

Implementation of the Madrasah Principal's Strategy in Developing Teacher Performance Through Academic Supervision at State Islamic Junior High School 1 Pontianak

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ABSTRACT

The implementation of academic supervision by the madrasah principal is still insufficient to support teacher performance development. Innovative strategies are needed to boost sustainable teacher performance. This study aims to examine the implementation of the madrasah principal's strategy in developing teacher performance through academic supervision at Madrasah Tsanawiyah Negeri 1 Pontianak. Using a qualitative case study approach, data were collected through direct communication (interviews), observation, and document study. Data analysis went through the stages of data collection, data condensation, data presentation, and conclusion drawing (verification). Meanwhile, for data validity, member checks were used along with triangulation of sources, time, and methods/techniques. The results of the study indicate that the division of roles as strategy implementation between supervisors, madrasah principals, vice principals, and senior teachers forms a tiered supervision pattern. Where each supervisory team supervises junior teachers within the scope of related subject groups. So that the results of supervision obtained an increase in teacher performance with an average of 93 with the criteria of "very good."

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Introduction

A competent teacher begins with a competent leader, namely a competent madrasah principal, who implements comprehensive strategies. Several international studies confirm that school leadership is a key determinant of teacher quality and student learning outcomes (Hallinger, 2018; Kenneth Leithwood, Alma Harris, 2020). Considering the crucial components that must be continuously fostered by the school community, especially teachers, as drivers of the learning process through their role as supervisors, supervision is a routine activity to foster teacher performance in learning. The Director General of Improving the Quality of Educators and Education Personnel at the Ministry of Education and Culture stated that supervision is the responsibility of the madrasah principal, which is related to improving teaching through teacher development. Effective instructional leadership directly influences teacher teaching practices through supervision, evaluation, and professional support (Hallinger, 2018; Viviane MJ Robinson, Claire A. Lloyd, 2008). In the madrasah context, the madrasah principal acts not only as an administrator but also as an instructional leader who plays a strategic role in fostering teacher professionalism (Bush, 2020). Academic supervision is one form of development that can be used

to foster teacher professionalism and ultimately improve the quality of education in madrasas (Rofiah, 2022).

Performance development in madrasas by the madrasah principal should use innovative, structured and targeted strategies through academic supervision activities. Conceptually, this role is in line with the paradigm of transformational and instructional leadership that emphasizes teacher capacity development as the core of improving school quality (Christopher Day, Qing Gu, 2016; Jingping Sun, 2012). Academic supervision is an integral part of educational administration that aims to improve the quality of teaching provided by teachers, as well as providing constructive feedback to foster quality teacher performance. Effective academic supervision must be oriented towards improving the quality of the learning process, including strengthening literacy, numeracy, science, and the use of technology in learning (Darling-Hammond, L., Hyler, ME, Gardner, 2017; Tondeur, J., 2017). The core dimension of academic supervision is in order to develop teachers to improve the quality of the learning process. Therefore, the principal is required to inspire the enthusiasm of teachers and staff to work well, build a vision and mission, improve welfare, and maintain relationships with staff and students. The principal is also required to build a collaborative school culture and support teacher professional learning (Alma Harris, 2019; Fullan, 2014). International literature shows that schools with strong leadership in academic supervision have higher levels of teaching effectiveness (Grissom, JA, Egalite, AJ, & Lindsay, 2021; Sebastian & Elaine Allensworth, 2016). Academic supervision is a strategic tool in developing teacher performance. Global research shows that supervision focused on pedagogical development, reflection on practice, and constructive feedback has a significant impact on improving the quality of learning (Glickman, CD, Gordon, SP, & Ross-Gordon, 2018). In fact, meta-analysis studies indicate that coaching and instructional supervision have positive effects on teachers' instructional practices and students' academic achievement (Sailors, M., & Shanklin, 2010).

MTs N 1 Pontianak is one of two State Islamic Junior High Schools (MTs) with a religious basis and has a good track record of academic and non-academic achievements, and is known for having highly dedicated teachers and being a pioneering MTs or an example for other MTs. Therefore, it is very interesting to examine more deeply how the implementation of strategies in developing teacher performance through academic supervision at this madrasah is carried out in an effort to maintain and develop the quality of its teachers' performance.

Based on the results of pre-research, every year the madrasah routinely carries out academic supervision activities at least once every semester. Supervision is carried out based on the identification of student grades, especially if there is a decline or unsatisfactory grades. Meanwhile, the results of pre-observations through documents by researchers as a whole from teachers who have been supervised, it was found that there were 2 aspects that had the lowest scores in terms of learning implementation, namely (1) literacy culture, numeracy, science, and socio-culture and (2) implementing learning by utilizing information technology and/or utilization of resources available around the learning environment. In fact, international research confirms that compliance-oriented supervision does not have a significant impact on changes in teaching practices (Glazerman, 2011; Matthew A. Kraft, David Blazar, 2018). Effective supervision should be reflective, dialogic, and oriented towards increasing the professional capacity of teachers (Darleen Opfer, 2016; Helen Timperley, Aaron Wilson, Heather Barrar, 2018).

However, the intensity of implementation is still relatively low and does not fully cover all aspects needed to support maximum teacher performance development. The supervision carried out tends to be formal and administrative in nature, so that the feedback provided has not had a significant impact on improving and increasing the quality of teaching. As a result, efforts to develop teacher performance through academic supervision have not achieved optimal results. This aligns with global challenges related to technology integration and strengthening 21st-century competencies in learning practices (UNESCO, 2021; Voogt, J., &

Pareja Roblin, 2012) . Without intensive and strategic supervision, teachers tend to maintain conventional, less innovative practices (Ertmer, P.A., & Ottenbreit-Leftwich, 2010) .

Several research results show that those conducted by (Wasiri, 2023) concluded that academic supervision can provide real benefits in improving teacher performance and the learning process in schools. By providing constructive feedback and support to teachers, academic supervision helps teachers to be more effective in developing varied teaching methods, as well as improving interactions with students. In addition, research conducted by (Ismiarti et al., 2023) concluded that academic supervision carried out by the Principal has a positive and significant effect on changes in teacher performance. Then, research conducted by (Ilmi Aini, 2020) academic supervision carried out by the Principal can improve teacher performance in the school, because teachers receive supervision, the Principal also provides feedback while carrying out academic supervision there are teachers, thus continuing to motivate teachers to improve their professionalism in teaching. Then other research shows that supervision is a key element in developing teacher performance such as research conducted by (Khuliyati, 2022) the leadership strategy of madrasah principals in improving teacher performance is carried out by preparing plans to improve teacher performance, carried out by increasing discipline, providing motivation, being a role model for all madrasah residents and conducting regular supervision, and carried out by monitoring teacher performance. This is also reinforced by research (Vienty & Ajepri, 2022) The principal's strategy in improving teacher performance includes coaching through training and seminars, direct and indirect classroom supervision , discipline supervision through attendance, providing motivation, and awards in the form of certificates to students' favorite teachers. Referring to the research findings above, low principal performance impacts teacher performance, thus decreasing the quality of the school . Academic supervision is highly effective when used continuously to develop teacher performance. As a form of effort to overcome the problems that exist at MTs N 1 Pontianak.

The literature emphasizes the importance of data-driven instructional leadership in improving supervision effectiveness (Datnow, A., & Hubbard, 2016; Rose, 2025) .

Referring to the research findings above, low principal performance impacts teacher performance, thus decreasing the quality of the school . Academic supervision is highly effective when used continuously to develop teacher performance. As a form of effort in overcoming the problems that exist in MTs N 1 Pontianak. For that reason, the research question in the study is: How does the madrasah principal implement the strategy of developing teacher performance through academic supervision in Madrasah Tsanawiyah Negeri 1 Pontianak? then specifically the purpose of this study is to: 1) explore in depth the implementation of the strategy of developing teacher performance by the madrasah principal through academic supervision in Madrasah Tsanawiyah Negeri 1 Pontianak.

academic supervision can also help teachers identify strengths and weaknesses in the learning process, thereby improving teaching methods and enhancing student learning outcomes. It is hoped that madrasah principals will focus more intensively and optimally on improving, monitoring, and coaching teacher performance, thereby enhancing student engagement and ultimately resulting in high-quality and optimal performance.

Method

The type of research in this study uses a qualitative research type with a case study approach in an effort to examine in depth regarding the implementation of the madrasah principal's strategy in developing teacher performance through academic supervision at Madrasah Tsanawiyah Negeri 1 Pontianak. This research was conducted at Madrasah Tsanawiyah Negeri 1 Pontianak located at Jln. Alianyang No. 6A, Sungai Bangkong, Pontianak Kota District, Pontianak City, West Kalimantan 78113. Data were obtained using direct communication (*interviews*), observation (*observation*) and document studies with 1 madrasah principal, 1 curriculum vice principal and 4 teachers. In an effort to gather data on the implementation of strategies for developing teacher performance through academic supervision, data analysis used a

model (Huberman & Miles, 1983) through data collection , data condensation , data *display* , and conclusion *drawing and verification* . However, in this study, the researcher used a modified model of Milles Huberman and Saldana simplified. For this reason, the following researcher displays the data analysis model used by the researcher in this study.

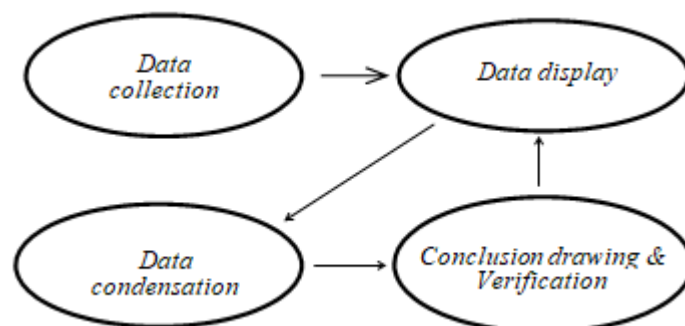


Figure I. Modification of Interactive Model Data Analysis

Then in an effort to maintain the credibility of the data, source triangulation, time triangulation and technique/method triangulation are used so that the data can be more accurate by checking from various angles, namely (direct communication, observation and document studies that have been concluded and the results are the same (Harahap, 2020). Furthermore, the use of *member checks* as a re-confirmation process of previously recorded data and then asking the parties who are the sources again. In order to produce more reliable, valid and relevant data. In addition, the member checking technique was used as a form of participatory validation to ensure the accuracy of data interpretation (Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, 2016) .

Result

The results of interviews (data condensation III), observation results (data condensation III) and document study results (data condensation III) obtained verification results (data condensation IV) that in general the Madrasah Principal uses supervision instruments. There are participating in pre-observation activities or initial discussions with the Madrasah Principal or supervisory team . During the implementation of supervision, teachers felt that the supervisory team was wise in providing input and suggestions, felt awkward but confident in adjusting to the plan that had been designed, and felt that their performance would be better in the future. The Madrasah Principal or supervisory team provided motivation or feedback after the academic supervision took place. The Madrasah Principal conveyed an analysis of the results of academic supervision to teachers. Teachers received the results of the supervision analysis in the form of a supervision report. One of the coaching strategies developed after the implementation of academic supervision took place was holding discussions and peer discussions.

The parties involved in implementing the teacher performance development strategy through academic supervision are the supervising supervisor, the madrasah principal, the vice principals and senior teachers. The use of existing instruments was previously obtained from the supervisor. There is a supervisory team consisting of madrasah leaders. Conducting pre-observation supervision activities. All classroom leaders are involved in the supervision process, as they serve as supervisors for junior teachers. The madrasah leaders, who are part of the supervisory team , provide motivation to the teachers they supervise. During the supervision process, the supervisory team conducts analysis. This analysis is based on the results of supervisor and supervisor assessments using percentages. The development strategy used to foster teacher performance through academic supervision involves holding workshops or training. When the supervisory team supervises teachers, they conduct pre-observations, but without using

instruments; the pre-observations are conducted in person, involving direct communication between the supervisory team and the teachers being supervised. Process instruments are used, covering aspects of learning planning, learning implementation, and learning assessment, from each supervisor. Supervisors analyze the results of the supervision and ensure all learning materials required for teacher supervision are complete.

The pre-observation instrument with documents was not found because the pre-observation was carried out directly, the process instrument, namely the learning planning assessment instrument, the learning implementation assessment instrument and the learning assessment instrument were in accordance with the assessment needs with documents in the form of planning instruments, implementation and learning assessment, the analysis instrument displayed a detailed analysis with analysis instrument documents, the data of supervised teachers was included in the supervision schedule and decree and several required learning devices had been fulfilled.

Discussion

1. Determining School/Madrasah Policies

This policy is implemented through the provision of academic supervision instruments as the primary guideline in the coaching process. These instruments serve to ensure that supervision is carried out in a measurable, objective, and consistent manner. The use of structured instruments has been proven to increase the reliability and quality of feedback in the learning observation process (Tuytens, M., & Devos, 2014). Madrasah policies regarding academic supervision are also reflected in pre-observation activities, or initial discussions, between the principal, the supervisory team, and the teachers to be supervised. However, the supervisory team does not use instruments during the pre-observation. As stated (Evanofrita et al., 2020) during this pre-observation meeting, the most important thing for supervisors to pay attention to is creating a friendly, open, and friendly atmosphere. Pre-observation also has important implications for interpersonal relationships between teachers. Pre-observation also has important implications for interpersonal relationships between teachers and supervisors. With the policy of preliminary discussions, teachers feel more prepared and less stressed during the observation process. This is because teachers who participate in pre-observations are more open to input compared to teachers who are directly supervised without preliminary discussions. The principal or supervisory team uses this opportunity to listen to teachers' aspirations and challenges before the supervision is carried out. Thus, supervision is more humane and participatory. This shows that teacher performance development is not merely a *top-down policy*, but rather pays attention to the real needs of teachers in the field. With the policy of preliminary discussions, teachers feel more prepared and less stressed during the observation process. This is in line with the finding that reflective dialogue before and after observations can increase teachers' openness to feedback and strengthen a collaborative professional culture (Postholm, 2012).

The use of supervision instruments, madrasahs can clearly measure aspects that need to be improved, such as learning planning, teaching strategies, class mastery, to evaluation of learning outcomes. Because basically supervision is not to judge the mistakes or shortcomings of teachers and school residents but to improve self-quality, express and develop self-potential (Novianti, 2015). For this reason, according to Burhan in (Novianti, 2015) the implementation of academic supervision there are things that need to be considered, namely: a) Supervision activities should be carried out through regular and systematic planning and preparation. b) The implementation of supervision needs to be started with prior notification to the parties who will be supervised c) Supervision should use various techniques and methods so that the results obtained are more comprehensive and in-depth, d) Preparation of supporting supervision instruments is needed, such as forms or

observation sheets e) After the supervision activity is completed, a report needs to be made and submitted to the relevant parties.

The policy on the use of supervisory instruments also strengthens the accountability of the implementation of academic supervision. This instrument produces accountable data as a basis for evaluating teacher performance, both individually and institutionally. Data from the supervision instrument is used as reflection material in teacher evaluation meetings, so that the supervision policy truly has a real impact on improving the quality of learning.

2. Motivating Employees

The principal and supervisory team's efforts to motivate teachers are not limited to verbal encouragement, but also through exemplary behavior, open communication, and constructive feedback. This aligns with research (Supriadi, 2018) that found that the principal's supervision and teacher motivation have a psychological impact on teacher performance. If teachers are satisfied with the principal's supervision and have high work motivation, they will carry out their duties willingly, which ultimately improves teacher performance.

Team analyzes the supervision results using percentages compiled based on the supervisor's and supervisor's assessment indicators. The analysis results are then relayed to the teacher in the form of a supervision report. Submitting this report not only serves as a form of evaluation, but also as a medium to provide motivation so that teachers know their strengths and weaknesses, and have a clear direction for improvement. Furthermore, the teachers felt that despite some awkwardness during supervision, they were able to build their self-confidence. This was influenced by the supervisory team's thoughtful approach, which emphasized performance improvement rather than mere assessment. This confidence resulted from the motivational strategies implemented by the principal and the supervisory team, as teachers were encouraged to view supervision as a learning opportunity, rather than a form of oppressive control. According to Pandji Anoraga in (Supriadi, 2018) work motivation is essentially something that fosters enthusiasm or drive for work. Therefore, work motivation in psychology is a driver of work enthusiasm.

The results of this study are in line with several previous studies that show that supervision and motivation can improve teacher performance, such as research conducted (Supriadi, 2018) on the implementation of principal supervision that has been proven to improve teacher motivation and performance. The following research was conducted by (Hakim et al., 2025) work motivation has a positive and significant effect on teacher performance ($\beta = 0.556$), and teacher performance also has a significant impact on the quality of learning ($\beta = 0.699$). Then the results of research (Himmah Mahmudah, Muhammad Asrori, 2019).

The motivation given after the supervision is carried out is also an important point. The principal provides feedback in the form of suggestions, appreciation, and direction, making teachers feel more valued. This feedback allows teachers to view supervision as a collaborative process aimed at improving the quality of learning. Specific and constructive feedback practices have been shown to significantly improve individual performance, including in educational contexts (Kluger, AN, & DeNisi, 1996). Consequently, teachers are more open to criticism and more committed to correcting existing deficiencies. Teachers experience a change in their teaching attitudes, are better prepared with learning tools, and are enthusiastic about trying new learning methods. This demonstrates that motivational strategies in supervision play a significant role in creating a conducive and innovative academic climate in madrasas. The motivation provided in academic supervision contributes to a more harmonious relationship between the principal, the supervisory team, and teachers. Furthermore, a supervisory approach that emphasizes improvement rather than mere assessment contributes to increased teacher self-efficacy. Research shows that teacher self-efficacy is strongly linked to instructional innovation and persistence in improving teaching

quality (Tschannen-Moran, 2001) . Supervision is no longer viewed as a frightening form of oversight, but rather as a form of mentoring that encourages the improvement of teachers' professional competence. The involvement of all parties in this process demonstrates a healthy culture of collaboration within educational organizations.

3. Allocating Human Resources

In implementing a teacher performance development strategy through academic supervision, one key factor determining success is how the principal is able to allocate human resources appropriately. Educational management literature confirms that the distribution of leadership and clear division of roles within the school organization contribute significantly to increasing school capacity and the quality of learning (James P. Spillane, 2006) . The resources involved in implementing academic supervision at madrasas include supervisors, principals, deputy principals (waka), and senior teachers. This demonstrates a structured division of tasks, ensuring that each party has a role appropriate to their capacity and authority. Supervisory advisors have a strategic role in providing policy direction and supervision standards that madrasas must comply with. The presence of supervisory advisors is important because they function as external parties who provide objective assessments of teacher performance. The main task of school/educational unit supervisors is to carry out assessments and coaching by carrying out supervisory functions, both academic supervision and managerial supervision (Aunurrahman, Daing Busrin, 2014). The allocation of supervisors as part of human resources strengthens the credibility of academic supervision because there are benchmarks originating from parties outside the internal structure of the madrasah. In addition, according to Gaol, Siburian and Setyawati in (Marinus Waruwu, 2024) school principals and education supervisors both play crucial roles in developing teacher professionalism. The existence of effective leadership from the principal and the supervisory function carried out by the education supervisor are determining factors in shaping the quality of teacher performance.

The principal of the madrasah not only functions as a manager, but also as an active supervisor who is directly involved in the classroom supervision process. By placing the madrasah principal as one of the main actors, the implementation of the supervision strategy becomes more focused because there is continuity between policy formulation, supervision implementation, and evaluation of teacher performance results. There are several things that the principal needs to pay attention to when carrying out supervision that focuses on teacher expertise, namely: (1) teacher personality, (2) learning process, (3) mastery of subject matter, (4) diversity of teacher abilities, and (5) teacher ability to collaborate with the community.

Meanwhile, the allocation of roles for the vice-principals, particularly the vice-principal of curriculum, plays a significant role in the technical aspects of developing supervision schedules, guidelines, and grouping teachers according to subject groups. This arrangement allows for more efficient supervision because each teacher receives guidance from a supervisor with related competencies. The vice-principal of curriculum acts as a liaison between the madrasah principal's policies and the technical implementation of supervision in the field. Senior teachers are an important part in the allocation of human resources for academic supervision. Senior teachers who have the rank of supervising teacher are given the responsibility to supervise junior teachers. This strategy is effective because senior teachers have practical experience in teaching as well as understanding the challenges of learning in the classroom. In this way, junior teachers can learn directly from the real experiences of their seniors.

Allocating the role of senior teachers to supervise also creates a collegial and collaborative atmosphere in improving performance. International studies show that collaboration between teachers in professional communities contributes to improving the quality of teaching and student learning outcomes (Vescio et al., 2008) . Junior teachers are more receptive to input from senior teachers in the same subject area due to the similarity of context and experience. This shows that allocating human resources in academic supervision is

not just a matter of dividing tasks, but also an effort to build a culture of shared learning among teachers. The allocation of human resources involving many parties also functions as a form of distribution of responsibility. Academic supervision is no longer the sole responsibility of the madrasah principal or supervisor, but is shared proportionally according to the competence of each party. Thus, every human resource has room to contribute to realizing collective improvements in teacher performance.

4. Developing a Culture that Supports Strategy

The cultural development strategy used in developing teacher performance through academic supervision in madrasahs is carried out through workshops, training, discussions, and peer discussions. This strategy is not only technical in nature, but also reflects efforts to build an organizational culture that supports teacher professionalism. In other words, the culture that develops in madrasahs is geared toward teachers becoming accustomed to learning, sharing experiences, and supporting each other to improve performance. Educational success is influenced by many factors, one of which is organizational culture (Ate, 2014).

Regular *workshops and training sessions* are one way to foster a culture of lifelong learning among teachers. Empirical studies show that teacher participation in collaborative professional development activities contributes to improved pedagogical competence and organizational commitment (Wilfried Admiraal, Wouter Schenke, and Loes De Jong, 2021). Through this activity, teachers are encouraged to become accustomed to updating their knowledge and skills in line with developments in the curriculum and educational technology, thereby fostering awareness that improving performance is a shared need, not simply a demand from the principal or supervisor. This aligns with several previous studies that show that organizational culture within educational institutions can improve teacher performance. Research conducted by (Suprpto & Herminingsih, 2020) showed that teacher performance is significantly and positively influenced by organizational culture. Subsequent research conducted by (Sujatiningtyas, 2018) that principal supervision, work motivation, and organizational culture had a significant influence on teacher performance partially. Furthermore, research by (Priliantari & Raharja, 2022) organizational culture has a positive and significant influence on teacher performance through innovative work behavior. This means that an organizational culture that guides the attitudes, behaviors, and ways of thinking of teachers or employees, supported by high levels of innovative work behavior, will improve teacher performance. Furthermore, research by (Nikmah et al., 2022) that academic supervision, work motivation, and organizational culture have a strong influence on teacher performance at a public junior high school in Pasir Penyu District, with a positive influence. Thus, the factors of academic supervision, work motivation and organizational culture support each other in maximizing teacher performance.

Apart from *workshops*, the discussion culture developed in the madrasah environment is an important factor in supporting academic supervision strategies. Discussions between teachers and madrasah leaders open up a healthy two-way communication space, so that teachers feel appreciated and their aspirations are heard. This culture of discussion strengthens the sense of *belonging* within the organization, so that every teacher feels part of the changes being attempted. Organizational culture is formed through good communication and interaction between individuals (teachers and principals). Therefore, with a good organizational culture, each individual (teachers and principals) will be accountable for the tasks assigned to them and can complete them effectively and efficiently (Nikmah et al., 2022).

Peer discussions also play a significant role in developing a collaborative culture in madrasahs. Teachers will feel more open to sharing experiences and learning challenges with fellow teachers. Through a peer-to-peer culture, academic supervision is no longer seen as a control exercised by superiors, but rather as a platform for collective learning that provides solutions to real-life classroom problems. This culture of collaboration then creates an atmosphere conducive to academic supervision. When teachers engage in discussions and

share experiences, supervision outcomes don't end with evaluation reports but develop into follow-up actions in the form of more effective changes to teaching practices. Thus, an organizational culture that supports supervision strategies can accelerate the internalization of professional values within teachers.

Conclusion

Based on the research results, it can be concluded that the implementation of the madrasah principal's strategy in developing teacher performance through academic supervision at Madrasah Tsanawiyah Negeri 1 Pontianak was carried out well through planned policies, continuous motivation, and participatory implementation. The madrasah's policy in supervision was realized through the use of objective instruments and pre-observation activities that built open communication between the madrasah principal, supervisors, and teachers. This makes supervision more humanistic, helps teachers feel comfortable, and is oriented towards developing professionalism, not just administrative assessment.

In addition, successful academic supervision is supported by effective motivation, appropriate allocation of human resources, and a supportive organizational culture. The principal, along with the supervisory team, provides motivation through role models, feedback, and a persuasive approach that fosters teacher enthusiasm and confidence. The division of roles as strategy implementation between the supervisor, principal, vice principal, and senior teachers creates a hierarchical supervision pattern. Each supervisory team supervises junior teachers within a related subject area. Meanwhile, a collaborative culture through training and peer discussions strengthens teachers' enthusiasm for learning and innovation. Overall, these four aspects form an academic supervision system that is effective, collaborative, and oriented towards improving the quality of education in madrasahs.

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