning facilities and infrastructure, and student learning outcomes. This approach aligns with Gordon's (2019) view that educational supervision must begin with a deep understanding of field conditions so that interventions are targeted and tailored to needs (Gordon, 2019).

Once needs are identified, supervisors develop a relevant and contextual development program. This program is designed not only to improve the technical competency of teachers and madrasah principals but also to develop soft skills such as leadership, effective communication, and conflict management. The program's development adheres to the principles of School-Based Management, which emphasizes collaboration among school stakeholders to achieve shared goals (Mulyasa, 2013).

In practice, supervisors combine a clinical supervision approach, which emphasizes individual guidance for teachers, with group supervision to build collaborative networks between teachers and principals (Sergiovanni & Starratt, 2007). Supervision is implemented through various methods, including: first, observation of the

learning process. Supervisors visit classes to directly observe learning practices, record aspects that are going well, and identify areas that need improvement. These observations use standardized instruments to ensure more objective and accurate assessments (Zulfakar et al., 2020). The results of the observations then serve as the basis for providing constructive feedback to teachers.

Second, administrative and managerial evaluation. In addition to learning, supervisors also evaluate administrative learning documents such as lesson plans, teaching journals, and learning outcome assessments. For madrasah principals, supervision focuses on school planning documents, performance reports, and resource management strategies. This approach aligns with Cohen et al.'s (2009) educational management theory, which emphasizes that the success of an educational organization is influenced by the effective management of human resources, finances, and facilities (Cohen et al., 2009). Third, reflective discussion. After observation and evaluation, supervisors hold reflective discussion sessions with teachers and madrasah principals. The goal is to create two-way learning, where teachers can share challenges they face, while supervisors provide input based on best practices. According to Hoy & Miskel (2013), this shared reflection process is an effective way to build sustainable professionalism because it encourages educators' self-awareness and internal motivation (Hoy & Miskel, 2013).

In this context, Islamic religious education supervisors not only act as evaluators who assess the performance of teachers and madrasah principals, but also as facilitators who provide resources, motivators who raise work enthusiasm, and mentors who provide personal guidance. This multifunctional role strengthens the effectiveness of coaching strategies, as emphasized by Sergiovanni & Starratt (2007) that holistic and sustainable coaching can improve teachers' pedagogical, professional, social, and personal competencies simultaneously (Sergiovanni & Starratt, 2007).

The implementation of this strategy also adheres to the principles of Islamic values-based education, where supervisors instill a spiritual awareness that the duties of teachers and madrasah principals are a trust that must be carried out responsibly. This aligns with Q.S. At-Tahrīm/66:6, which reminds Muslims to protect themselves and their families from evil, which in the context of education means guiding students toward moral and spiritual goodness (Al-Qur'an, 2022).

The successful implementation of this coaching strategy is reflected in increased teacher discipline, improved lesson plan quality, more active teaching methods, and more professional madrasah management. Teachers become more confident in teaching, madrasah principals become more skilled in managing the institution, and the relationship between the madrasah and the community becomes more harmonious. This condition aligns with the research findings of Zulfakar et al. (2020), which found that continuous, needs-based supervision can significantly improve teacher motivation and performance (Zulfakar et al., 2020). Therefore, the implementation of the coaching and supervision strategy at MI Yapida Sliyeg–Indramayu can serve as a model of good practice for Islamic religious education supervisors in other madrasahs. This success is driven by a combination of a participatory approach, technical guidance, and the reinforcement of Islamic values, which makes coaching more meaningful and sustainable.

Impact and Evaluation of Supervisory Strategies on Professionalism

The implementation of the Islamic Religious Education (PAI) supervisory strategy at MI Yapida Sliyeg–Indramayu has had a multi-faceted impact on the professionalism of the principal and teachers. At the classroom level, teachers have increasingly understood the principles of effective learning, as evidenced by improvements in the quality of planning (RPP/ATP), the implementation of formative assessments, and the strengthening of participatory classroom management. At the institutional level, learning administration has become more orderly, academic quality reports are better documented, and the principal's managerial skills in developing programs, managing resources, and monitoring performance on an ongoing basis have improved. At the same time, teacher motivation to participate in training and professional learning communities (PLP/KKG-MI) has increased, leading to warmer, more focused, and more responsive teacher-student interactions.

Theoretically, these findings are consistent with the developmental supervision framework that positions supervisors as evaluators, coaches/mentors, facilitators, and motivators (Glickman et al., 2018; Sergiovanni & Starratt, 2007). In the madrasah context, this role is also emphasized in PMA No. 2 of 2012 concerning Madrasah Supervisors and Islamic Religious Education Supervisors in Schools, as well as the Ministry of Education and Culture's Supervisory Work Guidelines that outline the functions of academic supervision, managerial, professional development, and performance assessment as a single cycle (Regulation of the Minister of Religion Number 2 of 2012 Concerning Madrasah Supervisors and Supervisors of Islamic Religious Education in Schools [Regulation of the Minister of Religion Number 2 of 2012 Concerning Madrasah Supervisors and Supervisors of

Islamic Religious Education I, 2012). When these functions are carried out systematically, the impact is not only on document compliance, but on the transformation of teaching practices and learning leadership.

From a professional development perspective, ongoing supervisory strategies, through classroom-based coaching, content-focused workshops, lesson study, and peer observation, align with international evidence that instructional coaching has moderate to high effects on teaching practices and learning outcomes (Kraft et al., 2018). The OECD (2013) report also emphasized that integrated evaluation and assessment systems (for teachers, school leaders, and systems) contribute to improved learning quality when accompanied by actionable feedback and professional development support (OECD, 2013). In the Indonesian ecosystem, a World Bank study (2020) identified ongoing supervision and professional development as important levers of quality, a finding that resonates with the increased participation of MI Yapida teachers in training and PLP (World Bank Group, 2020).

At the principal level, supervisory supervision strengthens the principal's role as an instructional leader, focusing on goals, aligning the curriculum, and assessing, developing a learning community, and fostering a culture of reflection. A synthesis of evidence by Robinson et al. (2008) showed that leadership that directly influences teaching quality, such as setting goals, coordinating the curriculum, and providing teacher evaluation/feedback, has the greatest impact on student outcomes compared to purely administrative leadership. When supervisors coach principals to implement the improvement cycle (planning–implementing–reflecting–following), the principal's managerial skills, from data-driven program planning to monitoring implementation, become more structured (Robinson et al., 2008).

For impact evaluation, Guskey (2002) and Kirkpatrick's framework can be used to map changes at five levels: (1) teacher reactions to coaching/training; (2) teacher learning (knowledge/competencies); (3) organizational support (policies, collaboration time, resources); (4) changes in teaching practices; and (5) student outcomes (Guskey, 2002). In the context of MI Yapida, concrete indicators include: (a) increased rubric-based classroom observation scores (e.g., lesson planning, differentiation, formative assessment); (b) comprehensiveness and quality of administration (prota–promes–ATP–teaching modules–question banks); (c) frequency/quality of PLC/KKG (agenda, reflection protocols, shared products); (d) increased teacher attendance and engagement in training; (e) proxy data on learning outcomes (formative/summative scores, student engagement, portfolios); and (f) parent/student feedback on classroom climate. National evidence supports this: the study by Zulfakar et al. (2020) found that the implementation of supervisors' academic supervision significantly contributed to teacher performance (Zulfakar et al., 2020); while cross-national evidence suggests that consistent instructional supervision practices are associated with increased teaching effectiveness (Daigon & Alcopra, 2024).

Because professional development impact relies heavily on the design of quality professional development, supervisors emphasize the principles of effective PD: content-focused, active, ongoing, curricularly coherent, and supported by coaching (Darling-Hammond et al., 2017; Timperley et al., 2007). This is where supervisors' strategies, integrating on-site training, classroom coaching, and teacher-teacher collaboration, become key mechanisms for transforming knowledge into practice. When post-observation conferences utilize specific data (e.g., teacher questions, student speaking time, evidence of learning objectives), teachers are more likely to make targeted adjustments. Similarly, the use of individual improvement plans (IEPs) and collaborative assignments (co-authoring teaching modules) strengthen accountability and foster mutual learning.

From an institutional culture perspective, professional change requires organizational support: principals' policies that allocate scheduled time for PLCs, schedule classroom visits without a "judgmental effect," and provide resources (books, ICT devices, access to training). Meta-analytic evidence shows that changes in teaching behavior rarely persist without structural support (Kraft et al., 2018; OECD, 2013). Therefore, the supervisor's function goes beyond evaluation to include micro-policy advocacy, for example, helping principals organize academic calendars to include post-observation reflection and peer coaching.

In terms of teacher motivation and efficacy, supervisory strategies that emphasize strengths-based feedback and growth goals increase teacher self-efficacy, a strong predictor of pedagogical innovation and teacher job retention (Hoy & Miskel, 2013). At MI Yapida, increased teacher participation in training and learning communities can be read as an indicator of growing intrinsic motivation because teachers perceive the coaching as relevant to daily classroom challenges. This aligns with international studies that job-embedded professional learning supported by regular feedback is more impactful than one-off training (Darling-Hammond et al., 2017; Timperley et al., 2007).

Finally, to ensure sustainability, supervisors mainstream the PDCA cycle in supervision: (Plan) mapping needs through document audits, initial observations, and learning outcome data; (Do) implementing coaching,

training, coaching, co-planning, and co-teaching; (Check) measuring impact through observation rubrics, learning artifacts, and participation data; (Act) refining strategies and establishing future priorities. This approach aligns with School-Based Management practices that link quality targets, human resource development, and data-driven evaluation (OECD, 2013; World Bank Group, 2020). When this cycle is maintained consistently, the positive impact on professionalism, both for principals and teachers, tends to be stable and trickles down to student learning outcome indicators.

Collaborative Supervision Model as a Research Innovation

One of the main contributions of this research is the development of a Collaborative Supervision Model that simultaneously combines personal and professional development for madrasah principals and teachers. This model was designed in response to the need for supervision that is not only oriented towards administrative evaluation, but also emphasizes mentoring that builds teachers' competencies, professional attitudes, and work ethic on an ongoing basis. In the context of Madrasah Ibtidaiyah (MI), where personal relationships between supervisors, madrasah principals, and teachers are often close, this collaborative approach has great potential to create a mutual support system and reduce resistance to supervision.

The proposed collaborative supervision model integrates two main dimensions of development: the first, personal development, focuses on the personality, motivation, commitment, and ethical-spiritual awareness of teachers and madrasah principals. This aligns with Fullan's (2014) concept of moral purpose in leadership, which argues that sustainable educational change requires leaders who cultivate intrinsic motivation and moral values in their daily practices (Fullan, 2014). The second dimension, professional development, is directed at strengthening pedagogical, managerial, social, and professional competencies in accordance with national education standards (Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 13 Tahun 2007 Tentang Standar Kepala Sekolah/Madrasah [Regulation of the Minister of Education and Culture Number 13 of 2007 Concerning Standards for School/Madrasah Principals], 2007; Permendiknas Nomor 16 Tahun 2007 Tentang Standar Kualifikasi Akademik Dan Kompetensi Guru [Minister of National Education Regulation Number 16 of 2007 Concerning Academic Qualification and Teacher Competency Standards], 2007). Through this dimension, supervisors act as professional learning facilitators with strategies such as coaching, peer observation, lesson study, and professional learning communities (PLC) that are relevant to the needs of the madrasah.

This collaborative approach is strongly grounded in the theoretical concepts of reflective and participatory supervision (Sergiovanni & Starratt, 2007), which emphasize professional dialogue, collaborative learning, and active teacher involvement in the self-development process. Unlike traditional supervision models that tend to be one-way inspections (inspection models), this model builds a two-way process focused on solutions, learning innovation, and ongoing support (Sergiovanni & Starratt, 2007). Operationally, this model is implemented through a four-stage cycle: first, joint needs assessment involving teachers and principals to map competency gaps and learning challenges. Second, collaborative planning (co-planning) to formulate a measurable, contextual, and relevant coaching program. Third, interactive supervision that combines classroom observation, constructive feedback, and co-teaching when necessary. Fourth, joint reflection and follow-up to ensure that each recommendation is integrated into daily practice and its effectiveness is periodically evaluated.

The novelty of this model lies in the full integration of personal and professional dimensions, managed within a single supervision framework. Previous research on supervision in madrasas has tended to separate moral-spiritual development from technical competency development, or has focused solely on administrative aspects. This collaborative supervision model attempts to combine the two within an integrated framework, so that development not only improves technical skills but also builds character, motivation, and commitment based on Islamic values (Zaini, 2023; Zulqaidah et al., 2023).

In terms of sustainability, this approach is relevant to the concept of job-embedded professional development, which is professional development integrated into the daily work of teachers and principals, resulting in more lasting effects than freelance training. When supervisors become part of the madrasah learning community and build relationships based on trust (trust-based leadership), teachers are more open to input, and principals are more motivated to implement managerial innovations (Darling-Hammond et al., 2017).

This model also has a strong spiritual dimension, as the supervision process is guided by the principle of enjoining good and forbidding evil in education (Q.S. At-Tahrim/66:6), where supervisors, teachers, and madrasah principals have a moral responsibility to safeguard and guide one another toward professionalism that is not only superior in competence but also strong in morals and ethics. With this approach, it is hoped that madrasahs will not only produce intellectually intelligent graduates but also graduates with Islamic character who

are ready to face the challenges of the times (Al-Qur'an, 2022). Overall, this Collaborative Supervision Model not only enriches the repertoire of educational supervision theory in Indonesia but also provides a practical contribution for Islamic Religious Education supervisors to improve the quality of education in madrasahs more effectively and sustainably. Due to its adaptive nature, this model can be replicated in various madrasahs with adjustments to the local context, and is a key strategy in reforming the quality of Islamic value-based education at the elementary level.

Discussion of Findings Based on Theory

The results of the study indicate that the supervision strategy implemented by the Islamic Religious Education supervisor at Madrasah Ibtidaiyah Yapida Sliyeg-Indramayu is in line with the theoretical framework of educational supervision, teacher professionalism theory, and educational management theory that have been widely recognized in academic literature. First, the findings of this study are consistent with the theory of educational supervision proposed by Sergiovanni & Starratt (2007), which defines supervision as a systematic, continuous professional development process oriented towards improving the quality of learning (Sergiovanni & Starratt, 2007). In this theory, the supervisor does not only act as an evaluator, but also as a guide (mentor) and facilitator who helps teachers and madrasah principals develop their competencies. The findings in the field indicate that the supervisor at MI Yapida applies supervision that combines aspects of assessment and mentoring, where performance evaluation is followed by technical guidance and reflective discussions. This approach reflects the principles of clinical supervision which emphasize collaborative interactions between supervisors and teachers to design, implement, and evaluate learning practices on an ongoing basis (Glickman et al., 2018).

Second, these findings are also relevant to the theory of teacher professionalism according to Hoy & Miskel (2013), which explains that teacher professionalism encompasses four main competencies: (1) pedagogical competency, (2) professional competency, (3) social competency, and (4) personality competency. At MI Yapida, supervisors actively provide guidance aimed at strengthening these four aspects (Hoy & Miskel, 2013). For example, in the pedagogical aspect, supervisors guide teachers in developing Learning Implementation Plans (RPP) that are appropriate to the curriculum and student characteristics. In the professional aspect, teachers are encouraged to attend training and seminars to update their knowledge and teaching skills. In the social aspect, supervisors facilitate effective communication between teachers, the principal, and the community. Meanwhile, in the personality aspect, guidance is directed at fostering integrity, responsibility, and moral exemplarity. These findings reinforce the view that improving teacher professionalism is the result of a continuous, structured and needs-relevant development process (Darling-Hammond et al., 2017).

Third, the research results are also in accordance with the educational management theory outlined by Terry (1977), which emphasizes that educational management includes the functions of planning, organizing, directing, and controlling (Terry, 1977). In the context of MI Yapida, supervisors play a strategic role in assisting the madrasah principal in managing human resources, finances, facilities, and infrastructure effectively. Supervision carried out by supervisors not only focuses on the learning process in the classroom, but also on strengthening the managerial capacity of the madrasah principal, for example in designing annual work programs, optimizing the use of BOS funds, and ensuring ongoing teacher performance evaluation.

These findings support the theoretical function of the research, which is to describe the phenomenon of effective supervision, explain the relationship between supervisory strategies and the improvement of teacher and principal professionalism, and predict the long-term impact of these strategies on the quality of education in madrasas. Based on this perspective, supervision that is implemented collaboratively, based on needs, and oriented towards individual capacity development has been proven to be able to create significant improvements in the quality of learning.

Furthermore, this discussion reinforces the idea that effective educational supervision must combine the principles of academic coaching and managerial guidance. This means that supervisors should not only focus on the classroom teaching process but also assist madrasah principals in building an efficient management system. This approach is not only relevant at MI Yapida but can also be adapted to other madrasahs by adapting to the characteristics and needs of each institution. Thus, the findings of this study contribute to the academic literature by demonstrating how educational supervision theory, teacher professionalism theory, and educational management theory can be implemented in an integrated manner in the field. The integration of these three theories into supervisory practice allows for continuous professional development, both at the individual teacher and madrasah principal levels, which ultimately impacts the overall quality of education.

Spiritual Foundation of Educational Supervision

In the context of Islamic education, the supervisory strategies implemented by Islamic Religious Education supervisors are not only oriented toward achieving professional competence but also possess strong moral and spiritual dimensions. This foundation is enshrined in Allah's word in Q.S. At-Tahrīm/66:6: "Yā ayyuhā alladzīna āmanū qu anfusakum wa-ahlīkum nāran" [Hai orang-orang yang beriman, peliharalah dirimu dan keluargamu dari api neraka] (Al-Qur'an, 2022).

This verse contains a normative message that every individual with leadership responsibilities, including supervisors, madrasah principals, and teachers, is obligated to guide and protect those under their responsibility from things that could lead them away from the path of truth. In the context of formal education, students are a "family" who must be protected intellectually, morally, and spiritually so that they grow into a generation with noble character. Supervision of Islamic religious education based on this verse is not only interpreted as technical supervision of the learning process, but also as an effort to foster the values of faith, piety, and noble character in educators and students. This is in line with Al-Attas' (1991) view that the ultimate goal of Islamic education is to shape good human beings (al-insān al-shaliḥ), which has a balance between intellectual intelligence, spiritual strength, and moral integrity (Al-Attas, 1991).

The implementation of this spiritual foundation at MI Yapida Sliyeg-Indramayu is reflected in the supervisor's strategy, which not only focuses on the professional competence of teachers and principals but also encourages the integration of Islamic values into lesson planning, teaching methods, and school culture. For example, supervisors encourage teachers to begin lessons with communal prayer, instill the values of honesty and responsibility through role models, and link subject matter to Islamic principles. Furthermore, this spiritual foundation strengthens the supervisor's role as a murabbi (educator who fosters personality and spirituality), not merely a mushrif (administrative supervisor). This concept is supported by Qardhawi's (1980) view, which emphasizes that supervision in Islamic education must contain elements of tazkiyah (soul purification) and ta'dib (moral education), so that the supervision process becomes a means of holistic character development (Qaradawi, 1980).

From the perspective of educational supervision theory, the spiritual foundation derived from the Qur'an provides a broader orientation, namely not only pursuing academic targets, but also ensuring that the educational process leads to the formation of a perfect human being. This is in accordance with the objectives of national education in Law No. 20 of 2003 concerning the National Education System, which emphasizes the development of students' potential to become faithful, pious, noble, healthy, knowledgeable, capable, creative, independent, and democratic and responsible citizens (Undang-Undang (UU) Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional [Law Number 20 of 2003 Concerning the National Education System], 2003). Thus, Q.S. At-Tahrīm/66:6 becomes a normative basis that confirms that the supervision strategy of PAI supervisors at MI Yapida Sliyeg-Indramayu is not merely a managerial instrument, but also a moral and spiritual mandate. This places supervisors, teachers, and madrasah principals at the forefront of building a civilization that is not only academically intelligent, but also ethically and spiritually superior.

Supporting and Inhibiting Factors in Strategy Implementation

The successful implementation of the Islamic Religious Education (PAI) supervisor's strategy to improve the professionalism of madrasah principals and teachers at MI Yapida Sliyeg-Indramayu was significantly influenced by the presence of supporting factors. One key factor was the commitment of madrasah principals and teachers to actively participate in the development program. This commitment was reflected in their willingness to participate in ongoing supervision, training, and mentoring provided by the supervisor. According to Fullan (2014), the success of educational reform depends heavily on the active involvement of school-level actors, including teachers and principals, who are the direct implementers of quality improvement policies (Fullan, 2014).

In addition to individual commitment, institutional support is also a crucial driver. This support includes internal madrasah policies aligned with development objectives, strong coordination between the madrasah and supervisors, and the allocation of time for implementing competency improvement programs. Research by Bush & Glover (2014) confirms that strong collaboration between school leaders, teachers, and external parties, such as supervisors, strengthens the implementation of professional development programs (Bush & Glover, 2014). Another supporting factor is the availability of training programs from relevant agencies, including the Ministry of Religious Affairs, local governments, and other educational institutions. These programs provide opportunities for teachers and madrasah principals to develop pedagogical, professional, social, and personal competencies in a

structured manner (Hoy & Miskel, 2013). The availability of training also helps supervisors integrate development outcomes with nationally applicable competency standards (Hoy & Miskel, 2013).

A harmonious relationship between supervisors and madrasah staff is crucial for smooth development. A relationship based on mutual trust, openness, and two-way communication facilitates supervisors' ability to provide constructive feedback and motivate teachers and principals. Research by Tschannen-Moran (2014) shows that a climate of high trust between educational leaders and staff directly impacts the acceptance of innovation and improved performance (Tschannen-Moran, 2014). However, this study also identified several inhibiting factors that require serious attention. One such factor is the limited time supervisors have to conduct intensive development, given that supervisors often oversee multiple madrasahs within their jurisdiction. This condition limits the frequency of supervision and sometimes results in suboptimal results.

A limited operational budget is also a constraint, particularly in supporting development activities such as workshops, providing teaching materials, or procuring learning media. In line with Mulyasa's (2013) findings, limited financial resources often limit creativity in implementing quality improvement programs (Mulyasa, 2013). Furthermore, some teachers are less responsive to professional development programs. This factor is usually related to high workloads, lack of motivation, or resistance to changes in teaching methods. According to Guskey (2002), the success of teacher professional development is determined not only by the training materials but also by the teachers' readiness and willingness to adopt change (Guskey, 2002).

Another obstacle is the limited facilities and infrastructure in madrasas, such as the availability of adequate classrooms, learning technology devices, and other supporting facilities. This limitation often hinders the implementation of innovative learning methods recommended in development programs. UNESCO research in 2021 emphasized that adequate educational infrastructure is a prerequisite for the success of learning quality improvement programs. Therefore, it can be concluded that the success of the PAI supervisor strategy at MI Yapida Sliyeg-Indramayu is the result of a complex interaction between supporting and inhibiting factors. Supporting factors such as commitment, institutional support, training programs, and harmonious relationships need to be continuously strengthened. Meanwhile, inhibiting factors such as limited time, budget, teacher responsiveness, and infrastructure need to be addressed through appropriate policies, managerial innovation, and ongoing support from all relevant parties.

Table 2. Supporting and Inhibiting Factors

No	Factor	Detail	Description
1	Supporters	Commitment, training	Accelerate the process of increasing professionalism
2	Inhibitor	Time, budget, means	Hindering the effectiveness of strategy implementation

Data source: Observation and Interview Results

CONCLUSION

Key findings indicate that the professionalism of madrasah principals and teachers is significantly influenced by the development strategies implemented by Islamic religious education supervisors. These strategies are effectively implemented through systematic supervision programs, ongoing technical guidance, and competency improvement workshops. Supervisors serve not only as assessors but also as facilitators and motivators, encouraging improvements in pedagogical, professional, and managerial competencies. Despite several inhibiting factors, such as time and budget constraints, the strong commitment of madrasah principals and teachers, supported by harmonious relationships with supervisors, has been a key driver of the strategy's success. Therefore, it can be concluded that the active role and collaborative approach of Islamic religious education supervisors have a significant and positive impact on improving the quality of education in madrasahs, in line with the initial hypothesis of this study.

Based on the findings of this study, it is recommended that Islamic religious education supervisors continue to innovate their supervision models, one of which is by strengthening the collaborative supervision model, which has proven effective in simultaneously integrating personal and professional development. It is also important to find creative solutions to overcome resource and time constraints, for example, through the use of information technology for distance tutoring or the development of independent training modules. Madrasah principals are advised to be more proactive in utilizing supervisory coaching programs and optimizing their role as

learning leaders in their madrasahs. Meanwhile, teachers are advised to continue to actively participate in every professional development activity and build a culture of sharing good practices among fellow educators. Future research can explore the effectiveness of this collaborative supervision model in other madrasahs with different characteristics, as well as examine in more depth the long-term impact of professional development on student achievement.

REFERENCES

Al-Attas, M. N. (1991). *The Concept of Education in Islam: A Framework for an Islamic Philosophy of Education.* International Institute of Islamic Thought and Civilization, International Islamic University. https://philpapers.org/rec/ALATCO-2

Al-Qur'an, L. P. mushaf. (2022). *Qur'an Kemenag [Qur'an Ministry of Religion].* Kementerian Agama Republik Indonesia. https://quran.kemenag.go.id/ [in Indonesian]

Bush, T., & Glover, D. (2014). School leadership models: what do we know? *School Leadership & Management, 34*(5), 553–571. https://doi.org/10.1080/13632434.2014.928680

Cohen, J., Mccabe, E. M., Michelli, N. M., & Pickeral, T. (2009). School Climate: Research, Policy, Practice, and Teacher Education. *Teachers College Record, 111*(1), 180–213. https://doi.org/10.1177/016146810911100108

Daigon, M. E., & Alcopra, A. R. (2024). Instructional Supervision Practices and Efficacy of Teachers. *INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH AND ANALYSIS, 7*(8). https://doi.org/10.47191/ijmra/v7-i08-13

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective Teacher Professional Development.* Learning Policy Institute. https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report

Defi, W. F., Febrina, W., Rifma, R., Jasrial, J., & Syahril, S. (2024). The Influence of The Constructivism Learning Model on The Quality of Learning in Panyabungan District State Elementary School. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan), 9*(1), 426–439. https://doi.org/10.31851/jmksp.v9i1.13839

DuFour, R., & DuFour, R. (2010). *Learning by Doing: A Handbook for Professional Learning Communities at Work* (2nd ed.). Solution Tree Press.

Fullan, M. (2014). *The Principal: Three Keys to Maximizing Impact.* Jossey-Bass.

Glickman, C., Gordon, S., & Ross-Gordon, J. (2018). *SuperVision and Instructional Leadership: A Developmental Approach* (10th ed.). Pearson.

Gordon, S. P. (2019). Educational Supervision: Reflections on Its Past, Present, and Future. *Journal of Educational Supervision, 2*(2), 27–52. https://doi.org/10.31045/jes.2.2.3

Guskey, T. R. (2002). Does it Make a Difference? Evaluating Professional Development. *Educational Leadership, 59*(6), 45–51. https://www.semanticscholar.org/paper/Does-It-Make-a-Difference-Evaluating-Professional-Guskey/be7ecd464cbe5b5ceb9fd26a27c0f3232d73aafc

Hadiansyah, C. F. (2024). The Role of Educational Supervision in Improving Teacher Competency and Learning Quality at Palumbonsari State Primary School 1. *ASCENT: Al-Bahjah Journal of Islamic Education Management, 2(1), 59–65., 2*(1), 59–65. https://doi.org/10.61553/ascent.v2i1.510

Hoy, W., & Miskel, C. (2013). *Educational Administration: Theory, Research, and Practice* (9th ed.). McGraw-Hill Education.

Husin, S. A. (2018). An Overview of Madrasah Model of Education in Indonesian System of Education: Opportunity and Challenges. *Madrasah: Jurnal Pendidikan Dan Pembelajaran Dasar, 10(2), 118–124., 10*(2), 118–124. https://doi.org/10.18860/madrasah.v10i2.5376

Jumiati, J., Mulyani, S., Yanto, R., Imron, I., Anasrul, M., Harto, K., & Astuti, M. (2024). Analysis of the Islamic Concept of Supervision. *TOFEDU: The Future of Education Journal, 3*(5), 1869–1876. https://doi.org/10.61445/tofedu.v3i5.317

Peraturan Menteri Agama Nomor 2 Tahun 2012 tentang Pengawas Madrasah dan Pengawas Pendidikan Agama Islam Pada Sekolah [Regulation of the Minister of Religion Number 2 of 2012 concerning Madrasah Supervisors and Supervisors of Islamic Religious Education i, Pub. L. No. 2–2012, 14 (2012). https://peraturan.bpk.go.id/Details/130786/peraturan-menag-no-2-tahun-2012 [in Indonesian]

Peraturan Menteri Pendidikan dan Kebudayaan Nomor 13 Tahun 2007 tentang Standar Kepala Sekolah/Madrasah [Regulation of the Minister of Education and Culture Number 13 of 2007 concerning Standards for School/Madrasah Principals], 2 (2007). https://peraturan.bpk.go.id/Details/216103/permendikbud-no-13-tahun-2007 [in Indonesia]

Permendiknas Nomor 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru [Minister of National Education Regulation Number 16 of 2007 concerning Academic Qualification and Teacher Competency Standards], Pub. L. No. 16, 2 (2007). https://peraturan.bpk.go.id/Details/216104/permendikbud-no-16-tahun-2007

Kraft, M. A., Blazar, D., & Hogan, D. (2018). The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. *Review of Educational Research*, *88*(4), 547–588. https://doi.org/10.3102/0034654318759268

Lexy J. Moleong, M. A. (2018). *Metodologi Penelitian Kualitatif [Qualitative Research Methodology]* (38th ed.). PT Remaja Rosdakarya.

Mariani, M., Mof, Y., & Hermina, D. (2024). The Development of Supervision Instruments and Implementation of Islamic Education Supervision: Conceptual Review and Secondary Case Study Analysis. *ISLAMIC PEDAGOGY: Journal of Islamic Education*, *2*(2), 101–110. https://doi.org/10.52029/ipjie.v2i2.246

Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 23 Tahun 2006 Tentang Standar Kompetensi Lulusan Untuk Satuan Pendidikan Dasar dan Menengah [Regulation of the Minister of National Education of the Republic of Indonesia Number 23 of 2006 con, (2006). https://www.regulasip.id/book/4776/read [in Indonesian]

Mulyasa, E. (2013). *Manajemen dan Kepemimpinan Kepala Sekolah [Principal Management and Leadership]*. Remaja Rosdakarya.

Muslam, M. (2024). Improving Professional Teacher Competence through Learning Supervision for Madrasah Teachers with a Background in Islamic Boarding School Education. *Nadwa: Jurnal Pendidikan Islam*, *18*(1), 139–154. https://doi.org/10.21580/nw.2024.18.1.21589

OECD. (2013). *Synergies for Better Learning: An International Perspective on Evaluation and Assessment. OECD Publishing.* OECD: Organisation for Economic Co-Operation and Development. https://doi.org/https://www.oecd.org/en/publications/synergies-for-better-learning-an-international-perspective-on-evaluation-and-assessment_9789264190658-en.html

Undang-undang (UU) Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional [Law Number 20 of 2003 concerning the National Education System], Pub. L. No. NO.78, TLN NO.4301 (2003). https://peraturan.bpk.go.id/Details/43920/uu-no-20-tahun-2003 [in Indonesian]

Undang-undang (UU) Nomor 14 Tahun 2005 tentang Guru dan Dosen [Law Number 14 of 2005 concerning Teachers and Lecturers], 36 (2005). https://peraturan.bpk.go.id/Details/40266/uu-no-14-tahun-2005 [in Indonesian]

Purdiyanto, P., & Hadiwinarto, H. (2020). Evaluation of teachers' professionality in improving the quality of madrasah in the era of globalization. *At-Taʾlim: Media Informasi Pendidikan Islam*, *19*(2), 1–18. https://doi.org/10.29300/attalim.v19i2.3083

Qaradawi, Y. (1980). *Pendidikan Islam dan madrasah Hasan al-Banna [Islamic education and Hasan al-Banna madrasah]*. Bulan Bintang. https://books.google.co.id/books/about/Pendidikan_Islam_dan_madrasah_Hasan_al_B.html?id=_sjhOAAACAAJ&redir_esc=y [in Indonesia]

Robinson, V. M. J., Lloyd, C. A., & Rowe, K. J. (2008). The Impact of Leadership on Student Outcomes: An Analysis of the Differential Effects of Leadership Types. *Educational Administration Quarterly*, *44*(5), 635–

674. https://doi.org/10.1177/0013161X08321509

Sergiovanni, T. J., & Starratt, R. J. (1988). *Supervision Human Perspectives.* Mc Graw-Hill.

Sergiovanni, T. J., & Starratt, R. J. (2007). *Supervision: A redefinition* (8th ed.). Mc Graw-Hill.

Sugiyono, S. (2011). *Metode Penelitian Kuantitatif, Kualitatif dan R&D [Quantitative, Qualitative and R&D Research Methods].* Alfabeta.

Tambak, S., Amril M, Z. K., & Sukenti, D. (2018). Development of Madrasah Teacher Professionalism by Strengthening the Khalifah Concept and Islamic Psychosocial Perspective. *Proceedings of the International Conference on Islamic Education (ICIE 2018).* https://doi.org/10.2991/icie-18.2018.7

Tanjung, R., Hanafiah, H., Arifudin, O., & Mulyadi, D. (2021). Kompetensi Manajerial Kepala Sekolah dalam Meningkatkan Kinerja Guru Sekolah Dasar [Principals' Managerial Competence in Improving Elementary School Teacher Performance]. *JIIP-Jurnal Ilmiah Ilmu Pendidikan Volume 4, Nomor 4, 291-296., 4*(4), 291–296. https://doi.org/10.54371/jiip.v4i4.272 [in Indonesian]

Terry, G. R. (1977). *Principles of Management.* Richard D. Irwin.

Tilaar, H. A. . (2012). *Perubahan Sosial dan Pendidikan [Social Change and Education].* Rineka Cipta.

Timperley, H., Wilson, A., Barrar, H., & Fung, I. (2007). *Teacher Professional Learning and Development: Best Evidence Synthesis Iteration.* Ministry of Education. https://www.educationcounts.govt.nz/publications/series/2515/15341

Tschannen-Moran, M. (2014). *Trust Matters: Leadership for Successful Schools* (2nd ed.). Jossey-Bass.

Wentzel, K. R. (1997). Student Motivation in Middle School: The Role of Perceived Pedagogical Caring. *Journal of Educational Psychology, 89*(3), 411–419. https://doi.org/10.1037/0022-0663.89.3.411

World Bank Group. (2020). *The Promise of Education in Indonesia.* World Bank Group. https://www.worldbank.org/en/country/indonesia/publication/the-promise-of-education-in-indonesia

Yusmaita, E., & Nasra, E. (2017). Perancangan Assesmen Literasi Kimia dengan Menggunakan Model of Educational Rekonstruksi (MER) pada Tema: "Air Sebagai Pelarut Universal" [Designing a Chemical Literacy Assessment Using the Model of Educational Reconstruction (MER) on the Theme: "Water . *JURNAL EKSAKTA PENDIDIKAN (JEP), 1*(2), 49–55. https://doi.org/10.24036/jep.v1i2.66 [in Indonesian]

Zaini, A. K. (2023). Peran Pengawas Madrasah dalam Meningkatkan Mutu Pendidikan di Madrasah Ibtidaiyah Nurul Mu'min Jakarta Barat [The Role of Madrasah Supervisors in Improving the Quality of Education at Madrasahs Nurul Mu'min Elementary School, West Jakarta]. *Indonesian Journal of Teaching and Learning, 1*(1), 162–170. https://doi.org/10.56855/intel.v1i1.269 [in Indonesian]

Zulfakar, Z., Lian, B., & Fitria, H. (2020). Implementasi Supervisi Akademik Pengawas dalam Meningkatkan Kinerja Guru [Implementation of Academic Supervisory Supervision in Improving Teacher Performance]. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan), 5*(1), 32–40. https://doi.org/10.31851/jmksp.v5i2.3833 [in Indonesian]

Zulqaidah, Z., Lubis, M. B., Zulfa, N., Marsyeli, M., Muharil, M., & Nasution, I. (2023). Strategi Supervisi Akademik dalam Meningkatkan Kinerja Guru [Academic Supervision Strategies in Improving Teacher Performance]. *Islamic Education, 3*(1), 8–14. https://doi.org/10.57251/ie.v3i1.922 [in Indonesian]