

Academic Supervisory Management in Improving the Quality of Teacher Performance at MAN Tarakan

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ABSTRACT

This study aims to analyze the implementation of academic supervision management by supervisors and its implications for improving teacher performance quality at Madrasah Aliyah Negeri (MAN) Tarakan. Academic supervision is a strategic instrument in the educational quality assurance system carried out by madrasah supervisors. This research employs a descriptive qualitative approach with data collection through observation, in-depth interviews, and documentation. Research subjects included madrasah supervisors, the principal, and teachers of MAN Tarakan. The results indicate that academic supervision management at MAN Tarakan encompasses the stages of supervision program planning, implementation through classroom visits, learning observation, and professional guidance, as well as follow-up in the form of coaching and evaluation. Systematically and sustainably implemented academic supervision has been proven capable of improving teachers' pedagogical competence, quality of lesson planning, effectiveness of classroom instruction, and teacher motivation and work ethic. These findings affirm the critical role of supervisors as professional supervisors within the madrasah quality improvement ecosystem.

ABSTRAK

Penelitian ini bertujuan untuk menganalisis implementasi manajemen supervisi akademik pengawas dan implikasinya terhadap peningkatan kualitas kinerja guru di Madrasah Aliyah Negeri (MAN) Tarakan. Supervisi akademik merupakan salah satu instrumen strategis dalam sistem penjaminan mutu pendidikan yang dilaksanakan oleh pengawas madrasah. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara mendalam, dan dokumentasi. Subjek penelitian meliputi pengawas madrasah, kepala madrasah, dan guru-guru MAN Tarakan. Hasil penelitian menunjukkan bahwa implementasi manajemen supervisi akademik di MAN Tarakan mencakup tahap perencanaan program supervisi, pelaksanaan supervisi melalui kunjungan kelas, observasi pembelajaran, dan bimbingan profesional, serta tindak lanjut berupa pembinaan dan evaluasi. Implikasi supervisi akademik yang dilaksanakan secara sistematis dan berkelanjutan terbukti mampu meningkatkan kompetensi pedagogik guru, kualitas perencanaan pembelajaran, efektivitas pelaksanaan pembelajaran di kelas, serta motivasi dan etos kerja guru. Temuan ini menegaskan pentingnya peran pengawas sebagai supervisor profesional dalam ekosistem peningkatan mutu madrasah.

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1. Introduction

Improving the quality of education is a continuous strategic agenda within the context of Indonesia's human resource development. One of the main pillars in achieving high quality education is the quality of teacher performance, as the spearhead of the learning process. The quality of teachers is determined not only by their academic background, but also by the extent to which they receive professional and ongoing coaching, guidance, and supervision.[1]

Academic supervision exists as a systematic mechanism designed to help teachers improve their professional abilities in managing the learning process. In the context of madrasahs, the role of madrasah supervisors is crucial because they are directly responsible for implementing academic supervision in the field. Madrasah supervisors are not merely inspectors or controllers, but also professional partners who provide technical assistance and guidance to teachers to help them develop.[2]

Facts on the ground show that there is still a gap between expectations for teacher performance and the reality of what occurs in the classroom. Various studies indicate that low frequency of supervision, lack of follow-up on supervision results, and supervision that is only administrative and formalistic are factors that hinder the improvement of teacher performance.[3]

Madrasah Aliyah Negeri (MAN) Tarakan, one of the formal Islamic educational institutions in North Kalimantan, faces similar challenges. As a state madrasah under the auspices of the Ministry of Religious Affairs, MAN Tarakan receives supervision services from madrasah supervisors appointed by the Tarakan City Office of the Ministry of Religious Affairs. However, few studies have examined in depth how supervisors' academic supervision management is implemented at MAN Tarakan and its impact on teacher performance quality.

This research seeks to fill this gap by comprehensively analyzing how supervisors' academic supervision management is implemented at MAN Tarakan and the implications of such academic supervision for improving teacher performance quality. Therefore, this research is expected to provide both theoretical and practical contributions to the development of academic supervision in madrasahs.

2. Method

This research employs a qualitative research method with a case study approach. This approach was used to gain an in-depth understanding of madrasah supervisory management by analyzing the implementation of supervisory academic supervision management and its implications for improving teacher performance at the State Madrasah Aliyah (MAN) Tarakan.

Location and Time

This research was conducted at the State Islamic Senior High School (MAN) Tarakan, Tarakan City, North Kalimantan, Indonesia, from February to April 2026.

Research Subjects: Madrasah Supervisor, Madrasah Principal, Deputy Principal for Curriculum, Teachers, Students of Tarakan State Islamic Senior High School (MAN)

Data Collection Techniques

- Observation
- In-depth interviews
- Documentation

Data Analysis Techniques

- Data reduction
- Data display
- Conclusion drawing and data verification

Data Validity

- Source triangulation
- Technique triangulation
- Time triangulation

3. Result and Discussion

Result

1. Implementation of Academic Supervision Management at MAN Tarakan

The implementation of academic supervision management at MAN Tarakan can be understood through four interrelated management functions: planning, organizing, actuating, and controlling/evaluating. [4] These four functions are carried out continuously by madrasah supervisors in each supervision cycle.

Planning is a fundamental stage that determines the direction and success of the overall supervision program. MAN Tarakan supervisors develop an annual academic supervision program, which is then elaborated into a semester program. This program includes identification of teacher needs, supervision targets, class visit schedules, instruments used, and success indicators.

Based on interviews with madrasah supervisors, it was discovered that the development of the supervision program begins with a needs assessment through an initial meeting with the madrasah principal and teachers. This aligns with contemporary supervision principles, which emphasize the importance of identifying teachers' actual needs before implementing supervision.[5]

During this planning stage, supervisors also determine the focus of supervision based on the results of the previous supervision evaluation period. Teachers who demonstrated weaknesses in certain aspects during the previous period, such as classroom management or the use of instructional media, receive special attention in the subsequent supervision program. This approach reflects a supervision pattern that focuses on individual teacher needs (teacher-centered supervision).

Academic supervision at MAN Tarakan is implemented through several complementary techniques. Individual techniques include classroom visits, classroom observations, individual conferences,

and inter-class visits. Group techniques, meanwhile, are implemented through teacher meetings, mini-seminars, and teacher working groups (KKG/MGMP). [5]

Classroom visits are the most intensive technique. Based on the researcher's observations, supervisors conduct classroom visits following standard procedures: a pre-observation meeting, a lesson observation, and a post-observation (reflection) meeting. During the pre-observation meeting, supervisors discuss with teachers the lesson plan (RPP) to be implemented, the chosen method, and the teacher's expectations and concerns. During the observation, supervisors observe the entire lesson from the beginning to the end using prepared observation instruments.

After the observation, supervisors hold a feedback conference with the teacher. In this meeting, supervisors employ a warm, collegial, and non-judgmental approach. Teachers are encouraged to first reflect on the learning they have implemented before providing constructive feedback.

In addition to classroom visits, supervisors also supervise learning materials, including reviewing and providing feedback on lesson plans (RPP), syllabi, annual programs, semester programs, and assessment instruments. These reviews are conducted periodically, at least twice a semester.

Follow-up is the most crucial component in determining the effectiveness of academic supervision. Good follow-up involves not only providing written recommendations but also ongoing mentoring, training, and monitoring. [6]

At MAN Tarakan, supervisory follow-up takes several forms. First, written recommendations are provided to each teacher outlining points for improvement and development. Second, individual coaching is provided for teachers experiencing specific difficulties. Third, facilitating teacher participation in relevant training, workshops, or MGMP activities. Fourth, ongoing monitoring is provided to ensure teachers follow through on the recommendations.

Supervisors also utilize digital platforms, including WhatsApp groups and online meetings, as communication and consultation channels between formal supervision sessions. This reinforces the continuous nature of supervision, extending beyond classroom visits. [7]

Supervision program evaluations are conducted periodically, both semesterly and annually. These evaluations include analyzing the achievement of supervision program targets, identifying obstacles encountered during implementation, and formulating recommendations for improving the next supervision program.

Supervisory program evaluation results are used to prepare supervisory reports to the Ministry of Religious Affairs and as a basis for planning the next supervision program. This cycle reflects the principle of continual improvement in the quality management system applied to the context of educational supervision.

2. Implications of Academic Supervision Management on Improving the Quality of Teacher Performance at MAN Tarakan

Well-managed academic supervision has significant implications for various dimensions of teacher

performance. Research findings at MAN Tarakan revealed several concrete implications that could be identified, both through direct observation and interviews with teachers and madrasah principals.[8]

The most obvious implication is an increase in teachers' pedagogical competence. Academic supervision, which focuses on direct learning practices, helps teachers identify their strengths and weaknesses in classroom management, selecting learning strategies, using media, and conducting assessments.

Based on an analysis of supervision report documents and interviews with teachers, several aspects were identified that experienced significant improvements after supervision the variety of learning methods used by teachers increased, the quality of lesson plans became more comprehensive and aligned with instructional design principles, teachers became more skilled in managing learning time, and the use of media and technology in learning became more intensive.

One teacher revealed in an interview that after receiving intensive supervision and coaching, she felt more confident in using active learning methods she had previously rarely used. This confirms the role of supervision as a catalyst for changes in teachers' professional behavior.

Supervisors' supervision of learning materials has direct implications for the quality of teachers' lesson plans. Teachers at MAN Tarakan reported that supervisors' feedback on their lesson plans and syllabi significantly contributed to the improvement of these documents.

Before intensive supervision, most teachers admitted that their lesson plans were merely administrative documents copied from year to year without significant adjustments. However, after supervision, teachers began to understand that good lesson plans must reflect the real conditions of students, subject characteristics, and the local school context.

This finding aligns with Suyatno's research, which concluded that academic supervision by madrasah supervisors positively correlates with the quality of teacher learning planning, particularly in terms of the alignment of learning objectives with core competencies, the depth of material development, and the alignment of learning strategies with student characteristics. [9]

Similarly, the third identified implication is increased classroom learning effectiveness. The researcher's observations of classes where teachers had received intensive supervision revealed significant differences compared to classes where teachers were just about to be supervised.

In the post-supervision classes, several indicators of effectiveness were identified teachers presented material in a more structured manner, there was a richer variety of learning activities, teacher-student interactions were more dialogic and participatory, teachers were more responsive to learning difficulties demonstrated by students and improved time management, characterized by lessons starting and ending on time with clear targets achieved.

This increase in learning effectiveness in turn contributes to improved student learning outcomes. Report card data and end-of-semester assessments

show a positive trend in subjects where teachers receive intensive coaching through academic supervision.

An equally important implication is the impact of academic supervision on teacher motivation and work ethic. Supervision implemented with a collegial, appreciative, and development-oriented approach—rather than monitoring or assessment—has been shown to increase teacher motivation to continue learning and developing.

Several MAN Tarakan teachers expressed that the non-judgmental and more collaborative supervision approach made them feel valued as professionals. They were more open to receiving input and more enthusiastic about trying new approaches to learning. Teachers' self-confidence also increased as their competence improved.

This confirms Rahmawati and Daryanto's view that good supervision not only impacts teachers' cognitive aspects (knowledge and skills), but also their affective aspects (motivation, attitude, and work ethic). Humane and professional supervision can transform teachers from mere curriculum implementers into innovative agents of change.[10]

The implications of academic supervision on the quality of teacher performance indicate that supervision is a crucial instrument in developing human resources in education. Systematically implemented supervision can improve teacher competency comprehensively, thereby impacting the quality of learning.

The results of this study are in line with Baiq Nova Meyriza's research, which states that academic supervision based on collaboration and constructive feedback can significantly improve teacher professionalism.[11] The findings of this study are that academic supervision functions as a means of professional training for teachers in achieving quality educational goals.

Thus, academic supervision by supervisors at MAN Tarakan has made a significant contribution to improving the quality of teacher performance, across pedagogical, professional, social, and personality aspects. The success of this supervision is a crucial factor in achieving better quality madrasah education.

Conclusion

Based on the research results and discussion, it can be concluded that the academic supervision management of supervisors at MAN Tarakan has been implemented through four management functions: program planning based on teacher needs, implementation through various individual and group supervision techniques, follow-up in the form of coaching and mentoring, and periodic program evaluation.

Systematically and sustainably managed academic supervision has significant positive implications for the quality of teacher performance, including: improving pedagogical competence, improving the quality of lesson planning, increasing the effectiveness of learning implementation, and enhancing teacher motivation and work ethic. However, several obstacles need to be addressed, particularly related to the supervisor-teacher ratio, some teachers' perceptions of supervision,

and supervisors' time constraints.

This study recommends increasing the number of proportional madrasa supervisors, increasing teachers' understanding of the philosophy of supervision as professional assistance through socialization and workshops, developing a digital supervision system that allows for more flexible monitoring and consultation, and strengthening the synergy between supervisors, madrasa principals, and teachers in forming a professional learning community at MAN Tarakan.

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