
ACADEMIC SUPERVISION, MANAGEMENT, AND MADRASAH PRINCIPAL LEADERSHIP IN STRENGTHENING PROFESSIONAL COMPETENCE AND PERFORMANCE OF STATE ISLAMIC JUNIOR HIGH SCHOOLS TEACHERS

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Abstract

This study aims to analyze academic supervision management and principal leadership in improving teachers' competence and performance at MTs Negeri 1 Kalianda, MTs Negeri 1 Batanghari, and MTs Negeri 2 Bandar Lampung. It also examines the role of principals in planning, implementing, and evaluating academic supervision, as well as the synergy between leadership and academic supervision in enhancing the quality of teaching and learning. This study employs a qualitative approach with a multi-site research design. Informants include school principals, vice principals, teachers, administrative staff, school committee members, and parents selected through purposive sampling. Data were collected through in-depth interviews, observation, and document analysis, and analyzed using an interactive model consisting of data reduction, data display, and conclusion drawing. Data validity was ensured through triangulation and member checking. The findings indicate that academic supervision is systematically implemented through needs analysis, clinical supervision, classroom observation, reflective mentoring, and performance-based evaluation of teachers and student learning outcomes. The impact is reflected in improved teachers' professional competence, increased work discipline, and more consistent instructional quality. In conclusion, effective academic supervision management supported by strong principal leadership significantly contributes to strengthening teachers' professional competence and performance in State Islamic Junior High Schools in Lampung Province.

Keywords

Academic Supervision, Principal Leadership, Teacher Professional Competence, Teacher Performance.



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INTRODUCTION

The implementation of academic supervision management and leadership of madrasah principals at State MTs in Lampung Province has essentially led to the implementation of Islamic education managerial functions, including planning, organizing, implementing, and evaluating, oriented towards continuous teacher development. Data from the Ministry of Education, Culture, Research, and Technology's Education Report Card shows that literacy, numeracy, and the quality of the learning process at the MTs level in several districts/cities in Lampung are still in the moderate and developing categories (Education, 2024). Meanwhile, accreditation data from the Indonesian Ministry of Religious Affairs also shows that although some MTsN (State Tsanawiyah Madrasah) have achieved superior status, the distribution of learning quality and teacher performance effectiveness is not yet optimal (Kepri, 2022). In practice, madrasah principals have carried out supervision through annual program planning, classroom observations, and follow-up on teacher development, but the implementation still tends to vary between madrasahs and is not fully reflective and oriented towards continuous professional development as per the principles of Islamic education management, which emphasize continuous improvement, role models, and strengthening of moral values in the teacher development process.

The practice of academic supervision and leadership of madrasah principals at MTsN Lampung Province shows that its implementation is not fully aligned with the indicators of teacher professional competence, which include mastery of material, development of learning tools, implementation of active learning, and systematic evaluation of learning outcomes. Data from the Ministry of Religious Affairs (RI, 2021) indicates that although several MTsN have achieved superior accreditation, there are still gaps in the consistency of teacher performance and the effectiveness of classroom learning. This is evident in the uneven intensity of supervision and the follow-up of supervision results that are not fully directed at improving individual teacher competencies in a measurable and sustainable manner. Thus, there is a gap between teacher professional competency standards and academic supervision practices in the field, indicating that the role of the madrasah principal as an academic supervisor is not yet fully optimal in improving teacher performance systematically and continuously.

The leadership role of the madrasah principal and academic supervision management in fostering and developing teacher professional competence at MTsN Lampung is still being strengthened towards a more integrative model between Islamic educational values and national education goals. Ideally, academic supervision serves not only as a supervisory instrument but also as a means of fostering spiritual, moral, and professional development for teachers in accordance with the principles of Islamic education, which emphasize the formation of knowledgeable, moral, and professional educators (K. Huda, 2024). However, findings indicate that some supervisory practices still focus on administrative aspects rather than on developing values, pedagogical reflection, and fostering teachers' professional character. Yet, national education goals demand the holistic development of student potential, which can only be achieved if teachers possess strong professional competence and character. Therefore, it is necessary to strengthen the role of madrasah principals as instructional leaders capable of synergizing academic supervision with the systematic development of Islamic values, so that teacher professional competence and performance can develop comprehensively, sustainably, and in alignment with national education goals.

Theoretically, improving professional competence and teacher performance is influenced by various internal and external factors, particularly the leadership of the madrasah principal, the implementation of academic supervision, and the development of human resources. The concept of improving the quality of education proposed by (Hasnadi, 2021) emphasized that innovation and continuous teacher development are key factors in improving the quality of learning. In line with this (Ismunandar, 2025) emphasizes the importance of adaptive capabilities and effective human resource management in improving the performance of educational institutions. In educational practice, the results of the meta-analysis (Zuhri, 2025) shows that effective learning supported by quality academic supervision contributes significantly to improving student learning outcomes. In addition (Palembangan & Sihotang, 2023) emphasized that educational leaders who are able to guide, direct, and develop teacher capacity will have a direct impact on improving teacher performance (Wasitoh & Wahyudin, 2025) also reinforces that principal leadership oriented toward academic supervision and teacher professional development significantly contributes to improving the quality of learning and

student achievement. Thus, academic supervision and principal leadership are seen as determining factors in improving teacher professional competence and performance.

However, there is still a gap between the empirical conditions in State MTs in Lampung Province and the ideal concepts offered by theory and previous research results. Although academic supervision, educational leadership, and teacher professional development have been widely discussed, the implementation of academic supervision management integrated with the leadership of the madrasah principal in the context of State MTs in Lampung Province has not been studied in depth and comprehensively. It has not been explained in detail how the process of planning, implementing, and evaluating academic supervision is carried out systematically, how the madrasah principal's role in optimizing the supervisory function is, and the extent of its impact on improving professional competence and teacher performance. Therefore, studies on academic supervision management and madrasah principal leadership are very relevant and important to conduct.

The successful implementation of academic supervision management and leadership of madrasah principals is greatly influenced by internal and external factors. Internal factors include teacher competence and commitment, the madrasah principal's ability as an academic supervisor, religious organizational culture, the availability of infrastructure, and a collaborative work climate (Satriadi et al., 2026). Meanwhile, external factors include support from parents and madrasah committees, policies from the Ministry of Religious Affairs of the Republic of Indonesia, developments in educational technology, and social dynamics. These factors are managed through systematic academic supervision planning, ongoing teacher development, and performance-based evaluation. Thus, academic supervision management and madrasah principal leadership are not merely administrative but also strategic in continuously improving teacher professional competence and performance.

Various previous studies have shown that studies on supervisory management, madrasah principal leadership, and teacher performance tend to be partial and have not yet formed a complete integrative model (Nugroho et al., 2025) shows that the supervisory management and transformational leadership of the madrasah principal influence teacher performance, but has not yet linked it directly to the systematic strengthening of professional competence, and has not included the variable of school

work culture as a supporting factor (Susanti et al., 2022) found that the madrasah principal's academic supervision had an impact on improving teacher performance, but had not yet positioned the madrasah principal's leadership as the main driver in the supervision system, and had not yet linked it to the quality of learning as an outcome variable (Hamdanah, 2024) concluded that madrasah-based supervisory management increases teacher participation, but has not yet studied in depth its impact on teacher performance on an ongoing basis, and has not linked it to the leadership style of the madrasah principal (Zahiq & Kusuma, 2025) shows that supervision and strengthening of religious character influence teacher work culture, but has not explicitly linked the role of madrasah principal leadership in optimizing teacher performance through structured academic supervision. Furthermore, research (Nurwati, 2025) found that supervisory management and religious organizational culture influence teacher loyalty, but have not yet examined the relationship with the leadership of the madrasah principal as the main directing variable in improving teacher performance.

Based on five previous studies, studies on academic supervision management, madrasah principal leadership, and teacher performance are still partial and not yet integrated into a single educational management system model. Generally, research only links two variables without explaining the complete structural relationship between supervision, leadership, and their impact on teacher performance on an ongoing basis, while other variables, such as work culture or religious character, are still additional. The research gap lies in the absence of a model that integrates all these variables simultaneously, especially in the context of state madrasahs and the perspective of Islamic education management. The novelty of this research is the development of an integrated academic supervision management model based on madrasah principal leadership that positions supervision as a strategic instrument in improving teacher performance on an ongoing basis and integrates it with Islamic educational values and national education goals.

In addition, the strengthening of policies and other relevant theoretical discourses can be referred to the Regulation of the Minister of Religion Number 90 of 2013 concerning the Implementation of Madrasah Education, which emphasizes the standards of management, curriculum, and educational staff in madrasahs as the basis for strategic governance (Religion, 2013). This policy provides normative legitimacy for the madrasah principal to play a role as an academic supervisor in improving the quality

of learning. From the perspective of quality management theory, the idea of Total Quality Management (TQM) from (Juharni, 2017). It is relevant to explain that improving teacher performance requires continuous improvement, data-based evaluation, and consistent and systematic supervision.

In the context of learning, the constructivist theory of Vygotsky & Cole (2018) emphasizes that effective learning occurs through active interaction and targeted guidance, so academic supervision plays a vital role in ensuring teachers implement meaningful learning strategies. Meanwhile, in human resource development, the concept of a learning organization from (Ihwan, 2025) emphasizes that superior educational institutions are those capable of continuous reflection and improvement through effective supervision and leadership. This is reinforced by Law Number 14 of 2005 concerning Teachers and Lecturers, which emphasizes the importance of teacher professional competence as a key pillar in improving the quality of education (Indonesia, 2005).

Based on the research background, this study aims to gain a comprehensive understanding of academic supervision management and principal leadership at State Islamic Junior High School 1 Kalianda, State Islamic Junior High School 1 Batanghari, and State Islamic Junior High School 2 Bandar Lampung. The study focuses on the planning, implementation, and evaluation of academic supervision to strengthen teacher professionalism and performance. In addition, it examines the synergy between academic supervision and principal leadership in improving learning quality and developing an integrative and contextual supervision management model for sustainable madrasa quality improvement.

METHOD

This research method uses a qualitative approach with a multi-site study design conducted at three State Islamic Junior High Schools in Lampung Province, namely MTs Negeri 1 Kalianda, MTs Negeri 1 Batanghari, and MTs Negeri 2 Bandar Lampung. This research is descriptive analytical with a constructivist paradigm that aims to deeply understand the practice of academic supervision management and leadership of madrasah principals in strengthening professional competence and teacher performance. Research data were obtained from the main informant, namely the madrasah principal, as well as supporting informants, including vice-principals, teachers, education staff, and

madrasah supervisors selected through purposive sampling techniques and supplemented with snowball sampling when necessary.

Data collection techniques were conducted through in-depth interviews with madrasah principals, as well as supporting informants, including vice principals, teachers, education staff, and madrasah supervisors. Observations were limited to supervision and learning activities, namely from August 1, 2025, to December 30, 2025, as well as documentation studies of supervision programs, evaluation instruments, and teacher performance reports. Data analysis was conducted interactively through the stages of data reduction, data presentation, and drawing conclusions, both at each site and across sites, to find patterns of relationships between academic supervision management, madrasah principal leadership, professional competence, and teacher performance. The final results of this study are directed to produce an integrative, contextual, and applicable academic supervision management model in improving teacher quality at MTs Negeri Lampung Province.

FINDINGS AND DISCUSSION

Findings

This research is based on the academic awareness that improving the quality of State Islamic Junior High Schools is not only determined by the achievement of student learning outcomes, but is greatly influenced by the effectiveness of academic supervision management and the quality of leadership of the madrasah principal in developing professional competence and teacher performance in a sustainable manner. In the context of increasingly complex demands for quality education in Lampung Province, madrasahs are required not only to meet national education standards but also to be able to build a systematic, reflective, and oriented teacher development system to improve the quality of learning. Therefore, the presentation of the results of this research is systematically arranged based on field findings at MTs Negeri 1 Kalianda, MTs Negeri 1 Batanghari, and MTs Negeri 2 Bandar Lampung with direct reference to the research objectives, namely to understand in depth the management of academic supervision and leadership of madrasah principals in planning, implementing, and evaluating academic supervision as an effort to strengthen professional competence and teacher performance.

The data presentation focuses on three main aspects: teacher needs-based academic supervision planning, the implementation of ongoing and collaborative academic supervision, and the evaluation of academic supervision as a basis for decision-making in teacher professional development. Furthermore, the synergy between the leadership of the madrasah principal and academic supervision as a unified, integrated management system is analyzed. The data obtained not only describe empirical conditions but are also analyzed in depth to identify patterns, relationships between variables, and best practices, which are then formulated into a contextual, applicable, and sustainable academic supervision management model.

Academic Supervision, Management, and Leadership of Madrasah Principals

Based on observations, interviews, and documentation, the three madrasahs have implemented academic supervision management systematically and integratively, with the principal acting as both an instructional leader and a mentor for teachers. Supervision planning is carried out through an analysis of teacher needs, performance evaluations, previous supervision results, and student learning outcomes. The program is developed collaboratively with the vice principal and curriculum team, ensuring that supervision activities are contextual and aligned with the specific needs of teachers in each madrasah.

During the implementation phase, academic supervision is conducted in a varied and ongoing manner through classroom observations, learning mentoring, and reflective discussions between the principal and teachers, using a collaborative and humanistic approach. The principal provides constructive feedback, encouraging teachers to make improvements and innovate in their teaching. Meanwhile, during the evaluation phase, supervision is carried out periodically using standardized instruments based on teacher performance indicators, which are then followed up through professional development programs such as training, workshops, and MGMP activities. Thus, the evaluation process serves not only as an assessment but also as a basis for strategic decision-making to continuously improve teacher professional competence and performance.

Table 1. Academic Supervision, Management, and Leadership of Madrasah Principals

Location	Supervision Planning	Implementation of Supervision	Supervision Evaluation
MTsN 1 Kalianda	Analysis of teacher needs and learning tools	Class observation, individual coaching	Periodic evaluation and follow-up
MTsN 1 Batanghari	Planning based on improving teacher competency	Collaborative mentoring and supervision	Reflection on learning and monitoring
MTsN 2 Bandar Lampung	Data-driven systematic planning	Scheduled and structured supervision	Teacher performance-based evaluation

Source: MTsN 1 Kalianda, MTsN 1 Batanghari, and MTsN 2 Bandar Lampung in 2026

Based on Table 1, academic supervision management at MTs Negeri 1 Kalianda begins with identifying teacher needs and mapping learning conditions, followed by classroom observations and individual coaching, while evaluation is conducted through periodic follow-up to improve learning quality. At MTs Negeri 1 Batanghari, supervision planning focuses on strengthening teachers' professional competence, implementation is carried out collaboratively through mentoring and dialogic interactions, and evaluation is conducted through reflection and regular monitoring to support continuous improvement. Meanwhile, at MTs Negeri 2 Bandar Lampung, supervision planning is based on teacher performance data and learning needs, implementation is conducted through scheduled classroom observations and coaching, and evaluation relies on performance assessments as a basis for further teacher development and quality improvement.

Academic Supervision Planning in Strengthening Teachers' Professional Competence

Academic supervision planning at the three madrasahs demonstrates a strong orientation toward continuously improving teachers' professional competence through program development that is not merely administrative in nature but also based on real-world needs and the dynamics of the learning process. Madrasah principals first identify and map learning conditions, teacher competency levels, and professional development needs as the primary foundation for designing the supervision program. This planning process is also directed toward building a learning organization culture, so that supervision is understood as part of a collaborative professional development process, not simply a control or oversight activity.

In their planning practices, the three madrasas exhibit distinct yet complementary characteristics. MTsN 1 Kalianda developed a supervision plan using a clinical supervision approach that emphasizes individual teacher needs and the learning reflection process. MTsN 1 Batanghari designed a supervision plan with a mentoring pattern that emphasizes cooperation and strengthening learning practices through a collaborative approach. MTsN 2 Bandar Lampung designed a more structured and systems-based supervision plan that emphasizes regularity and consistency in improving teacher performance. Overall, the supervision plans at the three madrasas are adaptive, contextual, and based on the needs of each institution to ensure that the improvement of teacher professional competence is directed and sustainable.

Table 2. Academic Supervision Planning

Location	Focus of Planning Supervision	Approach	Orientation/Implications
MTsN 1 Kalianda	Mapping teacher needs and learning conditions	Clinical supervision based on individual reflection	Developing teacher competencies according to real needs in the classroom
MTsN 1 Batanghari	Preparation of teacher mentoring-based programs	Collaborative and strengthening learning practices	Enhancing professionalism through collaboration and sharing of good practices
MTsN 2 Bandar Lampung	MTsN 2 Bandar Lampung	MTsN 2 Bandar Lampung	MTsN 2 Bandar Lampung

Source: MTsN 1 Kalianda, MTsN 1 Batanghari, and MTsN 2 Bandar Lampung in 2026

The academic supervision planning at the three madrasas shows different approaches, but the same goal of improving teacher professionalism. MTsN 1 Kalianda focuses on mapping teacher needs through reflective clinical supervision, MTsN 1 Batanghari emphasizes collaborative teacher mentoring, while MTsN 2 Bandar Lampung implements a structured performance-based supervision system. These differences reflect each madrasa’s characteristics and needs while maintaining a shared commitment to continuous teacher professional development.

Implementation of Academic Supervision in Strengthening Teachers' Professional Competence

The implementation of academic supervision in the three madrasas is focused on continuous teacher professional development and is no longer viewed merely as an administrative activity. Madrasah principals actively conduct classroom observations to assess learning planning, teaching

strategies, classroom management, and teacher-student interactions. The results of these observations are followed by constructive feedback and reflective discussions, enabling teachers to identify their strengths and areas for improvement. Through this process, academic supervision contributes to strengthening teacher professionalism and improving the quality of learning on an ongoing basis.

The implementation of academic supervision is also realized through various adaptive strategies, such as clinical supervision that emphasizes diagnosing learning problems and providing appropriate solutions, reflective discussions that encourage the exchange of ideas and experiences between teachers, and individual coaching tailored to the needs and characteristics of each teacher. In some cases, supervision is also collaborated with professional development activities such as lesson study, internal MGMP, and needs-based training. This approach not only improves teachers' ability to design and implement effective learning but also strengthens teachers' pedagogical, professional, social, and personal competencies as a whole. The impact is seen in the improved quality of learning interactions, teachers' ability to manage classes innovatively, and the growth of a reflective attitude and commitment to self-development as professional educators.

Table 3. Implementation of Academic Supervision

Location	Form of Supervision	Approach	Impact
MTsN 1 Kalianda	Clinical supervision	Reflective and individual	Improving the quality of learning
MTsN 1 Batanghari	Teacher mentoring	Collaborative	Improving professional competence
MTsN 2 Bandar Lampung	Structured supervision	Systematic	Consistency of teacher performance

Source: MTsN 1 Kalianda, MTsN 1 Batanghari, and MTsN 2 Bandar Lampung in 2026

Based on Table 3, the implementation of academic supervision in the three madrasahs demonstrates different yet complementary approaches aimed at improving teacher professionalism and performance. MTsN 1 Kalianda applies clinical supervision with a reflective and individualized approach, enabling teachers to identify strengths and weaknesses in classroom practice and improve learning quality. MTsN 1 Batanghari emphasizes collaborative supervision through mentoring, professional dialogue, and the sharing of best practices, creating opportunities for mutual learning and competency development among teachers. Meanwhile, MTsN 2 Bandar Lampung implements a

structured and systematic supervision model through scheduled observations and continuous coaching, helping maintain consistency in teacher performance. Although each madrasa adopts a distinct strategy, all approaches contribute positively to teacher development. These findings indicate that the effectiveness of academic supervision depends not on a single model, but on the suitability of the approach to the needs, characteristics, and context of each madrasa.

Evaluation of Academic Supervision and Its Impact on Teacher Performance

Academic supervision evaluation at the three madrasas was conducted continuously and systematically based on teacher performance indicators, including lesson planning, learning implementation, use of methods and media, classroom management, and assessment of student learning outcomes. Student achievement also served as an important benchmark for evaluating teaching effectiveness. The evaluation process was carried out periodically through routine monitoring, reflection, and analysis of teacher performance data. The results were documented and used by madrasah principals as a basis for designing teacher professional development programs, such as training, competency improvement workshops, MGMP activities, and mentoring for teachers requiring further guidance.

The impact of this academic supervision evaluation is clearly visible in various aspects of teacher performance. In terms of discipline, teachers demonstrated improvements in punctuality, readiness of learning materials, and consistency in carrying out teaching duties. In terms of learning quality, there was an improvement in the use of more varied, interactive, and student-centered methods, resulting in a more effective and meaningful learning process. Meanwhile, in terms of professionalism, teachers increasingly demonstrated a reflective attitude, were open to input, and had a stronger commitment to developing their own competencies. Thus, academic supervision evaluation serves not only as a control tool, but also as a crucial instrument in encouraging continuous improvement in the quality of learning and strengthening teacher professionalism.

Table 4. Evaluation and Impact of Academic Supervision

Location	Evaluation System	Follow-up	Impact
MTsN 1 Kalianda	Periodic evaluation	Training and coaching	Competency improvement
MTsN 1 Batanghari	Performance monitoring	Reflection and mentoring	Improved discipline
MTsN 2 Bandar Lampung	Data-driven evaluation	Professional development	Performance consistency

Source: MTsN 1 Kalianda, MTsN 1 Batanghari, and MTsN 2 Bandar Lampung in 2026

Based on Table 4 above, it can be seen that the academic supervision evaluation system in the three madrasahs is implemented with different but complementary approaches to support teacher quality improvement. MTsN 1 Kalianda implements regular and scheduled periodic evaluations, thus consistently mapping teacher performance developments. The results of these evaluations are then followed up through targeted training and coaching programs, resulting in improved teacher competency in both pedagogical and professional aspects. MTsN 1 Batanghari places greater emphasis on continuous monitoring of teacher performance in daily activities, followed by joint reflection and mentoring, so that teachers receive direct guidance to correct deficiencies; this approach has proven effective in improving teacher work discipline and professional responsibility. Meanwhile, MTsN 2 Bandar Lampung develops data-based evaluations by utilizing various performance indicators and learning outcomes as a basis for analysis, which are then used to systematically design professional development programs; this has an impact on maintaining consistent teacher performance in the long term. Overall, the table shows that the success of academic supervision evaluations is largely determined by the accuracy of the evaluation system, clear follow-up, and the continuity of the coaching programs carried out by each madrasah.

Synergy of Leadership and Academic Supervision

The results of the study indicate that the success of improving professional competence and teacher performance at MTs Negeri 1 Kalianda, MTs Negeri 1 Batanghari, and MTs Negeri 2 Bandar Lampung is largely determined by the strong synergy between the leadership of the madrasah principal and structured academic supervision management. The madrasah principal not only functions as an administrator, but also plays a role as a policy director who determines the direction of madrasah quality development, a motivator who encourages teacher work enthusiasm, and a facilitator who

provides space and support for professional development. In practice, this leadership is realized through the preparation of needs-based supervision programs, strengthening two-way communication with teachers, and creating a professional, disciplined, and collaborative work culture. This condition makes academic supervision not run partially, but becomes part of an integrated leadership system in improving the quality of learning.

This synergy is strengthened through effective coordination between the madrasah principal, vice principal, teachers, and education staff, as well as support from stakeholders such as the madrasah committee and parents who play a role in providing input, moral support, and participation in quality improvement programs. Furthermore, human resource development is carried out continuously through training, workshops, MGMP activities, and continuous follow-up supervision, so that teacher competencies continue to develop in line with curriculum demands and developments. However, this study also found several challenges, such as limited learning facilities and infrastructure, budget constraints, and resistance from some teachers to change and innovation in learning. These conditions require madrasah principals to implement adaptive, innovative, and responsive leadership strategies so that all teacher supervision and development programs remain effective in improving the quality of education in a sustainable manner.

Table 5. Synergy of Academic Leadership and Supervision

Aspect	Findings	Contribution
Leadership	The principal of the madrasah as an instructional leader	Enhancing professional culture
Academic Supervision	Continuous development	Improving teacher competence
Collaboration	Internal and external support	Program effectiveness
Challenge	Infrastructure & resistance	Need for adaptive strategies

Source: MTsN 1 Kalianda, MTsN 1 Batanghari, and MTsN 2 Bandar Lampung in 2026

Based on Table 5, the leadership of the madrasah principals at MTsN 1 Kalianda, MTsN 1 Batanghari, and MTsN 2 Bandar Lampung acts as instructional leaders who are not only administrative but also actively direct the quality of learning through academic program planning, providing pedagogical guidance, and exemplary behavior in a professional work culture, thus creating a disciplined and quality-oriented work climate. In terms of academic supervision, its implementation is carried out continuously through classroom observations, teacher mentoring, and learning reflections

that function as systematic guidance to improve pedagogical and professional competencies and innovative learning abilities. Meanwhile, the collaboration aspect shows the synergy between the madrasah principal, vice principal, teachers, education staff, committees, and parents of students that strengthens the effectiveness of the supervision program and improves the quality of education. However, there are still challenges in the form of limited facilities and infrastructure and resistance of some teachers to change, so that adaptive leadership is needed through strengthening communication, motivation, and optimizing resources so that academic supervision and teacher professional development can run more effectively and sustainably.

Discussion

Based on the findings of academic supervision planning at MTsN 1 Kalianda, MTsN 1 Batanghari, and MTsN 2 Bandar Lampung, it is apparent that each madrasah applies a different approach but remains oriented towards continuously improving teacher professional competence. MTsN 1 Kalianda emphasizes mapping teacher needs and learning conditions through individual reflection-based clinical supervision, which demonstrates alignment with the findings (Zauabi et al., 2025) that needs-based supervision can improve learning effectiveness because it is more adaptive to teachers' real-life classroom conditions. MTsN 1 Batanghari, which uses collaborative mentoring-based planning and strengthening learning practices, is also in line with research (Yusrianti, 2025), which confirms that instructional leadership through collaboration and direct coaching contributes significantly to improving teacher performance, as teachers are given the space to share good practices and develop their competencies together. Meanwhile, MTsN 2 Bandar Lampung, which implements systematic, performance-based planning and program structure, shows alignment with research (Wasitoh & Wahyudin, 2025), which states that structured and planned supervision management can create consistency and sustainability in improving teacher professionalism. Thus, it can be concluded that the three supervision planning patterns reinforce the findings of previous research and also show that the effectiveness of academic supervision is largely determined by the suitability of the approach to the needs, leadership patterns, and management systems in each madrasah.

Furthermore, the implementation of academic supervision management at MTsN 1 Kalianda, MTsN 1 Batanghari, and MTsN 2 Bandar Lampung has a strong alignment with the instructional

leadership theory, which positions the madrasah principal as a learning leader who focuses on improving the quality of the teaching and learning process (Yogi Yunanto, 2022), as well as the theory of academic supervision, which emphasizes the function of continuous development in improving teacher competence (Sudiana, 2023). Research findings show that madrasah principals not only act as administrative managers but also as professional mentors for teachers through needs-based supervision planning, collaborative implementation, and evaluations oriented toward continuous improvement. This is in line with research (Firmansyah & Cahyani, 2024) which confirms that needs-based supervision is able to increase the effectiveness of learning, as well as research (Diana et al., 2021) who found that instructional leadership contributed significantly to improving teacher performance. Thus, the results of this study confirm that academic supervision integrated with the leadership of the madrasah principal plays a direct role in strengthening teachers' professional competence.

In terms of the implementation of academic supervision, the results of this study are in line with the theory of reflective practice (Ghaye, 2023), which emphasizes the importance of reflection in improving teacher professionalism, as well as the theory of clinical supervision, which positions supervision as an individual development process based on professional dialogue. The implementation of supervision through classroom observation, mentoring, and reflective discussions demonstrates that teachers are not only assessed but also guided to understand the strengths and weaknesses of their teaching practices (Sutrisno, 2021) shows that clinical supervision is able to significantly improve the quality of learning, while research (El-Fadhil et al., 2025) confirms that a reflective approach to supervision has an impact on improving teachers' pedagogical competence. Compared with previous research that emphasized supervision as administrative control, this study's results show that supervision in madrasahs has evolved into a professional development process that is humanistic, collaborative, and oriented toward continuous teacher self-development.

In the aspect of academic supervision evaluation, the findings of this study are relevant to the theory of performance-based evaluation (Uno & Nina Lamatenggo, 2022) which emphasizes performance indicator-based evaluation as the basis for decision-making, as well as the concept of continuous improvement in educational quality management. Periodic evaluations, based on teacher performance data, are followed up with training, workshops, and MGMPs, demonstrating a continuous

cycle of improvement. This aligns with research (Fitria et al., 2025) which found that data-based evaluation improves the effectiveness of teacher professional development, as well as research (Ahmad et al., 2023) which emphasizes that evaluation follow-up is a key factor in improving the quality of learning. The resulting impacts, in the form of improved discipline, consistent performance, and teacher professionalism, demonstrate that evaluation is not merely administrative but a strategic instrument in improving the quality of madrasah education.

In terms of synergy between leadership and academic supervision, the results of this study are in accordance with organizational systems theory (Rusmana, 2019), which views educational institutions as interconnected systems of leadership, processes, and human resources. The principal, as instructional leader, plays a role in orchestrating the entire supervision process so that it runs smoothly and sustainably, while support from internal and external stakeholders strengthens the effectiveness of program implementation. Research (Suherman et al., 2025) shows that the synergy of leadership and supervision increases the effectiveness of school organizations, while research (U. Al Huda, 2025) emphasized that stakeholder collaboration contributes to the success of quality improvement programs. However, challenges such as limited infrastructure and resistance to change among some teachers indicate that the implementation of academic supervision still requires adaptive strategies and stronger leadership for change.

Comprehensively, the results of this study demonstrate that academic supervision cannot be separated from the leadership of the madrasah principal, as the two form an integrated quality improvement system. While previous research tended to separate supervision, leadership, and teacher development, this study demonstrates the simultaneous relationship between all three in building professional competence and teacher performance. These findings complement previous studies, such as (Zulkarnain et al., 2026) and (Rusdiana et al., 2026) each of which highlights supervision or leadership separately, presenting an integrative model that effective academic supervision can only run optimally when supported by strong instructional leadership, a data-based evaluation system, and consistent follow-up.

Theoretically, this study confirms that the effectiveness of academic supervision management in improving professional competence and teacher performance at MTsN 1 Kalianda, MTsN 1

Batanghari, and MTsN 2 Bandar Lampung is formed through the integration of the role of the madrasah principal as an instructional leader, a continuous supervision process, and evaluation based on teacher performance indicators and student learning outcomes. These findings strengthen the concept of instructional leadership (Marsel Marselus, 2026) and clinical supervision (Ridwan, 2026) which emphasizes that improving the quality of learning is greatly influenced by the direct involvement of leaders in developing teachers in a focused, systematic, and reflective manner. Empirically, this study shows that madrasahs that are able to integrate needs-based supervision planning, collaborative implementation, and data-based evaluation tend to experience improvements in work discipline, performance consistency, and teacher professionalism. Thus, this study not only strengthens the theoretical foundation of academic supervision but also provides an understanding that strengthening teacher competence is largely determined by the synergy between instructional leadership and a continuous supervision system within the madrasah context.

In general, this study supports the theory of academic supervision and instructional leadership. However, the findings show that supervision effectiveness is influenced not only by planning, implementation, and evaluation, but also by the quality of principal-teacher relationships, work culture, and organizational support. A reflective and humanistic supervision approach proved more effective than a purely administrative model. Therefore, the success of academic supervision depends on the interaction of leadership, organizational culture, and social dynamics within the madrasah.

The novelty of this research lies in the development of an integrative model of academic supervision that combines the instructional leadership role of the madrasah principal, the implementation of supervision based on continuous coaching, and data-based evaluation of teacher performance within a single, integrated professional development system. While previous research tends to separate the aspects of leadership, supervision, and teacher development, this study demonstrates that all three are interrelated in improving the quality of learning. Furthermore, this study confirms that academic supervision functions not only as a supervisory tool but also as a teacher professional development strategy that prioritizes reflection, collaboration, and data utilization. This integrated academic supervision model, based on the synergy of leadership and continuous coaching,

is a new contribution to the development of Islamic education management at the junior high school level.

CONCLUSION

Based on the results of research at MTs Negeri 1 Kalianda, MTs Negeri 1 Batanghari, and MTs Negeri 2 Bandar Lampung, it can be concluded that academic supervision management combined with the leadership of the madrasah principal is implemented systematically through integrated planning, implementation, and evaluation stages in an effort to improve professional competence and teacher performance. In the planning stage, supervision is formulated based on teacher needs analysis, previous performance evaluations, and curriculum demands through participatory forums such as work meetings and structural coordination. In the implementation stage, supervision is realized through clinical supervision, classroom observations, mentoring, and learning reflections that position teachers as subjects of professional development so that a learning organization culture is formed. Meanwhile, in the evaluation stage, supervision is carried out periodically based on teacher performance data and student learning outcomes, which then become the basis for development programs such as training, workshops, MGMP, and ongoing coaching. The synergy between the leadership of the madrasah principal as an instructional leader, the implementation of coaching supervision, and stakeholder support has been proven to improve discipline, performance consistency, and overall teacher competence. However, there are still obstacles such as limited infrastructure and resistance to change, so that the strengthening of adaptive strategies is needed. Therefore, it is recommended to strengthen data-based and digital supervision, increase individual coaching, and expand collaboration with MGMP and external parties to accelerate the continuous improvement of teacher professionalism.

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