

Academic Supervision Strategies of School Principals to Enhance Teacher Performance in Islamic Religious Education Instruction

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ABSTRACT

This study aims to analyze the academic supervision strategies implemented by school principals in improving the performance of Islamic Religious Education (IRE) teachers at SMP Plus Persatuan Islam Tanjungsari and SMP Pasundan Tanjungsari. Employing a qualitative case study approach, data were collected through participatory observation, in-depth interviews with principals, teachers, and students, as well as document analysis. Data were analyzed using the interactive model of Miles, Huberman, & Saldaña, while data validity was ensured through triangulation of sources, methods, and time. The findings reveal that principals' academic supervision strategies include: (1) collaborative supervision, which improved teachers' contextual lesson plan development skills by 42% and enriched classroom methods; (2) transformational leadership, which enhanced teachers' intrinsic motivation by 85% through spiritual role modeling and support for digital innovation; (3) the influence of institutional culture, where Islamic-based schools emphasized spirituality while public schools emphasized technical aspects; (4) technology-based innovation, which increased supervision efficiency by 38% and reduced feedback time from 14 days to 4 days, though senior teachers still showed resistance; and (5) multigenerational differentiated supervision, which reduced senior teachers' resistance to technology by 28% and increased young teachers' creativity by 41%. This study concludes that academic supervision becomes effective when implemented through a Hybrid Academic Supervision Model, which integrates collaboration, transformational leadership, institutional culture, digital technology, and generational differentiation. This model provides a theoretical contribution to academic supervision literature as well as practical recommendations for school principals in enhancing IRE teachers' professionalism in the digital era.

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Introduction

In addressing the challenges of 21st-century education, teachers are required not only to master subject matter but also to possess comprehensive pedagogical, professional, social, and personal competencies (Caena & Redecker, 2019; Jacobson-Lundeberg, 2016; Jan, 2017; Kivunja, 2014). Rapid changes in technology, globalization, and the transformation of the national curriculum demand continuous adaptation through innovative teaching approaches. Within this context, the role of the school principal as an academic supervisor becomes highly

significant. Academic supervision is not limited to administrative oversight; rather, it functions as professional guidance that facilitates the improvement of instructional quality (Lingard, 2021).

Academic supervision in Islamic Religious Education (IRE/PAI) carries more complex dimensions. Beyond technical aspects of teaching, IRE emphasizes values, spirituality, and student character development. Therefore, academic supervision strategies applied by school principals must integrate pedagogical aspects with the moral-spiritual reinforcement of teachers. In line with (Arito et al., 2022), family-oriented academic supervision contributes to strengthening the professionalism of IRE teachers, both in pedagogical competence and moral exemplarity. This underscores that academic supervision should not be perceived merely as a technical process but rather as a holistic ecosystem of professional development.

Previous studies have highlighted the effectiveness of academic supervision. (Nwogbo & Agu, 2024) found that participatory supervision improves teacher performance through enhanced teaching methods and classroom interactions. (Nisrina, 2023) emphasized the importance of classroom observation, group supervision, and collaborative approaches in assisting teachers with instructional challenges. (Sunaryo, 2020) demonstrated that systematic academic supervision across the planning, implementation, and evaluation stages significantly enhances teacher performance. (Kırmızı & Gülbak, 2025) meanwhile, stressed the importance of reflection-based supervision to make teacher development programs more adaptive. However, most of these studies focus on public schools, with conventional supervisory patterns.

In contrast, research on academic supervision in faith-based schools remains limited. This is particularly interesting, as Islamic-based schools tend to integrate spiritual dimensions into supervision, unlike public schools which focus more on technical instruction. A further research gap lies in the lack of studies addressing differentiated supervisory strategies according to generational teacher profiles. Senior teachers and novice teachers require different supervisory strategies, such as clinical approaches or virtual coaching. This becomes highly relevant in the digital era, where technology can enhance supervisory effectiveness but may also generate resistance among certain teacher groups.

Given this context, the urgency of this study lies in the need to develop a hybrid academic supervision model that combines collaborative approaches, technological adaptation, and differentiated strategies tailored to institutional contexts. The novelty of this study lies not only in assessing the effectiveness of particular supervisory methods but also in analyzing how principals integrate spiritual values, transformational leadership, and digital innovation to improve the performance of IRE teachers. This approach is expected to make theoretical contributions to the development of adaptive academic supervision concepts while offering practical implications for school principals in enhancing the quality of IRE learning in the era of Islamic educational transformation.

This study aims to: Analyze the academic supervision strategies employed by principals to improve the performance of Islamic Religious Education (IRE/PAI) teachers at SMP Plus Persatuan Islam Tanjungsari and SMP Pasundan Tanjungsari. Identify effective academic supervision techniques, approaches, and innovations within the context of IRE learning. Examine contextual factors including school culture, teacher generational profiles, and technology integration that influence the effectiveness of academic supervision. Formulate a hybrid academic supervision model responsive to the needs of IRE teachers in the digital era. Provide strategic recommendations for principals in implementing academic supervision to foster the holistic professional development of IRE teachers.

Method

This study employed a qualitative approach with a case study design. This approach was chosen because it is suitable for gaining an in-depth understanding of the phenomenon of principals' academic supervision within the real context of schools with different institutional characteristics. A case study design enables the researcher to explore data holistically and contextually regarding strategies, techniques, and supervisory approaches applied, as well as their implications for the performance of Islamic Religious Education (IRE) teachers (Adrias & Ruswandi, 2025; Creswell & Clark, 2017).

The research was conducted at SMP Plus Persatuan Islam Tanjungsari and SMP Pasundan Tanjungsari, two schools with distinct institutional affiliations. The research subjects included school principals as supervisors, IRE teachers as the main subjects of supervision, and students as supporting informants who provided perspectives on classroom practices. Informants were selected using purposive sampling, considering their direct involvement in academic supervision activities.

Data collection was carried out through three primary methods: participant observation, in-depth interviews, and documentation study. Observations focused on the supervision process conducted by principals, including planning, implementation, and evaluation. In-depth interviews were conducted with principals, IRE teachers, and several students to capture their experiences and perceptions of academic supervision. Documentation study included the analysis of lesson plans (RPP), supervisory instruments, supervision records, and teacher performance evaluation documents (Patton, 2014; Shenton, 2004; Tisdell et al., 2025; Yin, 2017).

The collected data were analyzed using the interactive analysis model of (Miles et al., 2014), which consists of three stages: data condensation, data display, and conclusion drawing/verification. The process was cyclical, meaning that data were continuously verified and interpreted in accordance with field findings.

To ensure the trustworthiness of the data, this study employed triangulation of sources, methods, and time. Source triangulation was conducted by comparing data from principals, teachers, and students. Method triangulation was implemented by combining observations, interviews, and documentation. Time triangulation was applied by collecting data at different moments to minimize situational bias. In addition, member checking was performed by confirming the researcher's interpretations with the informants, and an audit trail was maintained to systematically document the research process (Lincoln & Guba, 1985).

Through this approach, the study aims to provide a comprehensive understanding of the principals' academic supervision strategies in improving IRE teachers' performance, while also offering conceptual contributions to the development of adaptive academic supervision models in the digital era.

Result

Collaborative Supervision Strategies and the Enhancement of Pedagogical Competence of IRE Teachers

The findings of this study reveal that the academic supervision strategies applied by principals at SMP Plus Persatuan Islam Tanjungsari and SMP Pasundan Tanjungsari are predominantly characterized by a collaborative approach. Principals do not merely act as evaluators but also as facilitators and discussion partners for Islamic Religious Education (IRE/PAI) teachers. This approach has proven to significantly improve teachers' pedagogical

competence. Quantitative data show a 42% increase in teachers' skills in developing context-based lesson plans (RPP) within six months of implementing collaborative supervision compared to the previous period.

Field observations indicated that principals regularly conducted peer observation and lesson study, engaging IRE teachers in collective reflection forums. These forums were used to evaluate lesson plans, instructional methods, and assessment techniques. One IRE teacher at SMP Plus Persatuan Islam explained:

"We feel more confident because supervision is not just about evaluation, but an opportunity to learn together. The principal provides practical feedback, and we can immediately apply it in class." (Interview, March 12, 2025).

The collaborative supervision approach also contributed to the improvement of teacher-student interaction quality. Approximately 76% of student respondents stated that after the implementation of collaborative supervision, IRE learning became more engaging and interactive. Teachers no longer relied solely on lectures but began to integrate group discussions, case studies, and digital media. This finding aligns with the concept of transformational leadership (Syahrir, 2023), which emphasizes the importance of principals in building a shared vision and creating participatory environments to motivate teachers in their instructional practices.

Furthermore, collaborative supervision encouraged instructional innovation. For instance, IRE teachers at SMP Pasundan Tanjungsari began developing interactive presentation-based media and utilizing Google Classroom to distribute materials and manage assessments. One teacher shared:

"I was not very familiar with learning applications before, but through discussion-based supervision, the principal directly taught me how to use them. Now I can monitor student assignments more easily." (Interview, March 15, 2025). Documentation data show that the use of digital media by IRE teachers increased by 35% in a single semester following the adoption of collaborative supervision.

Institutional contexts further reinforced the effectiveness of this strategy. At SMP Plus Persatuan Islam, supervision did not only assess technical aspects but also integrated evaluations of spirituality, such as teachers' moral conduct and consistency in religious practices. This contributed to a 65% increase in teachers' sense of belonging, as reflected in the school's internal survey. Teachers felt valued not only as instructors but also as moral exemplars for students. Conversely, at SMP Pasundan Tanjungsari, supervision was more strongly oriented toward technical teaching aspects and technology utilization. Nevertheless, both institutions demonstrated effectiveness in enhancing teacher professionalism in accordance with their institutional characteristics.

In conclusion, the first part of this study affirms that collaborative supervision strategies play a central role in improving the performance of IRE teachers, particularly in pedagogical competence, instructional innovation, and strengthening the role of teachers as role models. The effectiveness of this strategy is also shaped by institutional context: faith-based schools emphasize spiritual aspects, whereas public schools focus more on technical and technological dimensions.

The Influence of Institutional Culture on Academic Supervision Models

The findings of this study indicate that a school's institutional culture plays a crucial role in shaping the orientation and effectiveness of principals' academic supervision. Although

both schools are located within the same region, their differing institutional identities (Islamic-based and general-based) create distinctive supervisory nuances.

At SMP Plus Persatuan Islam Tanjungsari, academic supervision integrates spiritual dimensions into performance evaluation indicators. Based on supervision documents, approximately 30% of teacher performance evaluation components for IRE teachers included aspects such as moral exemplarity, discipline in religious practices, and consistency in instilling Islamic values in instruction. Field observations revealed that the principal regularly assessed not only the quality of lesson plans (RPP) and teaching methods but also the teacher's role as a moral figure inside and outside the classroom. One teacher remarked:

"We feel that supervision here is different, because it not only measures our teaching ability but also how we set moral examples for students." (Interview, March 18, 2025).

This values-based approach had a significant impact on teachers' emotional attachment to the institution. Internal school survey data recorded a 65% increase in teachers' sense of belonging after spiritual-based supervision was applied. Teachers reported feeling more appreciated and more motivated to maintain consistency in both professional and personal behavior. This finding is consistent with Arito (2022), who highlighted that supervision grounded in family-oriented and Islamic values strengthens teacher professionalism as well as loyalty to the school.

Conversely, at SMP Pasundan Tanjungsari, academic supervision focused more heavily on technical aspects of teaching. The principal emphasized the alignment of lesson plans with the national curriculum, the use of instructional media, and technology-based innovations. Documentation results showed that 33% of younger IRE teachers improved their pedagogical competence after undergoing intensive technical supervision. However, challenges also emerged. Interview data revealed that 35% of senior teachers experienced symptoms of burnout due to high administrative workloads and the demands of mastering new technologies. One teacher over the age of 50 shared:

"We feel there are many new things we must learn, while time is limited. Sometimes supervision feels more like an administrative burden than professional guidance." (Interview, March 20, 2025).

These differences underscore how institutional culture influences supervisory focus. In Islamic-based schools, supervision serves as a means of reinforcing religious identity while fostering teacher professionalism. In contrast, in general schools, supervision is directed more toward strengthening technical teaching skills and technology adoption. This finding aligns with (Mackinnon, 2004), who emphasized that academic supervision must take institutional contexts into account to avoid being merely administrative and instead function as a genuine developmental effort consistent with the school's vision and culture.

In synthesis, it can be concluded that institutional culture is a key variable in determining academic supervision strategies. When supervision aligns with institutional values, it has the potential to enhance teachers' emotional attachment and intrinsic motivation. Conversely, supervision that is overly technical and detached from cultural aspects may generate resistance, particularly among senior teachers.

Technology-Based Supervision Innovations in the Digital Era

This study found that the use of digital technology has become an important innovation in academic supervision strategies, particularly at SMP Pasundan Tanjungsari. The principal utilized platforms such as Google Classroom, Zoom Meetings, and video-based coaching to monitor lesson plan (RPP) implementation, provide feedback, and discuss instructional

challenges. Data analysis showed that the implementation of technology-based supervision improved supervisory efficiency by 38% compared to conventional face-to-face methods.

IRE teachers at SMP Pasundan Tanjungsari reported that the digital supervision system simplified the preparation and submission of teaching materials. One teacher stated:

"Previously, we had to bring a lot of physical documents for supervision. Now, we just upload them to Google Classroom, and the principal can directly add revision notes." (Interview, March 22, 2025). Documentation also indicated that the speed of supervisory feedback increased, from an average of two weeks under conventional supervision to just four days with digital-based supervision.

However, the use of technology is not without challenges. Quantitative data revealed that 22% of senior teachers experienced technological resistance, especially in using online-based applications. Some teachers expressed difficulty adapting to Google Classroom or conducting video-based evaluations. This created feelings of pressure, particularly when supervision emphasized digital administration. A senior teacher admitted: *"We are used to manual ways of working, and sometimes it feels difficult with so many new applications. Supervision feels more complicated."* (Interview, March 23, 2025).

To address this issue, the principal implemented differentiated supervision strategies. Senior teachers received more direct clinical supervision, while younger teachers were directed toward virtual supervision using digital applications. This approach aligns with Bernard's Discrimination Model (1979), which highlights the supervisor's role as both consultant and facilitator, tailored to individual needs. Research data indicated that this differentiation reduced teacher resistance to technology by 28% and increased the adoption of innovative methods by 41%.

At SMP Plus Persatuan Islam, supervisory innovation also included the use of a Tahfizh Tracker application to monitor teachers' consistency in integrating Qur'anic memorization into instruction. The application improved the accuracy of evaluating teachers' spiritual practices by 55% compared to manual records. The principal explained:

"Digital data makes it easier for us to evaluate more objectively, while also motivating teachers to be more consistent in integrating religious values into instruction." (Interview, March 24, 2025).

These findings reinforce the concept of evidence-based supervision (Luke & Bernard, 2006), whereby the use of concrete data through technology enhances transparency, accountability, and accuracy in academic supervision. Nevertheless, the study also emphasizes that the success of digital supervision depends on teacher training support and the readiness of school infrastructure.

In conclusion, the third part of this study underscores that digital technology serves as an enabler in academic supervision, enhancing efficiency, objectivity, and accessibility. However, without differentiated strategies and adequate training support, technology may instead generate resistance, particularly among senior teachers.

The Role of Transformational Leadership in the Effectiveness of Academic Supervision

The findings of this study demonstrate that the leadership style of school principals in both institutions plays a crucial role in the effectiveness of academic supervision, particularly through the application of transformational leadership principles. Principals act not only as evaluators but also as motivators, facilitators, and vision-builders for Islamic Religious Education (IRE) teachers.

At SMP Plus Persatuan Islam Tanjungsari, the principal emphasized value-based supervision integrated with Islamic principles. Observations revealed that monthly reflection forums were held with IRE teachers, where the principal guided the preparation of Islamic value-based lesson plans (RPP) while providing space for teachers to share their teaching experiences. Survey results indicated that 85% of teachers reported an increase in intrinsic motivation after the principal involved them in shaping the supervisory vision. One teacher noted: *"The principal always reminds us that our duty is not only to teach but also to educate with good character. That makes us feel more meaningful."* (Interview, March 26, 2025).

Meanwhile, at SMP Pasundan Tanjungsari, transformational leadership was reflected in the principal's encouragement to integrate data and technology into supervision. The principal actively organized big data-based training for analyzing student learning outcomes and incorporated these findings into teacher development programs. Quantitative data showed that the pedagogical competence of younger teachers increased by 33% after participating in the training directly facilitated by the principal. One young teacher expressed: *"We feel more valued because the principal is willing to learn with us, even accompanying us while using digital evaluation applications."* (Interview, March 27, 2025).

This role of transformational leadership aligns with Bass's theory (1990), which asserts that transformational leaders can enhance subordinate motivation and performance by strengthening vision, inspiration, and individualized support. Similarly, Wang (2019) confirmed a positive correlation between transformational leadership and a conducive school climate. In the context of this study, the different approaches of the two principals illustrate that transformational leadership can adapt to institutional visions: emphasizing spiritual dimensions in faith-based schools and technical innovation in general schools.

Qualitative data from teacher reflections further highlighted that principals who consistently modeled desired behaviors had a greater impact than those who merely provided instructions. This supports Bandura's (1986) social learning theory, which posits that modeling by authoritative figures accelerates the internalization of values and behaviors. IRE teachers who observed principals actively engaged in religious practices and professional development reported 1.8 times higher intrinsic motivation compared to those who only received administrative supervision.

In conclusion, the fourth part of this study affirms that transformational leadership is a key driver of effective academic supervision. Through visionary, inspirational, and participatory leadership, principals can create a supervisory climate that not only enhances pedagogical competence but also strengthens teachers' intrinsic motivation and loyalty.

Differentiated Supervision for Multigenerational Teachers

The findings of this study indicate that the diversity of teacher profiles particularly the differences between senior and younger teachers plays an important role in the effectiveness of academic supervision. Principals in both institutions recognized that uniform supervisory strategies are not always effective. Therefore, they implemented differentiated supervision approaches tailored to the needs and characteristics of different teacher generations.

At SMP Pasundan Tanjungsari, supervision for younger teachers was oriented toward the utilization of technology and digital learning innovations. Younger teachers were relatively quick to adapt to applications such as Google Classroom, Kahoot, and video-based learning. Quantitative data showed that 72% of younger teachers were able to design technology-based lesson plans (RPP) after three months of digital-oriented supervision. One younger teacher stated:

"We are more motivated when supervision uses applications, because it matches our learning style that is accustomed to technology." (Interview, March 28, 2025).

Conversely, senior teachers faced challenges in mastering technology. Many preferred clinical face-to-face supervision, in which principals provided direct feedback immediately after classroom observations. Survey data revealed that 58% of senior teachers experienced difficulties when asked to use digital applications, but 82% felt more supported when supervision was conducted through direct post-teaching discussions. As one senior teacher expressed:

"It is difficult for us if everything has to be online. But when the principal comes to the class and gives feedback directly, it is easier for us to follow." (Interview, March 29, 2025).

This differentiated approach aligns with Bernard's Discrimination Model (1979), which emphasizes the importance of supervisors adopting flexible roles as consultants, facilitators, and motivators according to individual needs. In practice, the principal divided supervision into two streams: digital supervision for younger teachers and face-to-face clinical supervision for senior teachers. This strategy was shown to reduce senior teachers' resistance to technology by 28% and increase younger teachers' adoption of innovative teaching methods by 41%.

At SMP Plus Persatuan Islam Tanjungsari, differentiated supervision was applied not only based on age but also on competency focus. Senior teachers were oriented toward strengthening spiritual exemplarity and their moral roles in instruction, while younger teachers were encouraged to develop creativity in integrating technology with Islamic values. Observations revealed that senior teachers were more effective in guiding students in aspects of morality and religious practice, whereas younger teachers were more innovative in delivering materials through interactive approaches.

In conclusion, the fifth part of this study confirms that multigenerational differentiated supervision is a crucial strategy in maintaining the effectiveness of academic supervision. Without differentiation, supervision risks creating resistance among certain groups. Conversely, with adaptive strategies, principals can maximize the potential of each teacher generation: senior teachers as spiritual role models and younger teachers as drivers of pedagogical innovation.

Discussion

The findings of this study confirm that principals' academic supervision has a significant impact on improving the performance of Islamic Religious Education (IRE) teachers. However, its effectiveness is not solely determined by technical skills in evaluating instructional documents but is also influenced by institutional culture, leadership style, the use of technology, and differentiated strategies for multigenerational teachers. Within this context, academic supervision functions as both a managerial and pedagogical instrument, positioning the principal as a facilitator, motivator, and role model.

From the perspective of curriculum and supervisory strategies, this study found that collaborative, reflection-based supervision enhanced the pedagogical competence of IRE teachers. The 42% increase in teachers' skills in preparing contextual lesson plans and the expansion of instructional methods align with the findings of (Sunaryo, 2020), who showed that systematic academic supervision across planning, implementation, and evaluation stages improves teacher performance quality. The emphasis on collaboration also supports the concept of transformative pedagogy, which places experience and practice at the core of learning (Ahmad et al., 2025; Hayati & Herawati, 2022; Tilaar, 2014). Thus, academic

supervision is not limited to correcting teacher weaknesses but becomes a process of mutual learning that fosters pedagogical awareness.

The role of principals as transformational leaders emerged as a key to supervisory success. Data indicated that teachers were more motivated when principals were actively involved in reflection activities and technology use. This is consistent with (Bass & Avolio, 1994) theory that transformational leadership enhances subordinates' motivation and performance through vision, inspiration, and individualized support. Similarly, (Fabillar & Wang, 2019) emphasized that transformational leadership fosters a conducive school climate for collaborative learning. In this study, variations in adaptation were evident: in Islamic-based schools, supervision emphasized spiritual exemplarity, whereas in general schools, it focused on technical innovation. These findings expand the literature by introducing a religious-spiritual dimension into the framework of transformational supervision.

Institutional culture also shaped supervisory models. At SMP Plus Persatuan Islam, supervision included moral conduct, worship discipline, and teachers' roles as moral figures, leading to a 65% increase in teachers' sense of belonging. This resonates with (Lickona, 2012) notion of schools as moral communities. Conversely, at SMP Pasundan Tanjungsari, supervision focused more on technical aspects, positively impacting younger teachers but creating resistance among senior teachers. These results reinforce (Muhaimin, 2020) critique that Islamic education in schools often remains normative and cognitive, highlighting that culture-based supervision can play an important role in contextualizing values.

Technology-based supervisory innovations emerged as another key contribution of this study. The use of Google Classroom, video-based coaching, and the Tahfizh Tracker application improved supervisory efficiency by 38% and accelerated feedback from two weeks to four days. This supports (Luke & Bernard, 2006) argument regarding the importance of evidence-based supervision in enhancing transparency and accountability. However, this study also revealed resistance among senior teachers (22%) toward digital tools, suggesting that digital supervision requires differentiated strategies to prevent it from becoming an administrative burden.

Another critical finding was the necessity of differentiated supervision for multigenerational teachers. Younger teachers responded positively to digital supervision, while senior teachers preferred clinical face-to-face supervision. This approach aligns with Bernard's (1979) Discrimination Model, which emphasizes the flexibility of supervisors in adapting their roles as consultants, facilitators, and motivators based on individual needs. This study complements Sujatmiko's (2023) findings on reflective supervision by showing that differentiation can reduce senior teachers' resistance to technology by 28% while increasing younger teachers' creativity by 41%.

From a theoretical standpoint, this study contributes to the literature by introducing the concept of a Hybrid Academic Supervision Model, which integrates: Collaborative, reflection-based supervision, Transformational leadership adapted to institutional culture, Evidence-based digital technology, and Differentiated strategies for multigenerational teachers. This model reinforces the idea that academic supervision is not merely an evaluation tool but a comprehensive managerial strategy relevant to the digital era while remaining contextual to Islamic values.

From a practical standpoint, the study implies that principals should design supervision that is more flexible, adaptive, and value-based. For faith-based schools, supervision should emphasize the integration of spirituality and moral exemplarity, while for general schools, the focus should be on technical innovation and the effective use of technology. In the long term, the success of academic supervision depends on principals' capacity to lead

transformation, foster collaborative cultures, and utilize technology wisely while addressing the individual needs of teachers.

Conclusion

This study demonstrates that principals' academic supervision strategies play a crucial role in improving the performance of Islamic Religious Education (IRE) teachers, particularly in terms of pedagogical competence, professional motivation, and instructional innovation. Effective supervision goes beyond technical dimensions by integrating collaborative practices, transformational leadership, technology utilization, and differentiated strategies tailored to teacher generations. First, collaborative supervision strategies were proven to enhance teachers' skills in developing contextual lesson plans and diversifying teaching methods, making IRE learning more interactive. Second, the transformational leadership style of principals contributed significantly to strengthening teachers' intrinsic motivation, both through spiritual exemplarity and encouragement of digital innovation. Third, institutional culture shaped different orientations of supervision: faith-based schools emphasized spirituality, while general schools emphasized technical aspects. Fourth, technology-based supervisory innovations improved efficiency, transparency, and accountability, although resistance persisted among senior teachers. Fifth, the implementation of differentiated supervision for multigenerational teachers emerged as a strategic solution to address varying levels of readiness, thereby optimizing the potential of each teacher generation. Theoretically, this study enriches the literature on academic supervision by formulating the Hybrid Academic Supervision Model, which combines collaborative approaches, transformational leadership, cultural value integration, digital technology utilization, and multigenerational differentiation strategies. Practically, these findings provide an implementable framework for principals to design supervision that is more adaptive, flexible, and contextual, ensuring both professional growth and the integration of values in the digital era.

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