

ACADEMIC SUPERVISION STRATEGIES BY SCHOOL PRINCIPALS BASED ON AUTHENTIC OBSERVATION: EFFORTS TO DEVELOP TEACHER PROFESSIONALISM AT MADRASAH MASANEMA

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Abstract

This study was motivated by the importance of academic supervision as one of the strategies employed by school principals to enhance teachers' professional competencies, given that supervision practices still tend to be administrative in nature and are not yet fully oriented toward continuous professional development. This study aims to describe and analyze the stages of implementation of school principals' academic supervision in enhancing teachers' professional competencies through the aspects of planning, implementation, evaluation, and follow-up of supervision at Madrasah Masanema. The study employs a qualitative approach using a case study design. Data were collected through in-depth interviews, observations, and documentation with informants comprising the madrasah principal, the curriculum vice principal, senior teachers, and junior teachers. Data analysis was conducted through data reduction, data presentation, and drawing conclusions, while data validity was tested through triangulation of sources and techniques. The results of the study indicate that academic supervision is implemented through systematic planning, implementation based on authentic observation—including the review of teaching materials and direct classroom observation—team-based evaluation, and follow-up tailored to teachers' needs through training, mentoring, and reflective discussions. This study concludes that academic supervision based on authentic observation is capable of continuously improving teachers' professional competencies and has the potential to become an effective professional development model for improving the quality of learning in Madrasah.

Keywords: Madrasah, Authentic Observation, Teacher Professionalism, Academic Supervision

Abstrak

Penelitian ini dilatarbelakangi oleh pentingnya supervisi akademik sebagai salah satu strategi kepala sekolah dalam meningkatkan kompetensi profesional guru, mengingat masih ditemukan pelaksanaan supervisi yang cenderung bersifat administratif dan belum sepenuhnya berorientasi pada pembinaan profesional yang berkelanjutan. Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis tahapan implementasi supervisi akademik kepala sekolah dalam peningkatan kompetensi profesional guru melalui aspek perencanaan, pelaksanaan, evaluasi, dan tindak lanjut supervisi di Madrasah Masanema. Penelitian menggunakan pendekatan kualitatif dengan jenis studi kasus.

Data dikumpulkan melalui wawancara mendalam, observasi, dan dokumentasi dengan informan yang terdiri atas kepala madrasah, waka kurikulum, guru senior, dan guru junior. Analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan, sedangkan keabsahan data diuji melalui triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa supervisi akademik dilaksanakan melalui perencanaan yang sistematis, pelaksanaan berbasis observasi autentik dengan pemeriksaan perangkat pembelajaran dan observasi langsung di kelas, evaluasi berbasis tim, serta tindak lanjut yang disesuaikan dengan kebutuhan guru melalui pelatihan, pendampingan, dan diskusi reflektif. Penelitian ini menyimpulkan bahwa supervisi akademik berbasis observasi autentik mampu meningkatkan kompetensi profesional guru secara berkelanjutan dan berpotensi menjadi model pembinaan profesional yang efektif dalam meningkatkan mutu pembelajaran di madrasah.

Kata kunci: Madrasah, Observasi Autentik, Profesionalisme Guru, Supervisi Akademik

INTRODUCTION

In reality, teachers cannot carry out their professional duties in isolation. They operate within a school system that positions the principal as the central figure in teachers' professional development and guidance (Sulastri et al., 2020). Principals bear a significant responsibility for creating a supportive environment that fosters teachers' ongoing professional growth. One form of professional development considered effective and appropriate is academic supervision, as it positions teachers as professional partners and the classroom as the center for the development of teaching practices (Kartini & Susanti, 2019; Yunus et al., 2025).

Other research findings indicate that academic supervision has an impact on strengthening all aspects of teachers' professional competencies. Academic supervision is a crucial instrument in educational management that serves to improve the quality of learning while fostering the continuous professional development of teachers (Hidayati et al., 2026). One effective strategy for enhancing teacher competencies is through the implementation of academic supervision. Academic supervision is a coaching process designed in a planned and systematic manner by the madrasah principal to support improvements in the quality of learning. The primary duties of a supervisor in academic supervision include guidance, monitoring, assessment, mentoring, and professional training for teachers, all focused on strengthening teachers' competencies and the fulfillment of their core duties as educators (Anse et al., 2024).

Through these activities, the madrasah principal can provide guidance and direction, as well as assess teacher performance in the planning, implementation, and evaluation of learning (Ratno et al., 2026). Academic supervision plays a strategic role in guiding and developing teachers so they can carry out their duties effectively, efficiently, and professionally (Afriani et al., 2025). In this regard, the madrasah principal, as the supervisor, is responsible for monitoring the implementation of instruction, providing feedback, and assisting teachers in planning and evaluating the learning process to help them develop their professional competencies (Romansyah & Falah, 2025; Yulianti et al., 2021). Furthermore, the implementation of this supervision directly contributes to

improving the quality and advancement of education in each school (Suprianto & Imron, 2023). Through a process of continuous guidance and development, supervision can strengthen teachers' capacities and improve teaching practices.

In this context, one approach considered appropriate and highly effective in improving the quality of instructional planning is academic supervision conducted through direct classroom observation (Andriyati et al., 2026; Hariprasetya et al., 2016). Classroom observation is an individual supervision technique that allows school principals or supervisors to directly observe the learning process conducted by teachers in the classroom (Muharam & Sumarsono, 2025).

Nevertheless, it is important to note that not all observations yield authentic data. Several previous studies have indicated that observations conducted with prior notice or preparation actually give rise to the phenomenon of “staged teaching,” in which teachers demonstrate their best practices only during the supervision session (Dewi et al., 2025; Ridwan, 2016). As reported in the study by Hidayati et al. (2026), teachers tend to demonstrate more structured and varied instruction during supervision, but after it concludes, they revert to simpler teaching patterns in their daily routines. These findings indicate a gap between instructional performance during supervision and daily teaching practices. This indicates that planned observations have not yet fully succeeded in fostering a culture of reflection and professional accountability among teachers.

Furthermore, most academic supervision practices in the field remain dominated by administrative aspects. School principals and supervisors tend to focus on filling out observation forms without following up with reflective processes or in-depth pedagogical discussions. This situation results in the supervisory function—as a driver of learning quality improvement—being less than optimal. Supervision is also often carried out merely as a formality and has not been able to provide constructive feedback to teachers (Helmi et al., 2025).

Ideally, academic supervision using observation techniques provides school principals with the opportunity to observe teachers' instructional behaviors in authentic contexts, rather than in contrived situations resulting from the pressure of the supervision process. This observation is designed to provide teachers with the space to naturally demonstrate their best teaching practices—without artificiality—so that the resulting data possesses a high level of validity and accurately represents the actual learning situation in the classroom (Hanafiah et al., 2025). This statement indicates that the observational approach used emphasizes the authenticity of teachers' behavior within the learning context, rather than in contrived or idealized situations.

This issue points to a significant gap between the ideal conception of academic supervision and the reality of its implementation in the field. Current supervision practices have not been fully capable of accurately capturing the dynamics of learning, so the feedback generated tends to be insufficiently grounded in the actual conditions faced by teachers. Furthermore, the reality within madrasah settings shows that the implementation

of academic supervision is still dominated by administrative and bureaucratic orientations, thus failing to fully address the substantive aspects of learning (Komara et al., 2026). As reported in the research findings by Asvia et al. (2026), the implementation of supervision still tends to be oriented toward administrative aspects and has not deeply addressed the dimension of teachers' professional development, nor has it been able to provide constructive feedback aimed at improving the quality of learning. Therefore, a more authentic observational approach is needed—one conducted under natural conditions without staged situations.

Based on empirical findings in the field, the implementation of academic supervision at one of the State Madrasah Tsanawiyah in Malang (Masanema) is not always preceded by formal notification or briefing for teachers. However, supervision is still carried out according to a predetermined schedule, though without specifying the exact time for observation in a particular class. This approach creates a unique dynamic, in which teachers conduct lessons as they naturally occur without staged preparations for the sake of evaluation. In other words, this form of supervision captures a more authentic and objective picture of the learning environment, reflecting teachers' professional practices in their day-to-day work. Furthermore, supervision at Masanema is conducted in a communicative manner through direct, dialogic interaction with teachers.

In this process, teachers are not merely objects of observation but are actively involved in reflecting on the instructional practices they have carried out, reviewing instructional materials, and identifying various challenges they face. This situation indicates that supervision in madrasahs has the potential to be developed into a model based on authentic observation with a more humanistic and reflective approach. As reported by Andriyati et al. (2026), the implementation of academic supervision in elementary schools is carried out using a flexible and adaptive approach, which includes scheduled observations, informal visits, and reflective dialogues. This flexibility provides an opportunity for school principals to gain a more authentic picture of the learning process, while minimizing the impression that supervision is a rigid and formalistic activity. Thus, based on these findings, it can be concluded that academic supervision based on authentic observation has great potential to address the limitations of supervision that tends to be administrative and formalistic, as previously noted in earlier research (Hidayati et al., 2026). Nevertheless, this approach has yet to be thoroughly examined, particularly in the context of madrasahs. In line with this, this study aims to examine how academic supervision based on authentic observation is implemented to enhance teachers' professional competencies at Masanema Madrasah. This study is expected to provide a more comprehensive understanding of supervision practices that are not only technically effective but also professionally meaningful for teachers.

METHOD

The researcher employed a qualitative approach using a case study design, which was chosen because it aligns with the study's objective of gaining an in-depth understanding of the phenomenon of academic supervision based on authentic observations in a real-

world context at a madrasah. This study was conducted at Madrasah Masanema from January through April 2026, given that this institution has unique academic supervision practices that align with the study's focus. The research subjects included informants directly involved in the implementation of academic supervision; therefore, informants were selected using a *purposive* sampling technique, based on their involvement in the phenomenon under study. There were eight informants in this study, consisting of the Madrasah Principal, the Vice Principal for Curriculum (Waka Kurikulum), senior teachers, and junior teachers.

Data collection was conducted through three main techniques—observation, interviews, and documentation—which were used continuously to ensure data validity through the principle of triangulation. To guarantee data validity, this study employed source triangulation, technique triangulation, and *member check* by confirming interview results with the informants. First, the researcher conducted direct observations in the field to observe ongoing academic supervision practices. Second, in-depth interviews were conducted to explore the informants' experiences and perspectives. Finally, documentation was used as supporting data, including supervision schedules, supervision instruments, learning materials, and records of supervision outcomes. Data analysis in this study followed the interactive model proposed by Miles et al. (2014), which comprises four stages: the first stage is data collection, during which the researcher gathers data from various sources. The second stage is data condensation, which is the process of selecting, focusing, and simplifying the data to align with the research needs. The third stage is the presentation of data in the form of narratives, matrices, or specific themes to facilitate the understanding of data patterns and relationships. The final stage is the continuous drawing and verification of conclusions to ensure the validity of the findings.

RESULTS AND DISCUSSION

Based on the results of interviews, observations, and a review of documentation at Madrasah Masanema, the implementation of academic supervision follows a structured pattern and takes place on an ongoing basis. Supervision is no longer viewed merely as an administrative activity but has evolved into a structured process for the professional development of teachers. The research findings also indicate that the primary characteristic of academic supervision at this madrasah lies in the application of authentic observation combined with a humanistic communication approach. These characteristics serve as a clear distinction from supervision practices that are generally formal and rigid. This model can be further classified into three main stages, which will be discussed in detail below: (1) supervision planning, (2) the implementation of supervision based on authentic observation that prioritizes the authenticity of teachers' professional practices, and (3) evaluation and follow-up of supervision as a means of developing teachers' professional competencies.

Supervision Planning at Madrasah Masanema

Based on the research findings, academic supervision based on authentic observation at Madrasah Masanema begins with a systematic and structured planning phase. This planning is carried out through the development of an annual supervision schedule covering all teachers, as well as the involvement of a supervision team consisting of the madrasah principal, the vice principal for curriculum, and subject-area teachers. In other words, academic supervision planning is a crucial initial stage that determines the overall effectiveness of the supervision process. According to research conducted by Andriyati et al. (2026), effective supervision planning must include systematic scheduling, the establishment of clear objectives, and the collaborative organization of supervision activities. This ensures that supervision is not conducted on an ad hoc basis but rather becomes an integral part of a continuous professional development program for teachers. The supervision carried out falls under the category of academic supervision, with an emphasis on efforts to improve the quality of the teaching and learning process. In its implementation, the instruments used consist of questionnaires and a list of questions compiled by the Ministry of Religious Affairs, so that schools implement them in accordance with the established guidelines (Romansyah & Falah, 2025).

Findings at Madrasah Masanema align with this perspective, particularly regarding annual program-based planning, team involvement, and instrument preparation. The involvement of the vice principal for curriculum and subject-area teachers in the supervision process demonstrates a collaborative approach that allows supervision to be more contextual and tailored to the needs of each teacher's subject area. This aligns with the findings of Yusren & Maisaroh (2025), who emphasize that supervision involving various elements within the school organization tends to be more effective in improving the quality of learning, as it provides a more comprehensive perspective. However, the findings of this study also indicate an innovative aspect in supervision planning: the integration of structured planning with flexibility in implementation.

Generally, teachers are informed of the supervision schedule in advance, giving them the opportunity to prepare teaching materials in a more planned and tailored manner (Hidayati et al., 2026). Although the supervision schedule is designed for a full year, at Madrasah Masanema, the details of supervision are not always communicated to teachers in detail. This strategy demonstrates that planning serves not only as an administrative tool but also as an instrument to support an authentic observation approach.

This approach can be explained through the concept of reflective supervision proposed by Kavung et al. (2024), who state that supervision should be designed to capture genuine teaching practices, not practices that have been staged for the sake of assessment. Thus, supervision planning is not rigid but must allow for flexibility so that supervisors can obtain more valid and contextual data. Furthermore, Sitaasih (2020) emphasizes that planning in academic supervision must be directed toward teachers' professional development through reflection based on real-world practice. In this context, the strategy

of not providing specific instructions is actually part of a planning design oriented toward authentic reflection. Teachers are not directed to put on a show of their best performance at a given moment but are encouraged to demonstrate their everyday teaching practices, which can then be reflected upon together.

This finding also reinforces the results of a study by Hidayati et al. (2026), which states that administrative and rigidly scheduled supervision tends to result in “staged” teaching practices, where teachers only demonstrate their best teaching when being supervised. In contrast, supervision planning at Madrasah Masanema actively seeks to avoid this situation by integrating the principle of authenticity into its supervision design. Thus, it can be understood that supervision planning at Madrasah Masanema fulfills technical aspects—such as scheduling and organization—while also incorporating a strategic dimension to create authentic and meaningful supervision. This planning serves as a crucial foundation for building a supervision system that is not only procedurally effective but also capable of fostering teachers’ continuous professional development. Furthermore, supervision planning is developed based on the results of the previous year’s implementation evaluation, an analysis of students’ learning outcomes, and identified needs for teachers’ professional development. This participatory planning process encourages teacher involvement from the early stages, making them more open to receiving feedback and guidance during the supervision process. (Ratno et al., 2026).

As previous research has reported, school principals do not work individually but involve the Vice Principal for Curriculum, senior teachers, and relevant teams in designing the annual supervision program. The plan covers the scheduling of supervision, the approaches to be used, as well as the selection of observation instruments, feedback mechanisms, and follow-up strategies. Additionally, the planning process takes into account the characteristics of each teacher, including their educational background, teaching experience, and strengths and weaknesses in instructional practice. (Hanafiah et al., 2025; Romansyah & Falah, 2025). In other words, the involvement of various stakeholders in developing the supervision plan reflects a collaborative approach that enhances the quality of decision-making.

Implementation of Authentic Observation-Based Supervision at Madrasah Masanema

The implementation of academic supervision based on authentic observation at Madrasah Masanema does not occur in a piecemeal manner but rather through systematic stages. Based on the research findings, there are three main components that underpin the effectiveness of supervision implementation, namely: (1) review of instructional materials, (2) authentic direct classroom observation as the core of the process, and (3) a collaborative approach to supervision.

These three components form a unified process that not only generates valid data but also fosters professional learning for teachers.

(1) The initial stage of supervision is the review of instructional materials, which includes lesson plans/teaching modules, instructional resources, and other learning-related administrative documents. Conceptually, this stage serves as an *entry point* for assessing teachers' readiness in designing instruction before they are observed in classroom practice. The review of instructional materials is a crucial part of academic supervision focused on aligning instructional planning with implementation. According to research by Andriyati et al. (2026), effective supervision must integrate the analysis of planning documents with classroom practice observations to identify gaps between what is planned and what is actually implemented.

Findings at Madrasah Masanema indicate that the review of instructional materials serves both administrative and substantive purposes. Supervisors do not merely check the completeness of documents but also assess the quality of instructional planning. This aligns with the perspective of Yusren & Maisaroh (2025), who emphasize that the quality of instructional materials reflects the level of teachers' professional competence, particularly in the aspect of pedagogical planning. Furthermore, the review of instructional materials also serves as a basis for conducting more targeted observations. By understanding the lesson plans prepared by teachers, supervisors can compare the planning with its implementation in the classroom.

(2) The next stage is direct classroom observation, which is the core of academic supervision based on authentic observation. In practice, observations are conducted unannounced so that teachers demonstrate their teaching naturally. Authentic observation is an approach that emphasizes observation in a natural setting, where the observed behaviors and practices reflect real-world conditions. Helmi et al. (2025) note that authentic observation in academic supervision has a higher level of validity compared to scheduled and formalistic observations, as it captures the actual dynamics of learning.

In the context of Madrasah Masanema, observations focused on several key aspects: how teachers deliver content, the teaching methods used, classroom management, the use of instructional media, and interactions between teachers and students. These five aspects serve as key indicators for assessing teachers' pedagogical and professional competencies. This aligns with Sirait's (2021) research, which states that classroom observations provide a comprehensive picture of teachers' ability to manage learning effectively.

Furthermore, authentic observation also serves to uncover learning practices that have long been hidden within daily routines. In some cases, actual learning practices often go unnoticed in formal supervision; therefore, supervision should not be carried out merely as a formality but must be based on a critical analysis of the actual learning conditions taking place in the field (Farida et al., 2023). This approach signals a shift from traditional supervision practices—which tend to be subjective and focused on administrative compliance—toward a more objective model of supervision centered on the continuous improvement of learning quality (Helmi et al., 2025). Therefore, an authentic approach is

essential for obtaining more in-depth data, thereby strengthening the role of supervision as a process grounded in data and the realities of learning, rather than merely an administrative procedure. Following the observation, the supervisor engages in a discussion with the teacher to review the findings. This practice aligns with the findings of Zahrotunnaqiyahi et al. (2026), which emphasize the importance of reflective follow-up after observation to produce a tangible impact on improving teacher competence. Thus, authentic observation can serve as a means of data collection and also as a medium for professional learning that encourages teachers to reflect on their teaching practices.

(3) The third component in the implementation of supervision is the collaborative approach, in which supervision is not conducted individually by the madrasah principal but involves a team consisting of the vice principal for curriculum and subject cluster teachers. This approach indicates that supervision has shifted from a hierarchical model toward a collaborative model. Collaborative supervision is an approach that emphasizes partnership between supervisors and teachers (Hadiansyah et al., 2025). In line with this, Putri et al. (2025) argue that involving various educators in supervision can enhance the effectiveness of professional development as part of efforts to develop teacher competencies and strengthen collaboration among educators. Team involvement facilitates the exchange of experiences and best practices among teachers, which ultimately enriches the professional development process.

Findings from Madrasah Masanema indicate that this collaborative approach enhances the objectivity of evaluations and enriches the supervision process conducted by the madrasah principal. Subject-area teachers can provide more specific input based on their areas of expertise, making the feedback more relevant and practical. Additionally, the collaborative approach contributes to creating a more humanistic supervisory atmosphere. Teachers are not positioned as objects of evaluation but as partners in the professional development process. This aligns with the research by Sembiring & Simanjuntak (2023), which emphasizes that humanistic and communicative supervision can increase teachers' openness to receiving feedback. Furthermore, a communicative approach in supervision also plays a role in fostering a positive psychological climate. When teachers feel safe and unpressured, they tend to be more open to acknowledging their weaknesses and accepting feedback. This condition is a crucial prerequisite for the process of reflection and professional learning. Thus, the implementation of supervision at Madrasah Masanema has reflected a modern supervision paradigm that emphasizes authenticity, reflectivity, and collaboration.

Evaluation and Follow-Up of Supervision as a Means of Developing Teachers' Professional Competencies at Madrasah Masanema

The evaluation and follow-up stages constitute the most strategic part of the academic supervision cycle at Madrasah Masanema. If planning serves as the foundation and implementation as the process of collecting authentic data, then evaluation and follow-up

become the transformative stage—that is, converting supervision data into concrete steps to enhance teachers’ professional competencies.

Based on the research findings, the evaluation and follow-up of supervision at Madrasah Masanema do not stop at assessment activities but evolve into a systematic, reflective, and continuous development process. This is reflected in two main components, namely: (a) team-based evaluation, and (b) follow-up based on teachers’ needs:

(a) The research findings indicate that supervision evaluations are conducted through collective discussions involving the madrasah principal, the vice principal for curriculum, and subject-area teachers. In this forum, observation results are analyzed collaboratively to identify teachers’ strengths and weaknesses in instruction.

Collectively conducted supervisory evaluations enhance the quality of analysis by incorporating diverse professional perspectives, thereby yielding more objective and context-specific recommendations. The results of these evaluations are then utilized as the basis for shared reflection and the determination of follow-up actions, which include refining instructional materials, strengthening teaching methods and media, and facilitating reflective discussions among teachers (Hamid et al., 2026).

In the context of Madrasah Masanema, team-based evaluation also serves as a space for collective reflection, where supervision findings are not only documented but also discussed in depth. This allows for a more accurate identification of the root causes of problems, whether related to instructional materials, methods, or the use of media. In other words, involving the team in the evaluation process brings a more diverse range of perspectives, making the analysis of learning issues more comprehensive.

(b) The follow-up phase of supervision at Madrasah Masanema exhibits contextual and adaptive characteristics, where each form of guidance is tailored to teachers’ needs based on evaluation results. This demonstrates that supervision does not stop at problem identification but continues with relevant and targeted interventions. During this phase, the Madrasah organizes training sessions and *workshops* at least twice a year as part of teacher competency development. Referring to the research findings of Adzhar & Aryadana (2025), they note that training designed based on supervision results is more effective than general training because it directly addresses the real needs faced by teachers in the field. In other words, the training emphasizes that enhancing teachers’ professionalism must be the focus of professional development programs and that these programs must foster their commitment (Imron et al., 2021).

Follow-up to supervision is also implemented through teacher mentoring, particularly for senior teachers nearing retirement or those who still have weaknesses in certain areas. In addition, a regeneration strategy is implemented by involving young teachers as mentors for senior teachers. According to the research findings of Putri et al. (2025), mentoring is viewed as one of the effective strategies for enhancing professional competence, as it facilitates a direct and contextual knowledge transfer process. Such mentoring, as a follow-up to supervision, demonstrates a more personalized and sustainable approach to

teachers' professional development. The interaction between senior and young teachers not only accelerates knowledge transfer but also builds mutually reinforcing collaborative relationships.

In addition to training and mentoring, follow-up is also conducted through individual reflective discussions with teachers whose learning outcomes are less than optimal. These discussions aim to find joint solutions and encourage teachers to reflect on their teaching practices. According to the research findings of Helmi et al. (2025), reflective discussions are an important part of evidence-based supervision, as they enable teachers to understand the relationship between teaching practices and the outcomes achieved. This process also helps teachers develop professional awareness, which serves as the foundation for competency improvement. Thus, academic supervision at Madrasah Masanema has evolved into a sustainable professional development mechanism that encourages teachers to continue learning, engage in reflection, and tangibly improve the quality of learning.

CONCLUSION

Based on the overall findings and discussion, it can be concluded that the implementation of academic supervision based on authentic observation at Madrasah Masanema forms an integrated, systematic, and sustainable system aimed at enhancing teachers' professional competencies. During the planning phase, supervision is designed in a structured manner through an annual program that covers all teachers, involving the supervision team collaboratively. During the implementation phase, supervision is conducted using an authentic observation approach that emphasizes the authenticity of classroom teaching practices. This process begins with a review of instructional materials, followed by direct observation of teaching activities, and is reinforced through a collaborative and communicative approach between supervisors and teachers. Finally, during the evaluation and follow-up stage, supervision evolves into a continuous professional development process. Evaluations are conducted collectively through teamwork, resulting in a more comprehensive and objective analysis. The evaluation results are then followed up through various programs tailored to teachers' needs, such as training, mentoring, and reflective discussions. Based on the research findings, it is recommended that academic supervision based on authentic observation be continuously developed as a culture of professional development in schools and madrasahs, as supervision that is carried out in a planned, objective, collaborative, and sustainable manner has been proven to enhance teachers' professional competencies and support the creation of higher-quality learning.

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