

Optimizing Teacher Performance through Academic Supervision in Islamic Boarding School Educational Institutions

M. Rizqi Maulidy¹, Badrus Soleh², Muslim Kareng³

^{1&2}Universitas Islam Negeri Madura, ³Princess of Naradhiwas University.

 riskimaulidi784@gmail.com¹, 91badrussoleh@uinmadura.ac.id²,
kareng219@gmail.com³

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Abstrak

Teacher performance is a crucial factor in determining the quality of learning, therefore, academic supervision is necessary as a strategy to improve teacher professionalism and performance in Islamic boarding school-based educational institutions. This study aims to analyze academic supervision in improving teacher performance at educational institutions under the auspices of the Miftahul Ulum Islamic Boarding School in Pagendingan Pamekasan. The study employed a descriptive qualitative approach, with data collection techniques including interviews, observation, and documentation. Data analysis employed the Miles and Huberman model, while data validity was validated through triangulation and member checking. The results indicate that academic supervision is implemented through three main stages: (1) planning through identifying learning problems, administrative audits, classroom observations, and teacher needs analysis; (2) implementation through classroom observations, individual supervision, collaborative approaches, discussions, and mentoring; and (3) evaluation and follow-up through coaching, evaluation meetings, recommendations, and training. This research's contribution lies in strengthening the perspective of Islamic boarding school-based academic supervision, which positions supervision not merely as oversight but as a collaborative, sustainable, and contextualized strategy for teacher professional development within the Islamic boarding school culture.

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INTRODUCTION

Academic supervision is a professional service designed to assist teachers in carrying out their responsibilities as educators professionally and effectively. Through supervision, teachers receive guidance and constructive feedback to enhance the quality of instruction, optimize performance, and identify strengths and weaknesses in their teaching practices (Muhammad Shidiq, 2023a). Supervision is not solely oriented towards performance assessment; rather, it serves as a means for teachers' professional development and impacts the quality of student learning (Kementerian Pendidikan dan Kebudayaan Lembaga

[Pengembangan dan Pemberdayaan Kepala Madrasah \(LPPKS\), 2017; Simamora et al., 2023](#)). Within the context of educational institutions in pesantren (Islamic boarding school) environments ([Warisno et al., 2025](#)), the need for academic supervision is increasingly critical; teachers are expected not only to meet professional instructional standards but also to align their performance with pesantren educational values ([Arifin et al., 2023](#)). Consequently, academic supervision must be developed as a developmental process capable of integrating the enhancement of teacher professionalism with the character and values of the pesantren.

Research on academic supervision can be categorized into several trends. First, research that positions supervision as an instrument for enhancing the quality of instruction and teacher professionalism. ([Muhammad Shidiq, 2023a; Mukhlisa, n.d.](#)) Second, research emphasizing the planning and implementation of supervision to align with teachers' needs. Third, research viewing supervision as a process of continuous professional development involving observation, feedback, and follow-up ([Anderson & Kumari, 2009](#)). Fourth, supervision understood from a managerial perspective, specifically as a leadership function aimed at managing and enhancing teacher performance ([Siagian et al., 2025](#)). Although these studies have made significant contributions, the dimension of academic supervision that specifically integrates pesantren values into the process of teacher development and performance enhancement remains under-researched ([Fajar, 2022](#)). This is despite the fact that the pesantren environment possesses distinctive characteristics, culture, and educational values ([Lukito et al., 2026](#)). Thereby offering the potential to shape a supervision model that differs from those found in mainstream educational institutions.

This gap highlights the need for a study that views academic supervision not merely as a mechanism for oversight and the enhancement of teacher competence, but also as a transformative strategy rooted in the values and culture of pesantren an Islamic perspective frames supervision as an integral part of professional development and accountability. Surah Al-Infitar (verses 10–12) illustrates the presence of observers who record every human action. This value establishes a foundation for understanding supervision not as a fault-finding exercise, but rather as a process of guidance, mentoring, and continuous improvement. This study aims to analyze the implementation of pesantren value based academic supervision in enhancing teacher performance at educational institutions within the Miftahul Ulum Pesantren complex in Pagendingan District, Pamekasan Regency. It is hoped that this study will fill a research gap regarding the integration of pesantren values into academic supervision practices.

This research is grounded in the argument that academic supervision conducted systematically, objectively, continuously, and based on pesantren values can serve as a transformative strategy for enhancing teacher performance. Effective supervision requires planning based on teachers' needs, transparent and collaborative implementation, and clear evaluation and follow-up procedures. Within the pesantren context, this process can be reinforced by values such as mentorship, leading by example, responsibility, discipline, and a commitment to continuous professional development. Consequently, academic supervision is directed not merely at administrative checks or classroom observations, but also at providing professional support that encourages teachers to pursue continuous improvement. Through a qualitative approach, this study aims to empirically demonstrate how the planning,

implementation, evaluation, and follow up of pesantren value based academic supervision contribute to improved teacher performance at Pesantren.

RESEARCH METHODS

This study employs a qualitative approach, wherein the data collected consists of sentences or narratives obtained through specific data collection techniques. This systematic data collection process yields empirical insights into optimizing teacher performance through academic supervision within the educational institutions of the Miftahul Ulum Islamic Boarding School complex in Pagendingan District, Pamekasan Regency, comprising Kindergarten (TK), Islamic Elementary School (MI), Islamic Junior High School (MTs), and Islamic Senior High School (MA). Furthermore, the study utilizes a descriptive qualitative design, as the researcher describes the phenomena observed within the subject of the study.

The data collection techniques employed by the researcher involved three stages. The first was structured interviewing, wherein the researcher asked pre-prepared questions and subsequently delved deeper using follow up questions that arose during the interview itself (Meskill et al., 2024). The researcher was required to be an attentive listener and to record the respondents' statements. The informants in this study included the madrasah principal, the deputy principal for curriculum affairs, teachers, and students. The second technique was non-participant observation, in which the researcher acted solely as an independent observer without directly participating in the activities being observed. The third technique involved documentation, specifically photographs which served to supplement and complete the observation and interview methods used.

Data analysis in qualitative research is employed to analyze the data obtained. According to Miles and Huberman, the data analysis process involves three main stages: data reduction, data display, and conclusion drawing. In this study, the validity of the data was verified through prolonged observation, triangulation of sources and techniques, and member checking to ensure that the data obtained were credible and consistent with conditions in the field.

RESULTS AND DISCUSSION

Results

Optimizing Teacher Performance through Academic Supervision Planning

Research findings indicate that academic supervision planning at the educational institutions within the Miftahul Ulum Islamic Boarding School complex located in Pagendingan District, Pamekasan Regency is conducted systematically, taking into account instructional conditions and teacher needs. Planning serves as the initial stage for institutional leaders to gain an overview of the instructional environment before determining the specific supervision programs and methods to be implemented. The planning process begins with the identification of instructional issues. This identification is carried out through several activities: reviewing instructional administration, directly observing classroom instruction, and communicating with teachers. The administrative review encompasses various instructional materials used by teachers, such as teaching modules, lesson plans, and instructional media. Through this review, leaders can assess a teacher's readiness to conduct instruction while also identifying administrative areas that require improvement.

In addition to the administrative review, observing the instructional process plays a crucial role in identifying issues. Observation allows leaders to witness firsthand how teachers conduct lessons, manage the classroom, utilize teaching methods and media, and interact with students. Consequently, the information obtained is derived not only from administrative documents but also from actual classroom teaching practices. Problem identification is also carried out through discussions and reflection with teachers. Teachers are given the opportunity to voice the various challenges they encounter during the instructional process. Through this communication, leadership gains insight into issues that might not be apparent merely from document reviews or classroom observations. These discussions also serve as a means to determine the teachers' needs regarding professional guidance and support. Once the data has been gathered, the next stage is problem analysis. Findings from classroom observations, administrative reviews, and teacher discussions are analyzed to assess the current situation and identify guidance needs. This analysis utilizes established assessment standards as a benchmark, allowing leadership to evaluate the alignment between actual instruction and the prescribed standards.

The analysis serves to identify the teachers' strengths and weaknesses in conducting instruction. Teachers demonstrating specific competencies are encouraged to maintain and further develop those skills, while areas presenting challenges become the focus of subsequent guidance. Consequently, the analysis results provide the basis for determining the type of support best suited to each teacher's specific circumstances. The subsequent stage involves formulating the specific problems and the supervision program. The findings from the identification and analysis phases determine the issues that will serve as the focus of supervision. This formulation process involves coordination among the institution's leadership, the deputy head of the madrasah responsible for curriculum, and the teachers. This approach demonstrates that the supervision program is not developed unilaterally by leadership but instead takes into account the actual findings and the conditions faced by the teachers.

The supervision program focuses on defining objectives, outlining implementation stages, and establishing success indicators. Defining objectives ensures the supervision activities have a clear direction. Implementation stages serve as a guide for conducting the supervision, while success indicators are used to measure the extent to which the established objectives have been achieved. Thus, the research findings indicate that academic supervision planning involves three main processes: problem identification, problem analysis, and the formulation of the supervision program. These three processes are interconnected. Identification yields initial data on the status of teachers and instruction; analysis is used to understand the issues and professional development needs; and program formulation translates the analysis results into more targeted supervision activities.

Optimizing Teacher Performance through the Implementation of Academic Supervision

Research findings indicate that the implementation of academic supervision serves as a follow-up to a previously planned program. Supervision is conducted routinely at least twice per academic year though it may take place more frequently should specific teacher needs arise. The process is designed to assess instructional practices while simultaneously providing guidance and support to teachers. In this process, institutional leaders act not merely as overseers but also as mentors and facilitators. They provide direction, motivation, and

solutions to various issues encountered during instruction. This approach ensures that supervision is not viewed solely as a mechanism for evaluating teachers.

Supervision is carried out using several techniques, a primary one being classroom observation. Through observation, leaders can directly witness the teaching process. These observations provide insights into the conduct of lessons, teaching methods, classroom management, the use of instructional media, and teacher-student interactions. In addition to classroom observation, supervision is also conducted through individual supervision. Individual techniques provide leaders with the opportunity to communicate directly with teachers regarding specific issues or needs. Individual conversations are used to explore issues in greater depth and provide guidance tailored to the teacher's specific circumstances. Another technique involves a collaborative approach through discussions and meetings. During these activities, teachers are given the opportunity to share their experiences, challenges, and needs regarding the teaching and learning process. Leaders and teachers then discuss various potential solutions. This approach fosters a more open supervisory atmosphere and enables teachers to participate actively in the process of improving instruction.

Research findings also indicate that the selection of supervision techniques is flexible. Not all teachers receive the same form of supervision; rather, the techniques employed are adapted to each teacher's conditions and needs. Teachers requiring direct support may receive individual supervision or classroom visits, whereas general issues can be addressed through group discussions or meetings. The implementation of supervision also encompasses the process of providing feedback. After conducting observations or gathering information regarding the instructional process, the supervisor communicates the findings to the teacher. This feedback serves to highlight aspects of instruction that are functioning well as well as those requiring improvement.

Through this process, teachers do not merely receive assessment results; they also gain the opportunity to understand existing issues and discuss potential solutions. This transforms supervision into a more communicative form of professional guidance. Supervision also demonstrates a clear link between supervisory activities and the enhancement of teacher professionalism. Teachers receive guidance on improving instructional processes, administrative tasks, teaching methods, and the use of instructional media. Consequently, supervision is geared toward helping teachers continuously improve their instructional practices. Overall, the research findings indicate that academic supervision is carried out through various methods, including observation, individual supervision, classroom visits, one-on-one conversations, discussions, meetings, collaborative approaches, and direct mentoring. The use of these diverse techniques enables supervisors to tailor the supervision process to the specific characteristics and needs of the teachers.

Optimizing Teacher Performance through Academic Supervision Evaluation

Research findings indicate that the evaluation of academic supervision takes place after the supervision process itself, aiming to assess the achievement of objectives and the evolution of teacher performance. This evaluation draws upon various information gathered during the supervision process. The initial phase of evaluation involves observing the instructional process. Leadership monitors how the teacher conducts lessons following the supervision session; these observations serve to gauge the development of the teacher's instructional capabilities.

In addition to classroom observation, the evaluation includes a review of teacher administrative records. This review assesses the completeness and appropriateness of the

instructional materials prepared by the teacher. Administrative documentation serves as a key source of information regarding the teacher's readiness to conduct the learning process.

The evaluation also encompasses instructional methods and media. Leadership examines the suitability of the methods and media employed by the teacher during instruction. The use of specific methods and media is a focal point, as these elements are directly linked to the actual conduct of classroom learning. The evaluation results provide an overview of the teacher's competency development. The process focuses not only on identifying shortcomings but also on recognizing aspects that are functioning effectively. Consequently, the evaluation findings serve as a basis for determining the appropriate form of subsequent professional guidance.

Discussion

Optimizing Teacher Performance through Academic Supervision Planning

Research findings indicate that academic supervision planning at the Miftahul Ulum Islamic Boarding School educational institutions involves a process of problem identification, problem analysis, and the formulation of a supervision program. This approach demonstrates that academic supervision is not merely prepared as a routine administrative task but is designed based on actual conditions observed during the teaching and learning process. The madrasah head gathers information regarding the teachers, instructional materials, and classroom instruction before determining the focus and format of the supervision. Planning thus serves as a crucial instrument for ensuring that supervision has a clear direction and directly addresses teachers' professional development needs.

These findings align with the views of Pardi and Jamilus, who identify planning as the initial stage that determines the success of academic supervision, as it serves as the basis for identifying teachers' professional development needs (Pardi & Jamilus, 2025). Systematic planning enables the madrasah head to establish development priorities based on the teachers' actual conditions, ensuring that supervision is not conducted in a uniform manner that disregards the varying abilities and specific challenges of individual teachers. In the context of this study, this process is evidenced by administrative reviews, classroom observations, and consultations with teachers prior to the finalization of the supervision program. Through this approach, the madrasah head possesses a more robust foundation for determining the focus of supervision and the specific forms of support required.

The research findings also align with Muallifah, et al., who explain that madrasah principals need skills in planning academic supervision programs to ensure the effective execution of supervision duties (Muallifah et al., 2024). Such planning capability is crucial because a principal's role extends beyond merely setting a supervision schedule; they must also be able to define the objectives, targets, focus areas, and specific steps to be taken. In this study, planning was conducted through coordination with the deputy principal for curriculum affairs and the teachers. This coordination enabled the supervision planning process to gather more comprehensive information regarding instructional conditions while simultaneously strengthening the involvement of stakeholders linked to the academic process (Sulthoniyah, 2024). This indicates a shift in supervision planning from an individual based approach to a more collaborative one.

Similarly, Fauzan and Subandi emphasize that supervision planning encompasses the identification of instructional issues, the analysis of their underlying causes, and the

formulation of potential solutions (Fauzan & Subandi, 2024). In the context of this study, these stages are reflected in the process undertaken by the madrasah head: identifying instructional challenges, analyzing information derived from observations and administrative reviews, and subsequently determining an appropriate guidance program. This implies that planning does not conclude with the mere identification of problems but extends to understanding the issues and determining the actions required to address them. Such an approach positions planning as an integral part of the instructional problem-solving process, rather than merely a technical preparation for conducting supervision.

Problem identification conducted through classroom observation, administrative reviews, and communication with teachers indicates that supervision planning at the research site is aligned with the teachers' actual needs. The madrasa head does not rely on a single source of information but instead integrates administrative data with direct observation and teacher communication. These findings reinforce Purnama's research, which demonstrated that identifying supervision issues can be achieved by combining classroom observation, administrative reviews, and communication with teachers to pinpoint obstacles in the instructional process (Purnama, 2022). Utilizing multiple information sources enables the madrasa head to gain a more comprehensive understanding of the teachers' situation, thereby allowing supervision planning to focus on issues that genuinely require attention.

Furthermore, the analysis of supervision results serves as a basis for the madrasah head in determining the form of professional guidance to be provided. This finding aligns with Rusmini et al., who state that supervision analysis aims to identify teachers' strengths and weaknesses, thereby providing a foundation for formulating guidance programs and follow-up actions (Rusmini et al., 2026). In this study, data derived from observations, administrative reviews, and communication with teachers do not merely serve as documentation; rather, they are utilized to identify specific aspects requiring improvement and development. Thus, the analysis plays a strategic role by enabling the madrasah head to distinguish between areas functioning effectively and those still requiring support. The analysis results also facilitate more targeted guidance, as the interventions are based on needs identified in the field.

Thus, academic supervision planning at the Miftahul Ulum Islamic Boarding School follows a needs-based pattern, wherein supervision programs are formulated based on the actual conditions of teachers and the instructional process. This pattern demonstrates that academic supervision is positioned as an integral part of the strategy for teacher professional development. Within the context of Islamic boarding school education, this needs-based approach also allows for the tailoring of guidance processes to the institution's character, educational culture, and the specific needs of the teachers. Consequently, planning serves as a crucial foundation for establishing academic supervision that is more contextual, participatory, and focused on enhancing the quality of learning.

Optimizing Teacher Performance through the Implementation of Academic Supervision

The implementation of academic supervision in this study demonstrates that supervision is not positioned merely as an act of inspection or assessment, but rather as a process of professional development for teachers. The madrasah head conducts observations, provides guidance, discusses issues, and supports teachers in finding solutions to instructional challenges. The head's dual role as supervisor and mentor reflects a shift in orientation from

oversight-based supervision to supervision that offers professional support. Teachers are not treated merely as subjects of assessment; instead, they are positioned as active participants in the processes of reflection and instructional improvement.

These findings align with Fauziyah's explanation that academic supervision is part of the effort to enhance teachers' pedagogical competence through the monitoring and guidance of the instructional process (Fauziyah & Suherman, 2024). In this study, the guidance function is evident in the madrasa principal's involvement in providing direction, motivation, and solutions to the challenges faced by teachers. Supervision serves as an opportunity for the principal to observe instructional practices firsthand while offering support in areas requiring further development. Thus, supervision activities fulfill a dual function: gathering information on teacher performance and providing guidance-oriented interventions to improve instructional practices. Meanwhile, Shidiq explains that the supervision process can be carried out through preliminary meetings, classroom observations, and feedback sessions (Muhammad Shidiq, 2023). These stages are relevant to the research findings because the supervision process does not stop at the observation stage; information gathered during observation serves as a basis for communication and providing feedback to the teacher. Through the feedback process, teachers have the opportunity to learn the results of the observations and discuss various aspects of instruction that should be maintained or improved. This transforms supervision into a professional communication process that facilitates reflection between the madrasa head and the teacher.

Conducting supervision at least twice per academic year aligns with the view of Suryani cited by Ichwani et al. that academic supervision should be carried out at least twice annually (during the odd and even semesters) to monitor teacher progress in the instructional process (Ichwani et al., 2025). This frequency enables the madrasah head to conduct periodic monitoring and observe changes resulting from the guidance provided. Furthermore, repeated supervision allows findings from previous sessions to inform the focus of subsequent ones. Consequently, supervision ceases to be a disjointed activity and instead evolves into a continuous process of professional guidance. An interesting finding of the study is the use of flexible and contextual supervision techniques. Madrasah principals employ both individual and collaborative techniques tailored to teachers' needs. These techniques include classroom visits, observations, individual conversations, meetings, and discussions. This flexibility demonstrates that principals do not apply a uniform technique to all teachers; instead, they take into account the specific circumstances and the nature of the issues at hand. Teachers requiring individual guidance receive a personalized approach, while issues of a general nature are addressed through collective forums.

These findings align with those of Fauzi et al., who identified several academic supervision techniques, including classroom visits, classroom observations, individual meetings, inter-visitation, self-evaluation, staff meetings, and teacher discussions (Fauzi et al., 2023). The diversity of these techniques demonstrates that the effectiveness of supervision is determined not merely by the existence of a supervision program, but also by the supervisor's ability to select appropriate techniques. In this study, the flexibility in technique selection allowed the supervision process to be more adaptive to teachers' needs. Consequently, mastery of various supervision techniques constitutes a crucial aspect of the madrasah principal's competence as a supervisor.

In the context of pesantren education, this approach is particularly relevant because the relationship between leadership and teachers is not merely structural; it can also be fostered through mentorship and leading by example. Supervision conducted through dialogue, guidance, and discussion allows teachers to speak openly about the challenges they face. This approach also creates a more humanistic supervisory atmosphere, as teachers have the opportunity to explain their circumstances before receiving recommendations for improvement. Consequently, the implementation of academic supervision can serve as a space for mutual learning between leadership and teachers.

Optimizing Teacher Performance through Academic Supervision Evaluation

Research findings indicate that supervisory evaluations are conducted by observing the teaching-learning process, reviewing teacher documentation, and assessing the use of instructional methods and media. These evaluations serve to provide an overview of teachers' performance progress while identifying aspects of instruction that require improvement. Through data-driven evaluation, supervision outcomes are based not merely on the supervisor's subjective impressions, but on information gathered during the observation and review processes.

These findings align with Marfinda, who explains that evaluation is an activity aimed at assessing the success of the supervision process and its outcomes, whereas follow-up actions focus on enhancing teacher competence. Supervision evaluation encompasses pedagogical, personality, social, and professional competencies (Marfinda, 2022). This perspective reinforces the research findings indicating that supervision evaluation must view the teacher holistically, rather than focusing solely on their ability to deliver instructional material. Teacher performance is also linked to the ability to manage instruction, build relationships with students, fulfill professional responsibilities, and engage in professional development. Research findings indicate that the evaluation process encompasses both instructional activities and teacher administration. Administrative reviews provide information regarding lesson preparation and planning, while classroom observations offer insight into the implementation of those plans. Furthermore, observing teaching methods and instructional media yields additional information about the teacher's ability to select and employ instructional strategies. Combining these various aspects results in a more comprehensive evaluation. The evaluation results serve as the basis for determining the form of follow-up actions. Follow-up is not limited to merely communicating assessment results; it is implemented through mentoring, providing guidance, evaluation meetings, recommendations, and training. This pattern demonstrates a direct link between evaluation and teachers' professional development. When specific shortcomings or obstacles are identified, the evaluation results are used to determine relevant corrective measures.

Hidayat and Jaenudin explain that enhancing teacher competence can be achieved through various professional development activities, such as seminars, workshops, discussions, and in-service training (Hidayat et al., 2018). Research findings indicate that training serves as a form of follow-up when teachers require competence development. Thus, follow-up acts as a bridge between evaluation results and the improvement of teacher capabilities. Supervision results provide the basis for identifying development needs, while follow-up activities serve as the means to address those needs.

From the perspective of performance improvement, follow-up actions are crucial; supervision loses its developmental function if evaluation results are not accompanied by corrective measures. Consequently, the supervision process in this study demonstrates a clear link between evaluation and professional guidance. Teachers receive feedback on areas requiring improvement and subsequently gain access to mentoring or developmental activities designed to address those specific needs. Overall, the research findings indicate that academic supervision at the Miftahul Ulum Islamic Boarding School constitutes a cycle of teacher performance improvement comprising planning, implementation, evaluation, and follow-up. Planning establishes the focus and requirements of the supervision; implementation yields information regarding instructional practices; evaluation identifies progress and areas needing improvement; and follow-up ensures that supervision outcomes are translated into developmental actions.

Viewed from this perspective, academic supervision grounded in Islamic boarding school values is understood as a process far broader than mere administrative oversight. Supervision functions as a mechanism for professional guidance that emphasizes mentoring, responsibility, role modeling, collaboration, and continuous improvement. These findings reinforce the study's contribution by highlighting how the character of Islamic boarding school education can serve as a vital context for developing academic supervision practices that are more humanistic, contextual, and transformative.

CONCLUSIONS

This study demonstrates that pesantren-value-based academic supervision can serve as a transformative strategy for enhancing teacher performance within the educational institutions of the Miftahul Ulum Islamic Boarding School in Pagendingan Pamekasan. Supervision is positioned not merely as a mechanism for monitoring the implementation of instruction, but as a process of professional development conducted systematically, collaboratively, and continuously.

The implementation of academic supervision proceeds through three main stages. First, planning involves identifying instructional issues, reviewing teacher administrative records, conducting classroom observations, and analyzing teachers' needs. Second, implementation is carried out through classroom observations, individual supervision, discussions, collaborative approaches, and mentoring tailored to the teachers' specific conditions and needs. Third, evaluation and follow-up involve observing the instructional process, reviewing administrative records, and assessing teaching methods and media; this is followed by professional guidance, evaluation meetings, the provision of recommendations, and training sessions. This pattern indicates that the effectiveness of supervision is largely determined by the continuity between planning, implementation, evaluation, and follow-up.

The contribution of this research lies in reinforcing the perspective of academic supervision based on pesantren values specifically, supervision that integrates teacher professional development with principles of guidance, mentoring, responsibility, and continuous improvement within the pesantren educational culture. Consequently, academic supervision in the pesantren environment offers the potential to be developed not merely as an instrument for enhancing teacher performance, but also as a means of strengthening a culture of educational quality that aligns with the institutional character of the pesantren.

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