

An Integrative Model of Academic Supervision and Instructional Leadership for Strengthening Teachers' Pedagogical Competence through Religious Values

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Abstract

This study aims to examine the effectiveness of academic supervision through the principal's instructional leadership in strengthening teachers' pedagogical competence based on religious values at SMP Negeri 1 Lhoksukon. This study used a qualitative, descriptive approach. Data were collected through observations, interviews, and documentation with the principal and several teachers as research informants. The results indicate that academic supervision is implemented systematically through program planning, learning observations, providing feedback, and follow-up coaching. The principal's instructional leadership plays a crucial role in directing, fostering, and evaluating the learning process, resulting in teachers improving their skills in developing learning materials, selecting varied methods, managing the classroom, and evaluating student learning outcomes to schools. Collaborative and ongoing academic supervision also supports the strengthening of religious values in the learning process. Academic supervision through the principal's instructional leadership has been shown to contribute to improving teachers' pedagogical competence, learning quality, and religious culture in schools.

Keywords: academic supervision, instructional leadership, pedagogical competence, religious values, learning quality

INTRODUCTION

The quality of education is largely determined by the effectiveness of classroom instruction. Teachers, as the primary agents of learning, are required to possess adequate pedagogical¹ competence and professional attitudes. Institutionally, schools need to

¹ Nükhet Çıkrıkçı, "Pedagogical Approaches and Initiatives for Educational Quality Assurance in Turkey," in *From Pedagogy to Quality Assurance in Education: An International Perspective*, ed. H. Eren Suna and Yurdagül Günel (İstanbul Aydın University, Turkey: Emerald Publishing Limited, 2020), 63–85, <https://doi.org/10.1108/978-1-83867-106-820201007>.

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implement policies oriented toward continuous training and professional development to ensure the improvement of teaching quality.²

One of the strategies employed by schools to foster teacher³ development is the implementation of supervisory functions. In this study, academic supervision is understood as a systematic professional development process designed to assist teachers in improving their classroom instructional practices.⁴ Effective academic supervision serves not merely as a monitoring mechanism but also as a means of mentoring, reflection, and continuous improvement of the teaching and learning process.

From the perspective of Islamic education, improving the quality of learning is not solely directed toward students' academic achievement but also toward character formation and the strengthening of religious values. Teachers play a crucial role not only as transmitters of knowledge but also as role models in instilling moral values, ethical principles, and religious attitudes among students through the learning process. Therefore, the quality of instruction is essential in fostering both intellectual and spiritual development simultaneously.

The quality of school learning is also significantly influenced by teachers' pedagogical competence, which requires continuous development under the guidance of school principals.⁵ In the context of religious value-based education, teachers' pedagogical competence encompasses the ability to conduct effective instruction while integrating religious values into the teaching and learning process. Accordingly, academic supervision and principals' instructional leadership constitute important components in fostering teacher professionalism and establishing a learning culture that is religious, disciplined, and oriented toward character development.

Academic supervision is a professional development approach aimed at assisting teachers in improving instructional quality through systematic observation, feedback, and follow-up activities.⁶ Mekarsari argues that supervision should not be viewed merely as an administrative activity but rather as a developmental process intended to improve and enhance teachers' classroom instructional practices.⁷ Consequently, academic supervision occupies a strategic position in encouraging teachers to

² M Maya Mekarsari, Bunyamin, and I Made Sudana, "Academic Supervision and Teachers' Pedagogical Competencies: Their Impact on Learning Quality in Indonesian Primary Schools," *Education and Human Development Journal* 10, no. 1 (April 30, 2025): 30–44, <https://doi.org/10.33086/ehdj.v10i1.7505>.

³ Erik Saputra et al., "Peran Supervisi Akademik Dalam Meningkatkan Kompetensi Pedagogik Guru Di SMA Plus Al Raihan Di Sukabumi," *Karakter : Jurnal Riset Ilmu Pendidikan Islam* 2, no. 3 (August 28, 2025): 250–59, <https://doi.org/10.61132/karakter.v2i3.1239>.

⁴ Eva Zulvi Wityastuti, Dian Hidayati, and Siti Partini Suadirman, "THE ROLE OF SCHOOL LEADERSHIP IN DEVELOPING TEACHER PROFESSIONALISM," *Visipena* 16, no. 1 (June 30, 2025): 128–39, <https://doi.org/10.46244/visipena.v16i1.3165>.

⁵ Putri Dwi Jayanti Pramesti Lestari, Imam Bahrozi, and Ivo Yuliana, "Kompetensi Pedagogik Guru Dalam Pelaksanaan Kurikulum Merdeka," *Jurnal Review Pendidikan Dasar : Jurnal Kajian Pendidikan Dan Hasil Penelitian* 9, no. 3 (October 11, 2023): 153–60, <https://doi.org/10.26740/jrpd.v9n3.p153-160>.

⁶ Muhsin Muhsin et al., "Supervisi Akademik Untuk Meningkatkan Mutu Pembelajaran Dan Pengembangan Budaya Mutu," *Journal of Education Research* 4, no. 4 (December 19, 2023): 2393–98, <https://doi.org/10.37985/jer.v4i4.569>.

⁷ Mekarsari, Bunyamin, and Sudana, "Academic Supervision and Teachers' Pedagogical Competencies: Their Impact on Learning Quality in Indonesian Primary Schools."

continuously refine their lesson planning, instructional implementation, and learning evaluation.

Research conducted by Budiastira demonstrates that instructional leadership plays a significant role in improving the quality of teaching and learning.⁸ Instructional leadership focuses on the principal's efforts to direct, guide, and evaluate classroom instructional processes directly and continuously.⁹ Through instructional leadership, principals not only perform managerial functions but also act as instructional leaders who actively encourage teachers to become more professional in their teaching practices.¹⁰

In improving instructional quality, instructional leadership emphasizes academic supervision, teacher mentoring, classroom observation, and continuous feedback. This approach is considered more effective than leadership models primarily oriented toward school administration because principals are directly involved in instructional processes and the development of teachers' pedagogical competence. Unlike administrative leadership, which tends to focus on organizational management and bureaucratic responsibilities, instructional leadership places the improvement of teaching quality at the center of its agenda through strengthening teachers' pedagogical competence, promoting continuous professional development, and optimizing student learning outcomes. The direct involvement of principals in academic processes through supervision provides professional support for teachers in overcoming various instructional challenges, thereby making teaching practices more effective, innovative, and responsive to students' needs.

The relationship between academic supervision and instructional leadership is particularly important because both complement one another in enhancing teachers' pedagogical competence. Principals who are able to implement supervision systematically, collaboratively, and continuously can assist teachers in designing more effective learning experiences, utilizing diverse teaching methods, managing classrooms efficiently, and conducting more appropriate assessments. Therefore, academic supervision supported by instructional leadership can serve as an important mechanism for strengthening instructional quality in schools.¹¹

This study aims to examine the effectiveness of academic supervision

⁸ A A Ketut Budiastira, Iwan Wicaksono, and Nia Erlina, "The Effect of Science Kit and Supervision Models on the Implementation and Implications on the Evaluation of Science Practicum Distance Learning," *Jurnal Penelitian Pendidikan IPA* 8, no. 5 (2022): 2443–50, <https://doi.org/10.29303/jppipa.v8i5.1610>.

⁹ A.A. Ketut Budiastira et al., "The Potential of Interactive Teaching Materials of Natural Science Practicum Courses in Elementary School by Distance Learning," *Jurnal Basicedu* 6, no. 3 (May 16, 2022): 5338–50, <https://doi.org/10.31004/basicedu.v6i3.2760>.

¹⁰ Dian Nurwati, Bunyamin Bunyamin, and Rasiman Rasiman, "Pengaruh Supervisi Akademik, Budaya Organisasi Dan Motivasi Kerja Guru Terhadap Kompetensi Profesional Guru Sekolah Dasar Negeri," *Cetta: Jurnal Ilmu Pendidikan* 8, no. 2 (March 27, 2025): 252–64, <https://doi.org/10.37329/cetta.v8i2.4161>.

¹¹ Rizki Fauzan et al., "Guru Implementasi Supervisi Akademik Melalui Platform Pengelolaan Kinerja," *Scholaria: Jurnal Pendidikan Dan Kebudayaan* 15, no. 3 (September 25, 2025): 251–59, <https://doi.org/10.24246/j.js.2025.v15.i3.p251-259>.

implemented through the instructional leadership of school principals in strengthening teachers' pedagogical competence based on religious values at SMP Negeri 1 Lhoksukon. Specifically, the study investigates supervision planning, classroom observation practices, feedback provision, and follow-up coaching activities as efforts to improve instructional quality and reinforce a religious culture within the school environment.

Numerous studies have examined the role of academic supervision in improving instructional quality across various educational contexts. Previous findings indicate that academic supervision plays a significant role in enhancing teachers' pedagogical competence and the overall quality of learning in schools.¹² Alanoglu found that principals' instructional leadership positively influences teachers' competence and self-efficacy through continuous academic guidance.¹³ Similarly, Amzat reported that instructional leadership and academic supervision support teachers' professional development through classroom observation and instructional mentoring.¹⁴

This study is important because it provides empirical evidence regarding the implementation of academic supervision and its contribution to improving instructional quality at SMP Negeri 1 Lhoksukon. Effective implementation of academic supervision has substantial potential to enhance the quality of teaching and learning in schools. When conducted systematically, supervision functions not only as an administrative monitoring activity but also as a professional development process that assists teachers in improving lesson planning, instructional implementation, and learning evaluation.

METHODS

This study employed a descriptive qualitative approach to examine in depth the implementation of academic supervision through the principal's instructional leadership in enhancing teachers' pedagogical competence and the quality of learning based on religious values. A qualitative approach was selected to gain a comprehensive understanding of educational phenomena from their natural context and participants' perspectives. The research was conducted at SMP Negeri 1 Lhoksukon, which was selected as the research site because it has systematically implemented academic supervision as part of its efforts to improve instructional quality and strengthen a religious culture within the school environment.

¹² RinRole of the supervision of the school principal in improving the quality of learning at state elementary school's post-pandemic COVID-19i Werdiningsih, "This Research Aims to Evaluate the Role of Principal Supervision in Improving Teacher Performance, Identify Obstacles Related to Academic Supervision Analysis, and Design Strategies to Overcome These Obstacles. This Research Was Conducted at a Public Elem," *International Journal of Education and Practice* 12, no. 2 (March 13, 2024): 217–39, <https://doi.org/10.18488/61.v12i2.3674>.

¹³ Ismail Hussein Amzat, Prima Gusti Yanti, and Suswandari Suswandari, "Estimating the Effect of Principal Instructional and Distributed Leadership on Professional Development of Teachers in Jakarta, Indonesia," *Sage Open* 12, no. 3 (2022): 21582440221109584, <https://doi.org/DOI:https://doi.org/10.1177/21582440221109585>.

¹⁴ Amzat, Yanti, and Suswandari.

Research participants were selected using purposive sampling. The participants consisted of the school principal and several teachers. The principal was selected due to his strategic role in implementing instructional leadership and academic supervision, while the teachers were chosen because they were directly involved in the teaching and learning process and served as the primary subjects of academic supervision and professional development activities.

Data were collected through observation, interviews, and documentation. Participatory observation was conducted to obtain a direct understanding of the implementation of academic supervision, classroom instructional practices, and the integration of religious values into learning activities. In-depth interviews were employed to explore information regarding the planning, implementation, and follow-up processes of academic supervision aimed at improving teachers' pedagogical competence. Documentation was used to complement the research data through the examination of lesson plans, supervision programs, and other relevant documents related to the study.¹⁵

RESULT AND DISCUSSION

Basic Concepts of Educational Supervision

Educational supervision is one of the essential functions of educational management aimed at improving the quality of the teaching and learning process in schools.¹⁶ In the educational context, supervision is not merely understood as an activity of monitoring teachers' performance but rather as a systematic professional development process designed to assist teachers in enhancing their pedagogical competence and instructional quality in the classroom.¹⁷ From the perspective of Islamic education, academic supervision is also directed toward fostering teachers' moral values, ethical conduct, discipline, and religious attitudes throughout the learning process. Through supervision, the principal's instructional leadership plays a strategic role in providing direction, guidance, and evaluation of instructional practices, enabling teachers to develop more effective teaching methods that are aligned with students' needs.¹⁸

Educational supervision is understood as a developmental process carried out by school leaders to improve instructional practices. Its primary objective is to create an

¹⁵ Elliana Elliana, Yusrizal Yusrizal, and Nasir Usman, "Academic Supervision in Improving Teacher Professionalism," *AL-ISHLAH: Jurnal Pendidikan* 13, no. 1 (June 24, 2021): 749–54, <https://doi.org/10.35445/alishlah.v13i1.527>.

¹⁶ Suparliadi Suparliadi, "Peran Supervisi Pendidikan Dalam Meningkatkan Mutu Pendidikan," *Journal Of Administration and Educational Management (ALIGNMENT)* 4, no. 2 (December 30, 2021): 187–92, <https://doi.org/10.31539/alignment.v4i2.2571>.

¹⁷ Reni Cahayati and Miftahir Rizqa, "Peran Supervisi Pendidikan Dalam Meningkatkan Mutu Pendidikan," *Indonesian Journal of Teaching and Learning (INTEL)*, August 5, 2024, 128–35, <https://doi.org/10.56855/intel.v3i3.1091>.

¹⁸ Asrar Maula and Syarif Hidayatullah, "Kepemimpinan Instruksional Dalam Supervisi Pendidikan Di Sekolah," *Intelegensia: Jurnal Pendidikan Islam* 12, no. 2 (December 25, 2024): 140–50, <https://doi.org/10.34001/intelegensia.v12i2.7220>.

effective learning environment. Within the framework of Islamic education, supervision is not only oriented toward students' cognitive achievement but also toward the development of religious character and the strengthening of moral values within the school environment.¹⁹ Therefore, supervision is not limited to assessing teachers' performance; it also functions as a professional development mechanism that encourages teachers to reflect on and improve their instructional practices.

Instructional leadership is a leadership approach that focuses on improving instructional quality through strengthening academic supervision and promoting teachers' professional development.²⁰ In this regard, school principals play a crucial role in directing, mentoring, and evaluating classroom instructional processes. Instructional leadership emphasizes direct involvement in classroom observations, feedback provision, and the facilitation of continuous teacher competency development.²¹ Furthermore, principals' instructional leadership contributes to the establishment of a religious learning culture by guiding teachers to demonstrate exemplary behavior, responsibility, and the integration of religious values into classroom activities.

Based on the findings of this study, educational supervision is understood as a systematic professional development process implemented by school principals through supervision planning, classroom observation, feedback provision, and follow-up coaching activities. These stages are intended to enhance teachers' pedagogical competence and improve the quality of learning processes grounded in religious values. Effective supervision plays an important role in fostering a reflective, adaptive, and quality-oriented learning culture within schools. This finding is reinforced by a teacher's statement during the interview:

"The principal does not merely assess administrative matters but also provides guidance regarding teaching methods and the reinforcement of religious values in the teaching and learning process" (MS).

In addition, the principal stated:

"Supervision is conducted in stages, beginning with planning, followed by classroom observation and joint evaluation with teachers, so that instructional practices continuously improve and remain aligned with the educational goals of the school" (AZH).

These findings indicate that academic supervision, when implemented collaboratively and continuously, effectively supports the enhancement of teacher professionalism and the quality of learning based on religious values within the school environment.

¹⁹ Hidayat Hidayat et al., "Implementation of Educational Supervision in Improving Learning Quality," *International Journal Administration, Business & Organization* 6, no. 2 (August 27, 2025): 242–51, <https://doi.org/10.61242/ijabo.25.548>.

²⁰ Christian Lazcano, Patricia Guerrero, and Paulo Volante, "Influence of Instructional Leadership on Teacher Retention," *International Journal of Leadership in Education* 28, no. 5 (September 3, 2025): 1120–38, <https://doi.org/10.1080/13603124.2022.2066187>.

²¹ N Chitamba and L Jita, "Instructional Leadership Practices: Exploring Deputy Principal's Instructional Leadership Practices – A Zimbabwean Case Study," *South African Journal of Education* 43, no. 4 (2023), <https://doi.org/10.15700/saje.v43n4a2221>.

The contribution of academic supervision to the improvement of teachers' pedagogical competence can be observed through teachers' ability to plan instruction, manage classrooms, and evaluate students' learning outcomes.²² Academic supervision is carried out systematically, providing opportunities for teachers to reflect on their teaching methods, instructional strategies, classroom management practices, and the effectiveness of the learning process. It also enables teachers to identify instructional challenges and obtain solutions and improvements through the feedback provided by the principal.²³ In addition to enhancing instructional quality, academic supervision encourages teachers to integrate religious values, ethical principles, and character development into the learning process as part of the Islamic educational culture within the school. These findings demonstrate that academic supervision not only affects the technical aspects of teaching but also contributes significantly to the continuous strengthening of teachers' pedagogical competence and the overall improvement of instructional quality in schools.

The Implementation of Instructional Leadership in Educational Supervision

The implementation of educational supervision in schools cannot be separated from the role of the principal's instructional leadership as the primary driving force in teacher development. Principals are responsible for ensuring that the learning process is conducted effectively and in accordance with the educational objectives established by the institution.²⁴ From the perspective of Islamic education, educational goals are not limited to students' academic achievement but also encompass character formation, ethical development, and the strengthening of religious values throughout the learning process. Therefore, the implementation of instructional leadership in educational supervision involves various developmental activities that are carried out systematically and continuously.²⁵

Instructional leadership is a leadership approach oriented toward improving the quality of learning through strengthening academic supervision and promoting teachers' professional development.²⁶ In practice, principals play an active role in planning,

²² Syufriati Syufrianti and Gustina Gustina, "Peningkatan Kompetensi Pedagogik Guru Dalam Membuat Perencanaan Pembelajaran Melalui Supervisi Akademik," *Jurnal Basicedu* 4, no. 2 (March 31, 2020): 389–95, <https://doi.org/10.31004/basicedu.v4i2.360>.

²³ Neliwati et al., "Implementasi Supervisi Manajerial Kepala Sekolah Dan Kepemimpinan Intruksional Dalam Meningkatkan Mutu Proses Pembelajaran," *Pendas : Jurnal Ilmiah Pendidikan Dasar* 10, no. 04 (January 1, 2026): 212–22, <https://doi.org/10.23969/jp.v10i04.39842>.

²⁴ Maula and Hidayatullah, "Kepemimpinan Instruksional Dalam Supervisi Pendidikan Di Sekolah."

²⁵ Neliwati et al., "Implementasi Supervisi Manajerial Kepala Sekolah Dan Kepemimpinan Instuksional Dalam Meningkatkan Mutu Proses Pembelajaran," *Pendas : Jurnal Ilmiah Pendidikan Dasar* 10, no. 04 (January 1, 2026): 212–22, <https://doi.org/10.23969/jp.v10i04.39842>.

²⁶ Bambang Budi Wiyono et al., "The Effectiveness of Utilizing Information and Communication Technology in Instructional Supervision with Collegial Discussion Techniques for the Teacher's Instructional Process and the Student's Learning Outcomes," *Sustainability* 14, no. 9 (April 19, 2022): 4865, <https://doi.org/10.3390/su14094865>.

directing, and evaluating classroom instructional processes.²⁷ This relationship is manifested through classroom observations, feedback provision, and continuous follow-up coaching activities. In addition to enhancing pedagogical competence, instructional leadership also contributes to the development of a religious learning culture through teacher development programs that emphasize exemplary conduct, discipline, responsibility, and the integration of religious values into instructional activities.

Principals are required to possess effective communication skills to ensure that the supervision process is conducted efficiently and does not create the impression of merely being a monitoring activity.²⁸ Through systematic supervision, principals can assist teachers in identifying weaknesses in the instructional process and provide guidance to improve the quality of classroom teaching. Consequently, supervision functions not only as an evaluation mechanism but also as a continuous professional development process for teachers.²⁹ Furthermore, principals support teachers in integrating moral and religious values into the learning process so that students acquire not only academic knowledge but also character development throughout their educational experiences.

The findings of this study indicate that the implementation of academic supervision at SMP Negeri 1 Lhoksukon is conducted systematically through a supervision program developed by the principal at the beginning of each academic year. This program serves as a guideline for classroom observations and provides direction to teachers regarding the instructional strategies employed in the learning process. One teacher explained that the supervision activities had a positive impact on improving the quality of classroom instruction:

“The supervision conducted by the principal helps us identify weaknesses in the learning process. After the observation, the principal usually provides suggestions on classroom management and more effective teaching methods.” (MS)

The interview results further revealed that the principal not only conducted classroom observations but also provided feedback and engaged teachers in reflective discussions regarding the outcomes of the supervision process. These discussions served as opportunities for teachers to reflect upon and improve their instructional practices.

“After the supervision process, we usually discuss the learning activities with the principal. Through these discussions, we receive valuable suggestions on how to increase student engagement in classroom learning activities.” (MS)

²⁷ Ngatini Ngatini et al., “Influence of Instructional Leadership and Academic Supervision on The Quality of Learning,” *IJORER : International Journal of Recent Educational Research* 6, no. 2 (March 30, 2025): 602–14, <https://doi.org/10.46245/ijorer.v6i2.804>.

²⁸ Y Bouchamma and D April, “The Professional Learning Community to Implement the Results-Based Management Approach (RBM) in Québec,” *Canadian Journal of Educational Administration and Policy*, no. 192 (2020): 77–85, <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85086331451&partnerID=40&md5=8b26ef8cd23107bc3b3dc817a7e1cebb>.

²⁹ Leni Rahmadani, Mohamad Muspawi, and K. A. Rahman, “Teknik Observasi, Evaluasi, Dan Umpan Balik Dalam Supervisi Pendidikan,” *JURNAL MADINASIKA Manajemen Pendidikan Dan Keguruan* 6, no. 2 (May 9, 2025): 118–25, <https://doi.org/10.31949/madinasiika.v6i2.13691>.

The findings also demonstrate that the principal's instructional leadership in the implementation of academic supervision contributes significantly to the enhancement of teachers' pedagogical competence, particularly in lesson planning, classroom management, and the evaluation of student learning outcomes. The supervision process, which includes observation, feedback, and reflective discussions, provides teachers with opportunities to engage in continuous improvement of their instructional practices.

More comprehensively, academic supervision encourages teachers to develop learning methods that are more diverse, innovative, and adaptive to students' characteristics and needs. These findings indicate that academic supervision not only contributes to the overall improvement of instructional quality but also directly strengthens teachers' pedagogical competence. Therefore, instructional leadership implemented through academic supervision plays a vital role in creating effective and religiously oriented learning environments while enhancing teachers' pedagogical competence and supporting students' character development.

The Impact of Academic Supervision on Learning Quality

Academic supervision is one of the forms of professional development implemented within the framework of the principal's instructional leadership to improve the quality of the teaching and learning process in schools.³⁰ The implementation of academic supervision serves as a professional development process for teachers through classroom observation activities. From the perspective of Islamic education, instructional practices are not solely directed toward students' academic achievement but also toward strengthening religious values, ethical principles, and character development throughout the learning process.³¹

Instructional leadership within the context of academic supervision contributes to the establishment of a religious learning culture through teacher development activities that emphasize exemplary behavior, discipline, responsibility, and the systematic integration of religious values into classroom instruction.³² Academic supervision implemented within the framework of instructional leadership functions not merely as a performance evaluation mechanism but also as a teacher professional development strategy aimed at improving the quality of learning.

The findings of this study indicate that the implementation of academic supervision at SMP Negeri 1 Lhoksukon has had a significant impact on improving instructional quality. Teachers who received continuous supervision demonstrated improvement in lesson planning, the selection of more diverse instructional strategies, and enhanced ability to manage classroom interactions effectively.³³ Interview findings

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33 Elok Nur Faiqoh, Nurkolis, and Sumarno, "Academic Supervision and Teacher Reflection: A Case Study Of Pedagogical Development SMA Negeri 3 Boyolali," *SOSIOEDUKASI: JURNAL ILMIAH ILMU PENDIDIKAN DAN SOSIAL* 14, no. 4 (November 25, 2025): 2835–44, <https://doi.org/10.36526/sosioedukasi.v14i4.6548>.

further reinforced these results, as teachers reported that academic supervision helped them identify weaknesses in their instructional practices.

The contribution of academic supervision to teachers' pedagogical competence can be observed through improvements in their ability to design systematic lesson plans, manage classrooms effectively, and conduct more focused learning assessments. The feedback provided during the supervision process enables teachers to improve their instructional strategies in a more targeted manner. Furthermore, reflective interactions between the principal and teachers foster professional awareness, which contributes to improved decision-making in instructional practices.

This study confirms that academic supervision has a strong relationship with the improvement of instructional quality in schools. Well-planned and continuous supervision creates more effective learning environments, increases student engagement, and supports the achievement of learning objectives more optimally.³⁴ Therefore, academic supervision within the framework of instructional leadership represents a relevant strategy for improving instructional quality, strengthening teacher professionalism, and fostering a learning culture grounded in religious values within the school environment.

The Implementation of Supervision by School Principals and School Supervisors

The contribution of principals' instructional leadership is crucial in enhancing the effectiveness of academic supervision in schools. Principals not only perform administrative functions but also act as instructional leaders who provide professional guidance to teachers through classroom observations, evaluation of instructional plans, and feedback provision.³⁵ This process aims to ensure that instructional activities are conducted in accordance with established standards while simultaneously improving the quality of classroom learning. Instructional leadership emphasizes the active involvement of principals in directing, guiding, and continuously evaluating instructional practices. Consequently, supervision functions not only as a monitoring activity but also as a process of teachers' professional development.

The findings of this study indicate that the implementation of structured supervision helps teachers improve their instructional strategies and classroom management practices. These findings are supported by previous studies, which have demonstrated that effective leadership in supervision encourages instructional innovation and fosters a collaborative work culture within schools. Academic supervision directly contributes to the enhancement of teachers' pedagogical competence, particularly in lesson planning, classroom management, and the assessment of student learning outcomes. The processes of observation, feedback, and reflection enable teachers to engage in continuous improvement of their instructional practices. Academic supervision

³⁴ Iman Abdul Sobar, "Effectiveness of Supervision Programs on Improving Teaching Skills and Teacher Performance in Schools," *Journal of Educational Management Research* 4, no. 1 (May 22, 2025): 82–89, <https://doi.org/10.61987/jemr.v4i1.793>.

³⁵ Fauzan et al., "Guru Implementasi Supervisi Akademik Melalui Platform Pengelolaan Kinerja."

implemented through instructional leadership not only improves instructional quality but also strengthens teachers' ongoing professional development.

Table 1. presents the relationship between the components of academic supervision, teachers' competencies, and program activities implemented within the school supervision process

No	Academic Supervision Component	Teacher Competency	Program Activities
1	Planning	Developing instructional plans and learning strategies	Preparation of supervision programs and instructional materials
2	Observation	Managing classrooms and implementing instruction	Classroom observation and instructional monitoring
3	Feedback	Reflecting on and improving instructional practices	Reflective discussions and instructional evaluation
4	Follow Up	Developing pedagogical competence	Continuous teacher coaching and professional development training

Based on Table 1, the implementation of academic supervision is carried out through interconnected stages of planning, observation, feedback, and follow-up, all of which contribute to the enhancement of teachers' pedagogical competence. Academic supervision implemented through instructional leadership functions not merely as an assessment activity but also as a professional development process that continuously promotes the improvement of teachers' competencies. The interrelationship among these stages can be illustrated through the following Interactive Academic Supervision Cycle Model Based on Instructional Leadership.

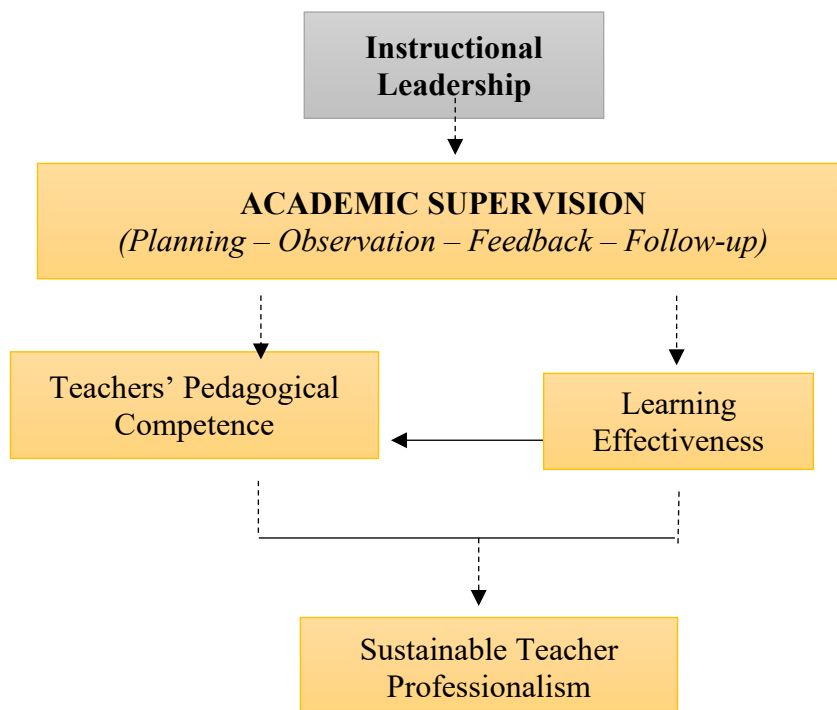


Figure 1. Interactive Academic Supervision Cycle Model Based on Instructional Leadership

Figure 1 illustrates the concept of instructional leadership, which positions the principal as the leader of learning and highlights a strategic role in improving instructional quality through academic supervision. Theoretically, instructional leadership emphasizes the management of teaching and learning processes, the professional development of teachers, and the creation of a conducive learning environment oriented toward improving student learning outcomes. Within this model, academic supervision is understood as a reflective and continuous professional development process based on the principles of clinical supervision, which emphasizes the stages of observation, feedback, and follow-up as systematic efforts to improve instructional practices. In this context, supervision functions not only as a performance evaluation instrument but also as a mechanism for teacher professional development that encourages critical reflection on classroom instructional practices.

The model integrates teachers' pedagogical competence as a key mediating factor linking academic supervision and learning effectiveness. The enhancement of pedagogical competence encompasses teachers' ability to plan, implement, and evaluate instruction, which directly contributes to the creation of effective, interactive, and student-centered learning processes. This perspective is consistent with constructivist learning theory, which emphasizes the active role of teachers in facilitating meaningful learning experiences. Therefore, academic supervision based on instructional leadership not only contributes to the improvement of instructional quality but also strengthens the continuous professional development of teachers. The cyclical nature of the model

demonstrates that improvements in pedagogical competence and learning effectiveness continuously reinforce teacher professionalism, which in turn supports the sustainability of academic supervision practices and ongoing instructional improvement within the school.



Figure 2. Interactive Academic Supervision Cycle Model

Figure 2 illustrates the construct of academic supervision based on instructional leadership, which is implemented through a cyclical process consisting of planning, classroom observation, reflective feedback, and follow-up coaching. Within this framework, the principal acts as the *leader of learning* by providing academic mentoring, facilitating instructional reflection, and strengthening pedagogical innovation. This construct is oriented toward teacher professional development, the enhancement of pedagogical competence, and the cultivation of a collaborative learning culture grounded in religious values.

The conceptual contribution of this study lies in the development of a reflective-collaborative academic supervision model based on instructional leadership as the driving force for improving teachers' pedagogical competence, learning effectiveness, and professional development. In this context, the term *driving force* refers to the principal's active role in promoting teacher development through continuous observation, reflection, feedback, and follow-up activities. The effectiveness of supervision is determined not merely by the frequency of supervisory activities but also by the quality of collaborative and reflective interactions between principals and teachers. The academic implication of this study is the reinforcement of the instructional leadership-based academic supervision framework as an effective approach to improving instructional quality. Its social implication is the creation of a collaborative, communicative, and value-oriented school culture that supports character formation and the strengthening of students' religious values.

CONCLUSION

The implementation of academic supervision through the principal's instructional leadership plays a significant role in strengthening teachers' pedagogical competence based on religious values at SMP Negeri 1 Lhoksukon. The systematic implementation of academic supervision through planning, classroom observation, feedback provision, and follow-up coaching has proven effective in helping teachers improve their instructional practices, enhance their ability to design lessons, manage classrooms, and evaluate student learning outcomes. The religious values emphasized in this process include the cultivation of discipline, responsibility, honesty, exemplary conduct, and the integration of Islamic values into classroom instruction.

The principal's instructional leadership serves as the primary driving force behind the success of academic supervision because the principal functions not only as an administrator but also as an instructional leader who actively guides, supports, and facilitates teachers' reflective practices. The collaborative approach implemented through classroom observation, reflective discussions, feedback provision, and follow-up coaching creates a supportive supervisory environment that encourages teachers to develop professionally while simultaneously integrating religious values into the learning process. The integration of instructional leadership into the implementation of academic supervision has been shown to contribute to improving instructional quality and strengthening the religious culture within the school. These findings affirm that academic supervision should not be viewed merely as a monitoring activity but rather as a continuous professional development process that promotes teacher professionalism, learning effectiveness, and student character formation.

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