



MADRASAH PRINCIPAL'S ACADEMIC SUPERVISION AND TEACHER PERFORMANCE IN MADRASAH DINIYAH: A CASE STUDY IN BAWEAN, GRESIK

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ABSTRACT

This study aims to analyze academic supervision by the madrasah principal in improving teacher performance at MDTA Darul Mut'aallimin Bawean, Gresik. The study employed a qualitative approach with a case study design. Data were collected through interviews, observations, and documentation and analyzed through data condensation, data display, and conclusion drawing and verification. Data credibility was strengthened through source and technique triangulation. The findings indicate that academic supervision was implemented through planning, classroom observation, feedback, professional guidance, and follow-up. The process functioned not only as a monitoring mechanism but also as a professional development strategy that encouraged teachers to reflect on and improve their instructional practices. The supervised performance dimensions included lesson planning, instructional implementation, classroom management, interaction with students, assessment, and reflection. The findings further indicate that the effectiveness of supervision depends on the continuity of professional guidance, the quality of communication, and the principal's ability to adapt supervision to the characteristics of Madrasah Diniyah as a non-formal Islamic educational institution. These findings highlight the importance of contextual, communicative, and sustainable academic supervision in supporting teacher professional development and instructional improvement.

Keywords: *academic supervision; madrasah principal; teacher performance; professional development; Madrasah Diniyah.*

INTRODUCTION

The quality of education is fundamentally determined by the quality of the learning process that takes place consistently at the education-unit level. In the context of Islamic education, learning quality is oriented not only toward academic achievement but also toward character formation, the strengthening of Islamic values, and the holistic development of students' abilities. Teachers occupy a strategic position because they are the primary actors who translate educational goals into learning practice. Teacher professionalism is reflected, among other things, in the ability to manage learning, understand students' needs, select appropriate strategies, and demonstrate professional responsibility in carrying out their duties. In Islamic educational institutions, this professionalism is also related to exemplary conduct and the ability to integrate Islamic values into the educational process (Tambak et al., 2020). In the context of Madrasah Diniyah, teachers occupy an even more complex position because religious learning takes place within an environment closely tied to the community's social life and religious traditions. As a non-formal Islamic educational institution, Madrasah Diniyah has considerable potential to strengthen community religious education, yet the fulfillment of this

function depends heavily on the quality of learning management and the capacity of the teachers who carry it out (Rojii et al., 2020).

Teacher performance should therefore not be understood merely on the basis of attendance, administrative compliance, or the fulfillment of teaching obligations; rather, it must be viewed through the entirety of the professional practice carried out within the learning process. This performance encompasses the ability to plan learning, implement it effectively, manage interaction with students, conduct evaluation, and use evaluation results as a basis for instructional improvement. A persistent issue is that the professional demands placed on teachers are often not fully accompanied by planned and sustainable coaching mechanisms. In Islamic education, strengthening teacher professionalism requires leadership support capable of providing direction, mentoring, and space for competency development. Nurulloh et al. (2020) demonstrated that madrasah principals' policies play an important role in building teacher professionalism, while Rodiya and Suklani (2022) asserted that professional coaching needs to be carried out through self-development, collegial activities, training, and various forms of ongoing mentoring. These findings indicate an opportunity for madrasah principals not only to carry out administrative functions but also to build a work environment that encourages teachers to continuously reflect on and improve their instructional practices.

Within this framework, academic supervision is one of the leadership mechanisms that madrasah principals can use to connect managerial functions with the improvement of learning quality. Academic supervision should be positioned as a professional coaching process that encompasses planning, observation of learning, dialogue and the provision of feedback, evaluation, and follow-up tailored to teachers' needs. With such an approach, supervision does not stop at inspection but becomes a means of helping teachers identify the strengths and weaknesses of their instructional practice. A number of studies have shown a positive relationship between academic supervision and teacher performance. Wardana et al. (2023), for instance, showed that madrasah principals' academic supervision is associated with improved teacher performance, while Awam et al. (2023) found that academic supervision contributes to teacher performance, although this contribution also interacts with pedagogical competence. Niswanto and Murniati's (2022) qualitative research likewise demonstrated that supervision encompassing planning, implementation, coaching, feedback, and follow-up can serve as an instrument for improving teacher performance. These findings suggest that the effectiveness of supervision is determined more by the quality of the coaching process than merely by the frequency of its implementation.

The development of educational leadership research has further reinforced the view that teacher coaching becomes more effective when the head of an education unit acts as an instructional leader. Learning-oriented leadership pays close attention to teaching practice, teachers' professional development, collaboration, and the use of learning information to determine improvement measures. Thien and Liu (2024) showed that instructional leadership is related to teachers' professional learning through the strengthening of self-efficacy, while Dorukbaşı et al. (2024) found that teacher professional learning serves as an important mechanism linking instructional leadership to teachers' instructional practice. He et al. (2024) likewise demonstrated that school principals' instructional leadership can predict teachers' professional development. Academic supervision can thus be understood as part of an instructional leadership process that positions teachers as partners in professional development rather than as objects of surveillance. This approach creates opportunities for madrasah principals to develop supervision that is more dialogical, contextual, and oriented

toward changes in instructional practice, particularly in institutions with limited resources and organizational characteristics that differ from those of formal schools.

Although research on academic supervision and teacher performance has grown considerably, most studies remain focused on formal schools, formal-level madrasah, or educational organizational contexts with relatively established management structures. Studies that specifically position Madrasah Diniyah as a non-formal Islamic educational institution, particularly in island-region contexts, still need to be expanded. This gap matters because the characteristics of Madrasah Diniyah can differ in organizational structure, resource availability, patterns of teacher management, learning schedules, and the social relationship between principals and teachers. Studies on Madrasah Diniyah indicate that issues of teacher professionalism can relate to lesson planning, variation in teaching methods, and technology use, thereby requiring more contextual coaching (Burhanuddin, 2025). On the other hand, research on Madrasah Diniyah in East Java has also shown that improving teacher quality is an important part of efforts to strengthen the quality of religious education (Anwar, 2021). These conditions present a research opportunity to understand how academic supervision is carried out within a non-formal Islamic educational environment that has its own distinct social and institutional character. MDTA Darul Mut'aallimin in Bawean, Gresik, provides a relevant context because the principal's supervisory practice takes place within the religious educational environment of an island community, making it worthwhile to examine how the function of supervision is translated into teacher coaching that meets institutional needs.

Based on these conditions, this study aims to analyze the madrasah principal's academic supervision in improving teacher performance at MDTA Darul Mut'aallimin, Bawean, Gresik. The research focus covers the form of the principal's role in academic supervision, the stages of supervision planning and implementation, the forms of feedback and follow-up provided, the changes related to teacher performance, and the obstacles encountered along with the efforts made to address them. This focus enables the study not only to describe whether supervision is carried out, but also to explain how the coaching process unfolds and how the characteristics of the relationship between the principal and teachers influence its implementation. By taking the context of Madrasah Diniyah in an island region, this study is expected to provide a more contextual understanding of academic supervision practice in non-formal Islamic educational institutions. Academically, the findings are expected to broaden the discussion of Islamic education management regarding the relationship between instructional leadership, academic supervision, and teacher performance, while practically they may serve as a basis for madrasah principals in designing supervision that is planned, dialogical, sustainable, and suited to institutional characteristics and teachers' needs.

RESEARCH METHOD

This study employed a qualitative approach with a case study design to gain an in-depth understanding of the madrasah principal's academic supervision practice in improving teacher performance at MDTA Darul Mut'aallimin, Bawean, Gresik. The case study design was chosen because the research focuses on a contemporary phenomenon within a specific institutional context that occurs naturally, allowing the researcher to examine the relationship among supervisory practice, teachers' responses, and changes in the performance of professional duties in a contextual manner (Yin, 2018; Creswell & Poth, 2018). Research data were obtained through in-depth interviews, observation, and documentation. Interviews were conducted with the madrasah principal, Ustadz Syafiq, and two teachers, Ustadz Fajri, S.Pd., and Ustadz Ade, who were selected purposively based

on their direct involvement in the implementation of academic supervision. Observation was directed at the supervision process and teachers' instructional practice, while documentation encompassed learning administration, supervision records, evaluation notes, and other documents relevant to the research focus. These multiple data sources were selected to obtain a comprehensive picture of the supervision process while enabling the researcher to compare the perspectives of the principal and teachers against conditions observed in the field.

Data analysis was conducted interactively from the data collection process through to the development of the final interpretation, following the stages of data condensation, data display, and conclusion drawing and verification (Miles et al., 2019). Interview data were transcribed and categorized according to the research focus, then compared with the results of observation and documentation to identify patterns concerning the principal's role, the planning and implementation of supervision, the provision of feedback, follow-up, changes in teacher performance, and obstacles encountered during the coaching process. Data were displayed in the form of thematic descriptions so that the relationships among findings could be traced systematically. Data credibility was strengthened through source and technique triangulation, namely by comparing information from the principal and teachers and confirming it against observation results and documentation. The verification process was carried out repeatedly throughout the analysis so that the resulting interpretation would not rely on a single source of information and would remain traceable to the empirical evidence gathered in the field. This strategy is consistent with the principles of qualitative research, which place consistency among data, the analytical process, and interpretation as an essential part of maintaining the credibility of findings (Creswell & Poth, 2018; Miles et al., 2019).

RESULTS AND DISCUSSION

Results

1. Implementation of Academic Supervision by the Madrasah Principal

The findings show that the madrasah principal's academic supervision at MDTA Darul Mut'aallimin, Bawean, Gresik, is directed toward strengthening the learning process and teachers' professional coaching. Supervision is understood not merely as an activity to monitor teachers' performance of their duties, but also as a process of providing direction and helping teachers make improvements. Based on the interviews, observations, and documentation, the implementation of supervision encompasses preparation, observation of learning, the provision of input, and follow-up. The use of multiple data sources enabled the researcher to obtain a picture of supervision from the perspectives of both the principal and teachers while confirming it against observed conditions and available documents.

The implementation of supervision demonstrates a clear connection among the stages of preparation, observation, and follow-up. During the preparation stage, the principal determines the direction and the aspects of learning to be attended to. Observation is then carried out to obtain a direct picture of how learning is conducted. The results of this observation subsequently form the basis for providing input to teachers. This pattern shows that supervision is directed toward an improvement process rather than merely toward assessing teachers' performance of their duties.

Table 1. Stages of the Madrasah Principal's Academic Supervision Implementation

Stage	Form of Activity	Focus	Outcome Direction
Planning	Preparation and determination of supervision aspects	Learning readiness	Determining the direction of supervision

Observation	Observation of the learning process	Teaching practice and instructional interaction	Identifying strengths and aspects requiring improvement
Feedback	Discussion of observation results	Quality of learning	Providing input to teachers
Follow-up	Mentoring and monitoring	Application of supervision outcomes	Encouraging improvement in learning
Evaluation	Review of progress	Changes in teacher practice	Maintaining the sustainability of improvement

Source: Research data, processed by the researcher

Table 1 shows that academic supervision unfolds as a cycle in which each stage performs a complementary function. Observation generates information about learning, while feedback and follow-up create space for that information to be used for improvement. Supervision therefore carries a stronger developmental orientation when all of its stages are implemented in a sustained and continuous manner.

2. Forms of Coaching and Feedback for Teachers

The findings show that teacher coaching is an important part of the implementation of academic supervision. Coaching is carried out through the provision of direction, input, motivation, and mentoring in accordance with the aspects of learning that require improvement. Feedback serves as a means of communication between the principal and teachers following the observation process. Through this communication, the results of supervision can be discussed more openly, giving teachers the opportunity to understand both the aspects that have gone well and those that still require strengthening.

Coaching conducted directly also gives teachers the opportunity to reflect on their instructional practice. In this context, the principal does not merely convey the results of assessment but also helps teachers understand the improvement steps that can be applied. This pattern of coaching is well suited to the nature of non-formal education, which requires flexibility in resource management and teacher development.

3. Changes in Teacher Performance

The findings show that teacher performance is one of the main aspects addressed in academic supervision. This attention covers learning readiness, instructional implementation, classroom management, interaction with students, evaluation, and reflection. Teacher performance is thus understood not only in administrative terms but also through the professional practice evident in the learning process.

Table 2. Aspects of Teacher Performance as the Focus of Supervision

Performance Aspect	Indicators Observed	Direction of Improvement
Planning	Readiness of materials and learning tools	More focused learning
Implementation	Delivery of materials and use of methods	Improved quality of learning
Classroom management	Organization of activities and learning atmosphere	More conducive learning
Interaction	Communication and student engagement	Increased participation
Evaluation	Assessment of learning process and outcomes	Improvement based on evaluation results
Reflection	Ability to recognize strengths and weaknesses in learning	Teacher professional development

Source: Research data, processed by the researcher

Table 2 shows that supervision attends to the entire sequence of learning activities. Planning forms the basis for implementation, while evaluation and reflection create space for improvement. This

pattern indicates that teacher performance is viewed as a process that develops through learning experience and sustained coaching.

Within the context of this study, changes in teacher performance need to be seen primarily through observable changes in instructional practice, rather than solely through administrative compliance. The results of supervision can thus be used as a basis for identifying aspects that have developed and those that still require mentoring. This approach is consistent with the aim of the study, which positions supervision as a coaching process rather than merely an inspection mechanism.

4. Obstacles and Follow-up of Supervision

The findings show that the implementation of academic supervision needs to take into account the actual conditions of the institution and its teachers. As a Madrasah Diniyah operating within the context of non-formal Islamic education, MDTA Darul Mut'aallimin has characteristics that differ from those of formal schools. These differences may relate to time management, resources, the readiness of instructional materials, and teachers' working patterns. Supervision therefore requires a flexible approach tailored to the institution's needs.

Follow-up is an essential part of ensuring that the results of supervision do not stop at the evaluation stage. Through follow-up, the principal can provide renewed mentoring for aspects that still require attention. This process also allows teachers to apply the input they have received and subsequently reflect on the results of that application. Follow-up thus serves as the link between the outcomes of supervision and the improvement of instructional practice.

Overall, the findings show that the implementation of academic supervision at MDTA Darul Mut'aallimin proceeds through a process encompassing planning, observation, coaching, feedback, and follow-up. These findings indicate that supervision is oriented toward teachers' professional development. The data analysis process in this study was likewise carried out interactively through data condensation, data display, and conclusion drawing and verification, with source and technique triangulation serving to strengthen data credibility.

Discussion

1. Academic Supervision as Teacher Professional Coaching

The findings indicate that academic supervision becomes more meaningful when positioned as a process of teachers' professional coaching. The principal does not merely observe learning but also provides direction, feedback, and follow-up. This finding is consistent with Nurulloh et al. (2020), who highlighted the important role of madrasah principals in enhancing teacher professionalism. Niswanto and Murniati (2022) likewise showed that academic supervision encompassing planning, implementation, coaching, feedback, and follow-up can support improved teacher performance. Rodiya and Suklani (2022) asserted that teacher professional development requires coaching carried out on a sustainable basis. Supervision at MDTA Darul Mut'aallimin can therefore be understood as a coaching mechanism that helps teachers develop their professional practice.

2. Academic Supervision and the Improvement of Teacher Performance

The findings show that supervision is directed toward aspects directly related to teacher performance, particularly planning, implementation, the management of learning, evaluation, and reflection. This finding is consistent with Awam et al. (2023), who demonstrated the contribution of academic supervision and pedagogical competence to teacher performance. Wardana et al. (2023) likewise found a relationship between principals' academic supervision and teacher performance. In the context of Islamic education, improving teacher performance carries a broader dimension, as teachers also play a role in integrating Islamic values into the learning process (Tambak et al., 2020).

Academic supervision at MDTA is therefore directed not only toward enhancing technical teaching skills but also toward strengthening the quality of learning in line with the goals of Islamic education.

3. Madrasah Principal Leadership and the Sustainability of Improvement

One important aspect of the findings is the principal's role in sustaining the improvement process. Feedback and follow-up create space for the principal to continue mentoring teachers after the observation process. This shows that the principal's leadership can function as a driver of professional learning. He et al. (2024) demonstrated that school principals' instructional leadership is related to teachers' professional development. Dorukbaşı et al. (2024) likewise showed the role of teacher professional learning in the relationship between instructional leadership and instructional practice. Thien and Liu (2024), meanwhile, showed that instructional leadership is related to professional learning through teachers' self-efficacy. These findings reinforce the understanding that the success of supervision is determined not only by the implementation of observation but also by the quality of mentoring and follow-up.

4. Academic Supervision in the Context of Madrasah Diniyah

The context of MDTA Darul Mut'aallimin in Bawean carries important significance for the implementation of academic supervision, given that Madrasah Diniyah is part of non-formal Islamic education. Anwar (2021) highlighted the importance of improving the quality of Madrasah Diniyah teachers in the context of East Java. Rojii et al. (2020) likewise demonstrated the role of Madrasah Diniyah in strengthening Islamic education, while Burhanuddin (2025) emphasized the importance of developing teachers' professional competence in supporting student learning outcomes within Madrasah Diniyah programs. The findings of this study show that supervision in such institutions needs to take institutional conditions and teachers' needs into account. Through a contextual approach, supervision can continue to fulfill its coaching function without losing its fit with the character of non-formal Islamic education.

CONCLUSION

This study concludes that the madrasah principal's academic supervision at MDTA Darul Mut'aallimin, Bawean, Gresik, functions as a professional coaching process that supports the improvement of teacher performance through a sequence of planning, classroom observation, feedback, mentoring, and follow-up. Supervision is oriented not merely toward monitoring the performance of duties, but also toward creating space for teachers to reflect on and improve their instructional practice, particularly in the aspects of planning, implementation, classroom management, interaction with students, evaluation, and professional development. Based on these findings, madrasah principals are advised to sustain supervision that is planned, communicative, and continuous by strengthening the documentation of supervision results and follow-up tailored to each teacher's needs, while teachers need to make use of supervisory feedback as part of their reflection and the development of their instructional practice. By implication, this study shows that strengthening academic supervision in Madrasah Diniyah needs to take into account the character of non-formal Islamic education and local institutional conditions, so that coaching mechanisms are not applied administratively and uniformly but are instead developed contextually, flexibly, and with an orientation toward improving learning quality and teacher professionalism. These findings may serve as a consideration for Madrasah Diniyah administrators in developing more adaptive patterns of supervision, and as a foundation for future research examining supervisory practice in a wider range

of non-formal Islamic educational institutions across different regional contexts and institutional characteristics.

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