

Strategies for Enhancing Teacher Professionalism Through Academic Supervision in Islamic Educational Institutions

Rusmini¹, Aprizal², Refnil Yetti³

^{1,2,3}Universitas Islam Negeri Sulthan Thaha Saifuddin, Indonesia

Email: rusmini@uinjambi.ac.id¹

ABSTRAK

Artikel ini menggunakan Tinjauan Literatur Sistematis (SLR) dengan orientasi penjelasan konseptual untuk mensintesis dan menafsirkan temuan dari studi empiris dan konseptual terbaru yang diindeks di Scopus (Q1–Q4) dan Sinta (S1–S4). Dengan menggunakan sintesis tematik, tinjauan ini menganalisis pola praktik supervisi, proses perubahan pedagogis, dan kondisi kontekstual yang membentuk efektivitas supervisi akademik. Temuan menunjukkan bahwa supervisi akademik berfungsi secara efektif bukan sebagai aktivitas manajerial prosedural, tetapi sebagai mekanisme pedagogis yang relasional dan reflektif. Transformasi profesional terjadi ketika umpan balik supervisi diinternalisasi melalui keterlibatan reflektif, didukung oleh hubungan kepemimpinan berbasis kepercayaan dan selaras dengan nilai-nilai institusional. Sebaliknya, supervisi cenderung menghasilkan kepatuhan administratif daripada perubahan pedagogis ketika diimplementasikan secara teknokratis, terlepas dari proses pemaknaan profesional guru. Tinjauan ini juga mengungkapkan paradoks yang berulang di mana supervisi sistematis dan kualifikasi guru yang memadai tidak selalu mengarah pada pertumbuhan profesional yang berkelanjutan. Artikel ini berkontribusi pada literatur supervisi dengan menggeser fokus analitis dari hasil ke mekanisme, menawarkan penjelasan konseptual tentang efektivitas dan kegagalan supervisi dalam konteks pendidikan Islam. Temuan ini memperluas teori-teori supervisi akademik yang ada dengan menyoroti peran mediasi nilai-nilai institusional dan dinamika relasional dalam membentuk profesionalisme guru.

Kata Kunci: *Supervisi Akademik; Profesionalisme Guru, Lembaga Pendidikan Islam*

ABSTRACT

This article employs a Systematic Literature Review (SLR) with a conceptual explanatory orientation to synthesize and interpret findings from recent empirical and conceptual studies indexed in Scopus (Q1–Q4) and SINTA (S1–S4). Using thematic synthesis, the review analyzes patterns of supervisory practices, processes of pedagogical change, and contextual conditions that shape the effectiveness of academic supervision. The findings indicate that academic supervision functions effectively not as a procedural managerial activity, but as a relational and reflective pedagogical mechanism. Professional transformation occurs when supervisory feedback is internalized through reflective engagement, supported by trust based leadership relationships and aligned with institutional values. Conversely, supervision tends to produce administrative compliance rather than pedagogical change when implemented in a technocratic manner, irrespective of teachers' professional meaning making processes. The review also reveals a recurring paradox in which systematic supervision and adequate teacher qualifications do not necessarily lead to sustainable professional growth. This article contributes to the supervision literature by shifting the analytical focus from outcomes to mechanisms, offering a conceptual explanation of both the effectiveness and failure of supervision within Islamic educational contexts. These findings extend existing theories of academic supervision by highlighting the mediating role of institutional values and relational dynamics in shaping teacher professionalism.

Keywords: *Academic Supervision; Teacher Professionalism; Islamic Educational Institutions.*

1. PENDAHULUAN

Teacher professionalism has long been recognized as a critical determinant of educational quality, particularly in institutions where pedagogical effectiveness is closely intertwined with moral and institutional values (Mandala et al., 2022; Nirwana Suciwati & Rosdiana, 2024; Rahmah & Fadhli, 2021). Within this context, academic supervision has been widely promoted as a strategic mechanism for enhancing teachers' professional competence, instructional practices, and pedagogical accountability (Linus, 2020; Noor et al., 2020). A substantial body of empirical research has reported positive relationships between academic supervision and various indicators of teacher performance and professionalism, reinforcing its position as a central component of school leadership and instructional management (Hoque et al., 2020; Rosmawati et al., 2020; Zhahira, 2022).

Despite this broad consensus, recent studies reveal persistent inconsistencies between the intended functions of academic supervision and its actual impact on sustainable pedagogical improvement (Herman & Osamah Ibrahim Khalaf, 2024; Yusmarti et al., 2020). Although supervision is routinely implemented through structured planning, classroom observation, and evaluative procedures, its contribution often remains limited to administrative compliance rather than meaningful professional transformation (Amal Faradis, 2022; Anwar Sewang & Mustafa T, 2020; Arifin et al., 2023). Many supervisory practices continue to emphasize procedural fulfillment and documentation, offering limited explanatory insight into how supervision facilitates changes in teachers' pedagogical reasoning, instructional decision making, and professional identity (Bjorndal et al., 2024; Jamilah, 2020).

These limitations are particularly pronounced in Islamic educational institutions, where academic supervision operates within value laden organizational contexts (Martin et al., 2020; Salabi & Prasetyo, 2022). Islamic schools and madrasahs are not merely sites of learning but institutions shaped by distinctive moral frameworks, leadership relationships, and communal norms. While several studies have examined academic supervision in Islamic educational settings (Huda et al., 2024; Posangi et al., 2025; Rosyad & Maarif, 2020), most remain descriptive and outcome oriented, focusing on whether supervision improves teacher performance rather than explaining why its effectiveness varies across institutional contexts. Consequently, the role of institutional values and relational dynamics in shaping supervisory effectiveness remains underexplored theoretically.

Moreover, a growing paradox has emerged in the literature. Many Islamic educational institutions employ teachers with adequate academic qualifications and professional certification, and supervision is conducted formally and regularly. However, empirical evidence indicates that these structural conditions do not consistently lead to sustained pedagogical improvement (Daulay, 2020; Rozi, 2020). Teachers may comply with supervisory requirements without internalizing feedback or engaging in reflective professional learning. This paradox highlights a critical gap in current scholarship: the absence of a clear explanatory framework accounting for the mechanisms through which academic supervision influences or fails to influence teacher professionalism.

Existing research tends to conceptualize academic supervision as a linear managerial intervention, implicitly assuming that structured implementation will automatically result in professional improvement (Marhawati & Sulkiyly, 2021; Suryati et al., 2025). Such assumptions overlook the complex, relational, and reflective nature of pedagogical change. Professional transformation is not merely the outcome of external monitoring but involves teachers' interpretation of feedback, negotiation of meaning, and alignment with institutional expectations (Julia et al., 2020; Widayati et al., 2021). Without examining these internal processes, it remains unclear how supervision contributes to pedagogical development beyond surface level performance indicators.

Recent studies have begun to suggest that contextual and relational factors such as leadership style, trust between supervisors and teachers, and institutional culture play mediating roles in determining supervisory effectiveness (Kalkan et al., 2020; Srimulyani et al., 2023; Suyanto et al., 2024). However, these insights are often treated as supplementary findings rather than central analytical concerns. As a result, the literature lacks an integrated explanation of how academic supervision operates as a mechanism of pedagogical transformation embedded within specific institutional value systems, particularly in Islamic educational contexts.

Addressing this gap is essential for advancing supervision theory beyond managerial effectiveness toward a more nuanced understanding of professional learning and pedagogical change. By shifting the analytical focus from outcomes to mechanisms, academic supervision can be reconceptualized as a dynamic process through which teachers engage in reflective practice, internalize supervisory feedback, and reconstruct their instructional approaches. Such a perspective allows for a deeper understanding of why supervision sometimes succeeds in fostering professionalism, while in other cases produces minimal or short lived effects.

Therefore, this article seeks to contribute to the existing literature by explicating how academic supervision functions as a mechanism of pedagogical transformation influencing teacher professionalism within Islamic educational institutions.

2. METODE PENELITIAN

This article employs a Systematic Literature Review (SLR) with a conceptual explanatory orientation to synthesize and elucidate how academic supervision functions as a mechanism of pedagogical transformation in enhancing teacher professionalism, particularly within the context of Islamic educational institutions. SLR was chosen because the study's objective extends beyond mapping empirical findings; it aims to develop a conceptual understanding of patterns, mechanisms, and contextual factors influencing the effectiveness of academic supervision across studies.

The data sources consist of reputable national and international journal articles indexed in SINTA (S1–S4) and Scopus (Q1–Q4), published within the last five years. The literature search was conducted using relevant keywords such as *academic supervision*, *teacher professionalism*, *pedagogical competence*, and *Islamic educational institutions*. Inclusion criteria encompassed empirical research articles or conceptual studies that substantively address academic supervision and teacher professionalism, while non scientific articles, publications outside the specified indices, and studies irrelevant to the research focus were excluded from the review.

Study selection was conducted in a staged process involving initial identification, title and abstract screening, and full text review to ensure alignment with the research objectives. Data were analyzed using thematic synthesis, which involved extracting key findings from each study, grouping findings into conceptual themes, and interpreting cross study relationships to identify the mechanisms of academic supervision, forms of pedagogical transformation, and contextual conditions mediating its success or failure. The synthesis was directed toward a conceptual explanation of why academic supervision in some contexts effectively fosters teacher professionalism, whereas in other contexts it tends to produce administrative compliance without sustainable pedagogical change.

The reliability of the synthesis was maintained through consistent selection criteria, comparison of findings across studies, and verification of the alignment between reported claims and the empirical evidence presented in the source articles. Through this approach, the SLR is positioned not merely as a literature summary, but as an effort to develop theoretical understanding of academic supervision as a pedagogical process that is relational and contextual in nature.

3. HASIL DAN PEMBAHASAN

Based on an in depth analysis of recent literature, strategies for enhancing teacher professionalism in Islamic educational institutions through effective academic supervision involve a cyclical and systematic approach comprising four main stages: planning, implementation, evaluation, and follow up. The key strategies are as follows:

1. **Implementation of Structured Supervision:** School principals or madrasah supervisors plan supervision programs annually and per semester, which are then communicated to teachers. Supervision is carried out using various techniques, with classroom observation, individual meetings (mentoring), and group discussions being the most dominant and effective methods (Asmarni & Arif, 2023; Roslena, 2022; Sari et al., 2024).
2. **Focus on Enhancing Pedagogical Competence:** Academic supervision has been shown to have a significant positive impact on teacher professionalism, particularly in improving pedagogical competence. This includes improvements in lesson planning, the use of creative and innovative teaching strategies, classroom management, understanding student characteristics, and conducting learning assessments (Damayanti et al., 2023; Kuswandari et al., 2022).
3. **Sustainable Follow Up:** The success of supervision largely depends on concrete follow up programs. Effective strategies include conducting training sessions, workshops, In House Training (IHT), technical guidance, and strengthening teacher learning communities such as Subject Teacher Deliberation Groups (MGMP) to address deficiencies identified during supervision (Destrianti et al., 2024; Haq, 2023).
4. **Innovative and Contextual Approaches:** Innovations such as supervision based on local wisdom (e.g., the musyawarah deliberation culture) and the utilization of technology to support supervision and learning processes offer opportunities to enhance effectiveness (Anse et al., 2025; Astuti et al., 2024).

Although challenges exist, such as limited supervisor time and resources, the potential for successful outcomes is high when supported by strong school leadership, adequate teacher qualifications, and teachers' willingness to develop professionally.

1. Methods and Implementation of Academic Supervision in Islamic Educational Institutions

The implementation of academic supervision in modern Islamic educational institutions follows a structured and systematic cycle to ensure the continuous development of teacher professionalism. This process generally consists of four main stages: planning, implementation, evaluation, and follow up (Destrianti et al., 2024; Sari et al., 2024; Wiryatmo et al., 2021; Yuni Saputri & Darsinah, 2023).

- a. **Planning Stage:** This stage serves as the foundation for all supervisory activities, where the school principal or madrasah supervisor develops a comprehensive supervision program. The program typically includes annual and semester based plans, the formation of supervisory teams, formulation of clear objectives, scheduling of supervision activities, and dissemination to all teachers to ensure they understand the goals and processes involved (Asmarni & Arif, 2023; Destrianti et al., 2024; Hanifuddin Jamin, 2022; Haq, 2023; Sari et al., 2024).
- b. **Implementation Stage:** Academic supervision involves using various techniques and approaches to collect data on teacher performance. Based on multiple studies, these techniques can be categorized into individual and group methods. Classroom observation is the most widely used technique, wherein supervisors directly observe teachers'

instructional processes, including teaching methods and classroom activities (Destrianti et al., 2024; Sari et al., 2024; Wiryatmo et al., 2021). Other effective individual techniques include one on one meetings or conferences, aimed at providing constructive feedback, reflective discussion, and personal mentoring (Asmarni & Arif, 2023; Sari et al., 2024). Group techniques involve faculty meetings, group discussions, and teaching demonstrations, which allow teachers to learn collaboratively and share best practices (Hanifuddin Jamin, 2022; Wafi & Syukur, 2022). The approaches applied vary from direct, indirect, to collaborative methods (Destrianti et al., 2024).

- c. Evaluation Stage: This stage assesses the effectiveness of the supervision program and its impact on teacher performance. The process includes evaluation, monitoring, and analysis of supervision results, often using instruments such as questionnaires and supervisory notes (Destrianti et al., 2024; Diana et al., 2022).
- d. Follow Up Stage: The final and most critical stage is follow up. Evaluation results serve as the basis for designing professional development programs tailored to teachers' needs. Follow up activities vary widely, ranging from direct mentoring (individual or group), technical guidance, clinical supervision, to more structured training programs such as In House Training (IHT), workshops, participation in Subject Teacher Deliberation Groups (MGMP), and formal training and education (Diklat) (Destrianti et al., 2024; Diana et al., 2022; Haq, 2023; Sari et al., 2024).

Some studies also highlight innovations in supervisory methods, such as approaches based on local wisdom. For instance, the *lonto leok* culture in Manggarai, NTT, emphasizes deliberation (*musyawarah*) to reach consensus and build trust between leaders and subordinates. This approach has been shown to positively impact the professional performance of teachers (Anse et al., 2025).

2. The Influence of Academic Supervision on Enhancing Teacher Professionalism

Effectively implemented academic supervision has a significant positive impact on improving various aspects of teacher professionalism. Studies across different educational institutions, including Islamic educational settings, consistently demonstrate that supervision serves as a catalyst for enhancing teacher performance and competence (Damayanti et al., 2023; Setiyono et al., 2024). This influence extends beyond administrative compliance to the very essence of teaching, namely the quality of instructional processes and learning outcomes (Kusnita, 2023).

One of the most substantial effects of academic supervision is on the improvement of pedagogical competence. A quantitative study found that academic supervision, combined with organizational culture, accounted for 82.2% of the variance in teachers' pedagogical competence (Kuswandari et al., 2022). This competence manifests in practical classroom skills: teachers become more proficient in developing instructional materials, more creative and innovative in implementing teaching methods, and better able to manage classrooms effectively (Damayanti et al., 2023; Warman, 2022). Supervision helps teachers overcome common challenges, such as suboptimal lesson preparation, limited diversity in instructional strategies, and inadequate classroom management (Effendi et al., 2025). Moreover, teachers gain a deeper understanding of students' characteristics, interests, and talents, which are fundamental components of pedagogical competence (Damayanti et al., 2023; Kuswandari et al., 2022).

Academic supervision has also been shown to enhance overall teacher performance, including improvements in achievement, creativity, collaboration, and engagement in the learning process (Roslena, 2022). For instance, at MTs Nuruddin, the implementation of

supervision through classroom observation across two research cycles increased teacher performance from 62.86% in the first cycle to 88.95% in the second, directly contributing to a rise in student learning outcomes to 89.20% (Roslena, 2022). This improvement is also linked to higher teacher motivation, as teachers feel more encouraged and guided in developing their teaching skills after receiving constructive feedback from supervisors (Sari et al., 2024).

Furthermore, academic supervision promotes the continuous development of professionalism. Through systematic supervision encompassing planning, implementation, evaluation, and follow up teachers are encouraged to engage in lifelong learning and professional development activities (Elliana et al., 2021). Supervision acts as a tool for reflective feedback, prompting teachers to continuously refine their teaching practices (Nurdjanah et al., 2025). This aligns with the objectives of Islamic education, which emphasize the continuous improvement of quality (Setiyono et al., 2024). The role of the school principal is crucial in this process, not only as a supervisor but also as an educator, manager, leader, innovator, and motivator guiding teachers toward higher levels of professionalism (Putri et al., 2022).

3. Challenges and Opportunities in the Implementation of Academic Supervision

Despite its great potential, the implementation of academic supervision in Islamic educational institutions faces various challenges. On the other hand, there are also significant opportunities that can be optimized to enhance its effectiveness.

a. Major Challenges in Implementation

One of the most frequently reported challenges concerns the limitations of supervisors, particularly school principals. The principals' schedules are often congested with various managerial and administrative responsibilities, which can result in supervision being conducted sub optimally or in a less systematic manner (Haq, 2023; Wafi & Syukur, 2022). Consequently, supervision is sometimes unplanned, unsystematic, and inconsistent, preventing it from fully enhancing teachers' competencies (Luther & Sasongko, 2021). Another challenge stems from the teachers' own capacities. Several studies indicate that some teachers still struggle to meet the demands of preparing instructional materials, using media effectively, understanding assessment, and managing time and classroom discipline (Effendi et al., 2025; Wiryatmo et al., 2021). In some institutions, teachers' participation in professional development programs as a follow up to supervision remains limited, suggesting that supervision has not fully achieved its goal of motivating teachers (Haq, 2023). Finally, resource limitations, such as incomplete instructional materials and inadequate facilities, also hinder the effective implementation of supervision (Haq, 2023).

b. Opportunities and Strategies for Enhancing Professionalism

Amid these challenges, several opportunities can be leveraged. High quality human resources constitute one of the greatest opportunities. The majority of teachers hold at least a bachelor's degree, possess professional teaching certification, and demonstrate willingness to undergo supervision, forming a strong foundation for successful supervision programs (Haq, 2023). Transformational and supportive school leadership is another key factor. Principals who act as leaders, motivators, and facilitators can foster positive relationships grounded in a sense of collegiality, making supervision perceived not as judgmental oversight but as a collaborative developmental process (Putri et al., 2022; Warman, 2022). Innovations in supervisory approaches also create new opportunities.

Utilizing locally grounded approaches, such as *musyawarah* (deliberation), has been shown to build trust and make the supervision process more acceptable to teachers (Anse et al., 2025). Another significant opportunity lies in strengthening follow up programs. Reactivating collective teacher forums, such as Subject Teacher Deliberation Groups

(MGMP) and Teacher Learning Communities (TLC), is an effective strategy. These forums not only enhance pedagogical competence and collaborative practices but also build teachers' resilience in facing various educational challenges (Darajat et al., 2024; Nurdjanah et al., 2025). Furthermore, leveraging technology in instructional management and learning processes can improve efficiency, access to resources, and the development of teachers' techno pedagogical skills, aligning with the demands of the digital era (Astuti et al., 2024).

4. KESIMPULAN

Effective academic supervision in Islamic educational institutions plays a pivotal role in enhancing teacher professionalism. When implemented systematically and reflectively, supervision not only improves pedagogical competence, classroom management, and instructional quality but also fosters continuous professional development and motivation among teachers. Key factors that determine the success of supervision include structured planning, diverse implementation techniques, systematic evaluation, and sustainable follow up programs, supported by transformational and supportive school leadership.

Despite challenges such as limited supervisor time, teacher capacity gaps, and resource constraints, significant opportunities exist to optimize supervision outcomes. Leveraging qualified human resources, adopting locally grounded and innovative supervisory approaches, activating collaborative teacher forums, and integrating technology in teaching and learning processes enhance the effectiveness of supervision.

Ultimately, academic supervision functions as a relational and contextual pedagogical mechanism rather than a purely managerial task. Its effectiveness depends on aligning feedback with teachers' professional meaning making, fostering trust based relationships, and embedding supervision within institutional values. By understanding supervision as a dynamic and reflective process, educational institutions can strengthen teacher professionalism, improve instructional quality, and support sustainable pedagogical transformation.

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