



Supervision and Monitoring Management: Education at Madrasah Aliyah Al-Manshur Popongan Klaten Academic Year 2024/2025

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ABSTRACT

This study aims to analyze the implementation of educational supervision and monitoring at MA Al-Manshur Popongan, Klaten Regency. Employing a descriptive qualitative approach, data were collected through in-depth interviews with the principal and teachers, direct observations of supervisory practices, and a review of institutional documents. The findings reveal that supervision is carried out systematically under the leadership of the principal through formative and summative academic evaluations, as well as daily preventive and responsive supervisory activities. However, several challenges persist, including limited technological competence among teachers, the principal's insufficient time to conduct comprehensive supervision, and varying levels of teacher competence that have not fully met expected quality standards. Inadequate technology-based facilities also hinder the optimal implementation of supervision. Despite these constraints, the supervisory practices employed contribute positively to enhancing teacher professionalism and improving the overall quality of learning. These findings underscore the need for strengthened technological support and continuous professional development programs to optimize the effectiveness of educational supervision in the madrasah.



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Introduction

Based on data from the *Program for International Student Assessment* (PISA) 2022, Indonesia's average scores for reading, math, and science are still below the average of OECD countries, indicating the need to improve the overall quality of education. The quality of education plays an important role in the development of human resources (HR). Education is the main key to creating a nation that is independent, characterized, and able to compete at the global level (Bararah, 2024). The future of a nation is determined by the quality of education it has today (Erwiati et al., 2022). The quality of education has an important role in the development of human resources (HR). Teachers have a role to improve the quality of education in Indonesia because qualified students are born from qualified teachers as well (Safitri et al., 2022). The quality of education is the main foundation in creating superior



human resources, character, and globally competitive. The role of teachers is a key factor in determining the success of quality education.

The role of a teacher is very important in achieving educational success (Kurniawati, 2022). Education in Indonesia really needs teachers who can carry out their duties and functions appropriately in accordance with Law Number 20 of 2003. The duties of teachers according to Law No. 20 of 2003 are teachers are in charge of planning and compiling learning, implementing learning, assessing the results of learning, guiding, training, researching, and serving the community. By carrying out the duties of a teacher, it is hoped that the teacher can educate and guide students well. To be able to carry out their duties optimally, a teacher is required to have professional competencies and attitudes as stipulated in Law Number 14 of 2005 concerning Teachers and Lecturers. Professional is skilled in using various methods, media, and tools in learning (Yasin, 2022). Teacher professionalism is key in realizing an effective and meaningful learning process for students. In this case, principals have an important role as academic supervisors through supervision activities, to ensure that teachers carry out their duties professionally and in accordance with educational quality standards.

Educational supervision is a very important aspect in improving the quality of educational management, especially in formal educational institutions such as madrasah. According to Rahman (2021) educational supervision serves to ensure that the learning process takes place effectively and in accordance with established standards. Dermawan et al. (2023) emphasizes that the role of school supervisors as supervision actors is crucial in supporting the development of teacher professionalism. Therefore, a deep understanding of supervision and monitoring is necessary to achieve optimal educational goals. The role of school principals as education leaders is very important to improve the quality of learning in schools. Principals are not only responsible for administrative management, but must also be a motivator for teachers and students to achieve optimal achievement (Lubis, 2022). In education, school supervisors, as supervisors, are responsible for facilitating the development of skills and competencies of educators (Dermawan et al., 2023). Thus, educational supervision plays an important role in ensuring the quality of learning through the support of professional principals and supervisors who are able to provide constructive guidance.

Despite the significant role of educational supervision and oversight, its implementation is often faced with various challenges. Previous research, such as that conducted by Tengko et al. (2021), shows that the effectiveness of educational supervision greatly affects the quality of the teaching-learning process. The practice of supervision and monitoring of school and madrasah education carried out by school or madrasah principals has not been running optimally, both in terms of planning, implementation and evaluation. A study by Syabirin et al. (2025), states that the lack of sufficient resources and limited access to educational technology can hinder the learning process. The study by Susanti et al. (2024) also mentions several challenges that arise in the implementation of educational supervision and monitoring, namely the complexity of managerial tasks faced by school or madrasah principals, the lack of preparation of supervised teachers, the high element of subjectivity, frequent changes in principals, low discipline among teachers, and the lack of teacher knowledge about effective learning management. This can hinder the achievement of the real objectives of supervision and monitoring, so it requires a comprehensive approach that is effective and efficient.



MA Al-Manshur Popongan, as one of the religious secondary education institutions, requires a structured and professional supervision and monitoring system to ensure the quality of education in accordance with the vision, mission and objectives of the madrasah. The vision, mission and goals of MA Al-Manshur Popongan are to educate the younger generation to become human beings with noble character and global competitiveness. Therefore, educational supervision plays an important role in improving the quality of learning, curriculum implementation, professional development of teachers, evaluation of the work of teachers and education personnel, increasing student participation, building a positive madrasah environment, and collaboration with interested parties. At present, there are still few empirical studies that specifically analyze how madrasah heads carry out educational supervision and monitoring.

This study aims to analyze the implementation of supervision and monitoring of education in MA Al-Manshur Popongan. The informants of this research are principals and teachers with in-depth interviews and observations. This research refers to the existing literature, by exploring the implementation of supervision and monitoring of education such as; 1) How is the implementation of supervision and monitoring in MA Al-Manshur Popongan, 2) What are the challenges faced in implementing supervision and monitoring at MA Al-Manshur Popongan, and 3) What is the impact of the implementation of supervision and monitoring on the quality of education at MA Al-Manshur Popongan. The objectives of the research related to supervision and monitoring are; 1) Describing the implementation of supervision and monitoring at MA Al-Manshur Popongan, 2) Identifying the challenges faced in the implementation of supervision and monitoring at MA Al-Manshur Popongan, and 3) Analyzing the impact of the implementation of supervision and monitoring on the quality of education at MA Al-Manshur Popongan.

This research provides useful theoretical and practical contributions in the development of education management science, especially in the implementation of supervision and monitoring at MA Al-Manshur Popongan. Theoretically, this research enriches academic studies by presenting empirical data obtained through interviews and observations of principals and teachers, so as to add valuable insights related to the application of the concepts of supervision and monitoring in the real context of madrasah. Practically, this research provides benefits for various parties. For principals, the results of this study can be used as evaluation material in designing more effective supervision strategies to improve teacher performance and education quality. For teachers, this research encourages increased professionalism and quality of learning through targeted supervision. For students, the positive impact of good supervision will be reflected in the improved quality of the teaching and learning process they receive. Meanwhile, for future researchers, this research can be an initial reference and foothold in developing further studies related to supervision and monitoring of education in madrasah or other educational institutions.

Method

This research uses a descriptive qualitative approach. Descriptive research is research that tries to describe a symptom, event, event that is happening now descriptive research focuses on actual problems as they are at the time of the research (Dermawan et al., 2023). Qualitative research is a type of research used to research on natural conditions, where the researcher is the key instrument, data collection techniques are triangulated, data analysis is inductive, and qualitative research results emphasize meaning rather than generalization (Safrudin et al., 2023). Qualitative research is descriptive research with a tendency to use

analysis (Nasution, 2023). In this case the researcher seeks to explore information thoroughly about the forms, challenges and impacts of the implementation of supervision and monitoring in MA Al-Manshur Popongan. The data collection technique used in this research is through in-depth interviews and observations with the head of Madrasah Aliyah Al-Manshur Popongan, as the main implementer of supervision. The interviews were semi-structured, allowing flexibility in exploring deeper information according to the dynamics in the field. The interview process began with the preparation of an interview guideline containing the main questions based on the research focus. Each interview session was conducted face-to-face, with an average duration of between 45 and 60 minutes.

Data obtained from interviews and observations were analyzed using thematic analysis techniques. This analysis began by transcribing all interviews verbatim and compiling observation notes in the form of descriptive narratives. Next, the researcher read all the data repeatedly to understand the context and meaning. The next process was to conduct an initial codification by labeling relevant parts of the data. The codes were then grouped into initial themes, which were then reviewed to ensure representativeness of the overall data. Once the final themes were established, each theme was clearly defined and named. The results of the analysis are presented in the form of descriptive narratives supplemented with direct quotes from informants to strengthen the findings. To maintain the validity of the data, this study used source and method triangulation techniques, namely by comparing the results of interviews and observations to ensure the consistency and validity of the information obtained. In this case, interviews were conducted to analyze the duties of the madrasah head in implementing supervision and monitoring, implementation strategies, challenges, and their impact in the implementation of Islamic value integration on improving the quality of education at Madrasah Aliyah Al-Manshur Popongan.

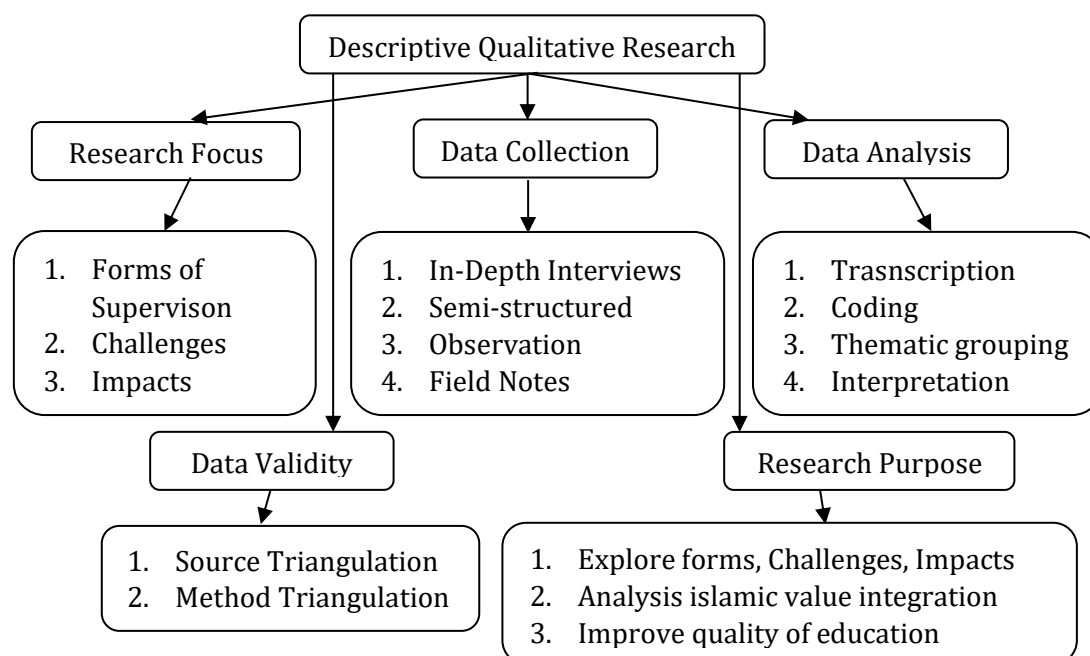


Figure 1. Mind Map of Descriptive Qualitative Research Method
Source: Processed by the Researcher (2025)



Findings

Forms of Supervision and Monitoring by the Principal at Madrasah Aliyah Al Manshur Popongan

Based on the interview, the Head of Al-Manshur Popongan IHS stated: "*We conduct supervision every day with the picket teachers to ensure that all classes are running well and that none are empty*". (interview with the principal of MA Al-Manshur, 2025). This statement confirms the principal's commitment to maintaining the quality of education at MA Al-Manshur. Supervision of teaching and learning activities in this madrasah is carried out every day by the picket teacher whose job is to check for empty classes and ensure the smooth running of the learning process. The involvement of picket teachers in daily supervision is crucial, as it helps prevent problems that could disrupt the learning process, such as unfilled classes or student absences.

The head of MA Al-Manshur also added: "*supervision is carried out by me and the supervisor regularly, from the supervisor once a year and internally three times a year*." (MA Al-Manshur principal interview, 2025). In this context, supervision at MA Al-Manshur Popongan is carried out by the madrasah principal and the supervisor. Supervision by the supervisor takes place once a year, while internal supervision is conducted three times a year. This process provides a comprehensive overview of the academic and non-academic conditions in the madrasah. If there are obstacles, the task of supervision is handed over to the deputy head of madrasah. This supervision is not only limited to activities in the classroom, but also includes interactions with teachers to discuss student conditions during learning.

Challenges and Strategies in the Implementation of Supervision and Monitoring by the Principal at Madrasah Aliyah Al-Manshur Popongan

In the implementation of supervision and supervision, the principal of MA Al-Manshur has challenges, as stated by the principal of MA Al-Manshur that: "*The main challenge is the implementation of digital-based learning. At the moment, we can only use the laboratory because of the boarding school rules that prohibit students from bringing electronic devices*." (interview with principal of MA Al-Manshur, 2025). The madrasah principal explained that although the existing policy has been running well, the implementation of digital-based learning is a challenge in itself. The boarding school rule that prohibits students from bringing electronic devices limits their access to technology that can enrich the learning experience. Digital learning is expected to give students the opportunity to learn more interactively and flexibly. However, by relying solely on the laboratory, this opportunity is limited. The principal of the implementing school also said that: "*I open facilities for students who have abilities or talents in academic and non-academic fields to develop talents in competitions*." (interview with the principal of MA Al-Manshur, 2025).

In his policy, the madrasah head seeks to support students who have potential in various fields. This includes providing facilities and guidance for students who want to participate in competitions. By facilitating students to take part in competitions, the madrasah principal hopes to encourage students to develop themselves and do their best in their areas of interest. This also shows the madrasah's commitment in building students' character and confidence. The decision-making process in the madrasah also involves deliberation, especially regarding disciplinary and student affairs policies. This approach reflects the madrasah head's efforts to create a harmonious environment.



Impact on the Implementation of Supervision and Monitoring by the Principal at Madrasah Aliyah Al-Manshur Popongan

Based on an interview with one of the MA Al-Manshur teachers stated: *"Many trophies are obtained by students both academic and non-academic. From KSM competitions, Futsal, Murottal, etc."* (MA Al-Manshur teacher interview, 2025). This statement shows that MA Al-Manshur has succeeded in building a culture of healthy competition among its students. The academic and non-academic achievements of students, such as in KSM (Madrasah Student Activities) and murottal competitions, reflect the quality of education provided. The success of students in various competitions not only enhances the school's reputation, but also provides motivation for other students to excel. These achievements do not come without adequate support and guidance.

Another teacher also stated that: *"With regular guidance and supervision, school activities are more disciplined and structured."* (MA Al-Manshur teacher interview, 2025). This statement reflects that the supervision and guidance system implemented at MA Al-Manshur contributes greatly to discipline and order in teaching and learning activities. Periodic guidance helps students to stay focused on their learning goals and ensures that they get the necessary support to overcome academic and non-academic challenges.

Supervision evaluation at MA Al-Manshur covers all aspects, including academics and infrastructure. In this process, a checklist is used to ensure teaching conforms to the lesson plan and to identify necessary facility improvements. This evaluation is important to maintain high educational standards and ensure that all students have an optimal learning experience. Special guidance is also given to students, not only to those who have difficulties but also to high achievers. This approach demonstrates the commitment of the madrasah principal and teachers in supporting the development of every student's potential. By giving equal attention to outstanding students, the school seeks to encourage them to continue developing their talents and skills.

Discussion

Forms of Supervision and Monitoring by the Principal at Madrasah Aliyah Al Manshur Popongan

Supervision and supervision in education have a very important role in improving the quality of learning. Supervision involves a series of activities that help teachers develop their ability to manage the learning process in order to achieve the desired goals (Sunaedi et al., 2023). Supervision is concerned with managing and monitoring the overall functioning of education, ensuring all elements in the education system comply with established policies and procedures (Elmanisar et al., 2024). Supervision and supervision are carried out with the aim of creating a more effective educational environment, so as to improve the quality of education.

The role of school principals as supervisors and supervisors is very important in improving the quality of education in educational institutions. Principals are responsible for providing guidance and support to teachers so that they can achieve learning objectives optimally. Principals play a role in supervising and evaluating teachers' performance for the improvement and development of learning (Sunaedi et al., 2023). Principals must ensure the management and monitoring of all educational functions so that every element in the education system complies with established policies (Elmanisar et al., 2024). Thus, the



principal functions not only as a leader, but also as a change agent capable of creating a more effective learning environment.

In the context of educational supervision and supervision, there are several types of supervision that can be applied to improve the quality of learning. According to [Kholiq & Jannah \(2022\)](#), in the study of Islamic education supervision, there are three types of supervision applied in Islamic religious-based educational institutions: academic supervision, administrative supervision and institutional supervision. Academic supervision focuses on observing academic issues that are directly related to the student learning process. Administrative supervision emphasizes administrative aspects that support the implementation of learning, functioning as a supporting tool to achieve educational goals systematically and continuously. Meanwhile, institutional supervision focuses on observing aspects related to madrasah performance, aiming to improve the reputation and effectiveness of the institution. Overall, supervision in Islamic education is not just a command, but guidance and development aimed at improving the quality of education. Supervision aims to ensure compliance with educational standards and provide necessary guidance for teachers. With supervision and monitoring, it is expected to create a more effective learning environment and support the improvement of the overall quality of education ([Syukron et al., 2023](#)).

In the context of academic and managerial supervision, these two aspects have a significant influence on teacher performance. [Meidiana et al. \(2020\)](#) stated that the principal's managerial competence and academic supervision have a significant effect on teacher performance. The role of the principal is indispensable in managing and monitoring the learning process. In addition, [Budiati et al. \(2024\)](#) emphasized that academic supervision is the principal's effort to improve the quality of basic activities in schools, which aims to improve the quality of teaching. In the research of [Pratiwi et al. \(2023\)](#) explained that principals' managerial skills and academic supervision influence each other and improve teacher performance. The implementation of effective management and good academic supervision is very important for the achievement of educational goals. Academic and managerial supervision are very influential in improving teacher performance to achieve educational goals.

MA Al-Manshur carries out supervision systematically by the madrasah head who is assisted by the deputy madrasah head. In the practice of educational management at MA Al-Manshur, internal academic supervision is routine and planned. The madrasah principal explained that internal supervision of teachers is carried out three times in a new school year. Supervision is carried out by involving the deputy head of madrasah according to their respective fields. Teamwork can support the effectiveness of academic supervision.

In the implementation of supervision, MA-Al Manshur applies formative and summative evaluations. Formative supervision is carried out by the madrasah head by using a checklist-shaped observation instrument to evaluate and improve learning strategies directly based on learning outcomes and student needs. Summative supervision is conducted by external supervisors once a year, which aims to assess overall teacher performance and learning effectiveness. This supervision can be used as a measuring tool for teacher success in carrying out their duties during the school year, as well as a basis for teacher professional development.

Supervision of the learning process and classroom activities is intensive. These daily supervision activities are preventive and responsive. Preventive because picket teachers



can anticipate potential teacher tardiness or absence, and responsive because picket teachers can immediately report or handle conditions that require quick follow-up.

Challenges and Strategies in the Implementation of Supervision and Monitoring by the Principal at Madrasah Aliyah Al-Manshur Popongan

Educational supervision can be carried out by school principals or supervisors of education units to improve the quality of learning and teacher performance. There will definitely be problems that arise during the implementation of supervision and supervision (Muhajirah et al., 2023). However, efforts to create good quality education are faced with problems that have yet to be resolved (Nafindra & Rifqi, 2022). The implementation of supervision is often hampered by factors that hinder the progress of the supervision process itself. Some of the challenges that are often encountered when conducting supervision are as follows; teachers do not have adequate training, the level of teacher subjectivity is still high, school principals often change, the entire teaching and learning process has limited facilities and infrastructure related to facilities and infrastructure issues, lack of teacher discipline, and lack of teacher knowledge about how to carry out the teaching and learning process properly (Sartika & Amalia, 2023).

MA Al-Manshur Popongan faces several challenges in implementing supervision and monitoring. First, there is a limited role of the principal in academic supervision. The principal does not always supervise directly; the implementation of supervision is often assisted by picket teachers, especially in aspects of discipline and learning. This indicates the limited time or resources of the principal to conduct thorough supervision. Second, the boarding school policy that limits the use of technology is a significant challenge. Students are not allowed to bring or use mobile phones, which limits their access to digital-based learning which is very important nowadays. This policy hinders the integration of technology into the teaching and learning process. Third, the lack of adequate facilities and infrastructure is also an obstacle. The facilities available in madrasah are not enough to support the implementation of digital learning. The lack of infrastructure such as computers, internet networks, and other digital learning aids hinders the efficiency of supervision and the quality of learning. Furthermore, there are limitations in the development of Science and Technology (IPTEK). The development of science and technology is still inefficient due to limited facilities, which has an impact on the lack of optimal supervision of the development process, even though this should be an important part of improving the quality of education. Finally, limitations in the implementation of digital learning also need to be considered. In addition to policy and facility constraints, there are still limitations in teacher training, a curriculum that is less adaptive to technology, and varying student readiness. All these challenges need to be overcome to improve the quality of education at MA Al-Manshur.

The role of communication in the implementation of supervision is very important because it directly affects the efficiency and results of the supervision process itself (Maritim, 2024). In addition, science and technology are also an obstacle in the provision of facilities and infrastructure. In fact, facilities and infrastructure are a crucial part in supporting the smooth running of educational supervision and helping teachers become more professional in carrying out their duties (Muhajirah et al., 2023). When facilities are adequate, teachers will feel more comfortable in delivering learning materials. Therefore, facing various obstacles, MA Al-Manshur needs to make improvements by developing a more planned and systematic supervision strategy.



Literally a strategy is defined as a method or technique. Meanwhile, etymologically, a strategy means a way that has been prepared by someone to achieve something desired. When associated with an organization, etymologically strategy has the meaning as a series of actions prepared by the organization to achieve maximum performance in achieving the vision and goals of the organization (Baidowi, 2022). In implementing educational supervision, certain strategies or techniques are needed so that the supervision process can run effectively. Supervision strategy is the process of determining the best way or supervision technique and will be used by the school/madrasah head in carrying out his duties as a supervisor, so with a supervision strategy the implementation of the supervisor's duties will be more effective (Ananda & Setiowati, 2024). A good supervision strategy not only improves the implementation of supervision, but also directly contributes to improving teacher performance, student learning outcomes, school management quality, student participation and motivation, school accreditation, and public trust in education in Indonesia (Zulkarnain, 2022). Therefore, it can be concluded that strategies in implementing supervision are needed to ensure that supervision runs effectively and minimize potential problems that may arise. For this reason, all school or madrasah members must actively participate in order to create quality supervision.

Based on the results of teacher interviews, the principal of MA Al-Manshur implemented several strategies to overcome the challenges. First, to overcome the limited role of the principal in academic supervision, the principal can be assisted by picket teachers by forming an academic supervision team consisting of senior teachers and teaching staff. This arrangement is expected to maximize the principal's role as a supervisor. Second, in the face of boarding school policies that limit the use of technology, madrasahs can provide special space and time to access digital materials using madrasah devices. Teachers can create digital materials that are shown in class using LCD projectors or madrasah computers, while principals provide guidance to teachers on how to deliver digital learning without involving student devices. Third, to overcome the lack of adequate facilities and infrastructure, principals need to optimize existing facilities by creating a rotating schedule for the use of computer laboratories. In addition, teachers are also given training to create simple yet interactive learning. Furthermore, in overcoming limitations in the development of Science and Technology (Science and Technology), principals can provide direction to teachers to integrate Science and Technology into the local curriculum with a conceptual approach. Finally, to overcome the limitations in implementing digital learning, digital-based learning can be done using simple tools such as Microsoft Word and Microsoft Excel. Teachers can provide simple games using digital devices owned without involving students, such as using Quizizz or Kahoot applications. With the implementation of these strategies, it is hoped that the quality of education at MA Al-Manshur can improve.

Based on the strategy to face the challenges that have been prepared previously, the head of MA Al-Manshur Popongan has carried out his duties quite well in carrying out supervision and supervision of school management. In general, the strategic planning for the implementation of supervision and supervision has gone according to plan, although there are still some aspects that require improvement and more careful planning. Some of these include the need for concrete solutions to the limitations of facilities and infrastructure that have not fully supported the implementation of supervision to the fullest, such as the use of science and technology with inadequate tools, as well as the importance of increasing the active contribution of teachers in assisting the implementation of supervision carried out by school principals. With more focused planning and support from all parties, it is expected that the implementation of supervision can run more effectively and thoroughly.



Impact on the Implementation of Supervision and Monitoring by the Principal at Madrasah Aliyah Al-Manshur Popongan

The quality of the implementation of supervision and supervision by the madrasah head has an influence on improving the quality of education at Madrasah Aliyah Al-Manshur Popongan. Supervision is coaching, not merely supervision. This encourages the improvement of teacher professionalism, both in terms of pedagogical, personality, social and professional competencies. Study by [Rachman et al. \(2021\)](#), states that pedagogical competence, personality competence, social competence, and professional competence as a whole have an influence on teacher performance. Efforts that can be made by the principal or madrasah to improve the quality of human resources, especially teachers, are to provide opportunities to attend various trainings held by the school or from outside the school ([Ichsan et al., 2023](#)). At Madrasah Aliyah Al-Manshur Popongan, teachers are assisted to achieve competency standards on an ongoing basis. The madrasah head conducts mentoring programs among teachers, internal training, and comparative studies to other madrasahs. Young teachers are assisted by senior teachers in developing teaching tools, which are regularly evaluated together in the internal MGMP forum. Supervision planning, supervision implementation and supervision follow-up will provide good guidance, attention and supervision, as well as motivation that can improve teacher competence and performance ([Arnadi et al., 2021](#)).

The competence and performance of a teacher influences the success of learning ([Sirait, 2021](#)). Supervision and supervision carried out effectively and efficiently encourage teachers to continue to improve the quality of learning and ensure that the learning process runs according to established standards ([Muniroh et al., 2022](#)). The madrasah head can identify weaknesses in learning implementation and provide solutions or training to improve them. Teachers become more aware of their duties and responsibilities and are encouraged to reflect and improve their teaching methods. After regular supervision by the madrasah head at Madrasah Aliyah Al-Manshur Popongan, many teachers began to develop lesson plans or teaching modules in more detail and pay attention to student differentiation. A teacher who previously taught using the lecture method, began using group discussion and presentation methods after receiving input from the madrasah head. Teachers are also encouraged to use more varied and interactive learning media. In some classes, although students are not allowed to bring electronic equipment, teachers began to utilize the computer lab facilities provided by the madrasah to display learning videos or simulations. According to [Mardhiyah \(2021\)](#), teacher professionalism can be maintained by increasing teacher work commitment in schools or madrasahs.

With continuous supervision and oversight, the madrasah will become a positive, collaborative and supportive working environment. This has an impact on improving morale, discipline and concern for the quality of education. The collaboration between madrasah principals and teachers is an important key in creating a comprehensive and continuous education system ([Yulianto et al., 2023](#)). The work atmosphere becomes more open and supportive, because the madrasah head does not only supervise but also provides space for discussion and appreciation. The implementation of supervision shows the effective leadership of madrasah principals ([Maolana et al., 2023](#)). It helps in strengthening the madrasah management system as a whole, in terms of planning, implementation, evaluation, and decision-making. Supervision clarifies the flow of communication and decision-making. The madrasah head becomes the center of effective coordination between teachers, administration, and the madrasah committee. Every madrasah activity plan is



discussed in the teachers' council forum by considering the results of previous supervision. Supervision and monitoring also touches on aspects of learning administration, such as learning tools, assessment and reporting of learning outcomes. This makes the administration more orderly, accurate and in line with the vision, mission and goals of the madrasah. School environmental conditions have an influence on student learning outcomes (Navia et al., 2024).

The indirect impact of supervision is the increase in student learning outcomes at Madrasah Aliyah Al-Manshur Popongan. This is indicated by the increase in students' academic and non-academic achievements. In conducting supervision and supervision related to students' academic and non-academic achievements, students are given facilities to develop achievements according to their talents and interests. The head of madrasah works closely with guidance and counseling services to direct students according to their interests. The principal ensures that tutoring and remedial programs are provided to students who have difficulties in certain subjects. This improvement can be seen from achievements in various academic competitions such as KSM (Madrasah Science Competition) and OSN (National Science Olympiad) competitions. In addition, Madrasah Aliyah Al-Manshur Popongan also pays great attention to the development of students' talents and interests in the non-academic field. Students also participate in non-academic competitions, such as tahfidz, futsal, speech, batik. The school principal plays a role in supporting the extracurricular coaching program by providing adequate facilities and funding as well as motivating students to continue developing their interests and talents.

Conclusion

Based on the analysis of the data, it can be concluded that the implementation of educational supervision at Madrasah Aliyah Al-Manshur Popongan has been carried out systematically by the madrasah head with the support of the deputy head, applying both formative and summative approaches in academic supervision. Daily supervisory practices are conducted in a preventive and responsive manner, enabling picket teachers to anticipate potential issues such as teacher tardiness or absence and to respond promptly when immediate follow-up is required. However, the supervision process still encounters several obstacles, including limited science and technology skills among teachers, insufficient time availability for the principal to conduct comprehensive supervision, and teacher competencies that have not yet fully met the expected quality standards. Limitations in science and technology also affect the availability of adequate facilities and infrastructure to support effective supervision. Despite these challenges, the supervisory practices implemented by the school leadership contribute positively to the improvement of teacher professionalism and the overall quality of education at Madrasah Aliyah Al-Manshur Popongan.

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