



Implementation of Scientific Supervision in Improving Teacher Professionalism Competence

Mohamad Ardiansyah^{1*}, Prim Masrokan Mutohar²

^{1,2} Universitas Islam Negeri Sayyid Ali Rahmatullah, Tulungagung, Indonesia

Email: mohamadardiansyah859@gmail.com¹, pmutohar@gmail.com²

*Corresponding Author

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ABSTRACT

Improving teacher professionalism in Islamic educational institutions remains a central challenge as learning quality is strongly influenced by teachers' pedagogical and professional capabilities. Strengthening these competencies requires a systematic and measurable supervision model. This study aims to describe the implementation of scientific supervision in enhancing teacher professional competence at MTsN 2 Kota Blitar. Using a descriptive qualitative approach, data were collected through classroom observations, semi-structured interviews with the principal and subject coordinators, as well as documentation of supervision instruments. The findings indicate that scientific supervision is implemented through structured planning, objective classroom observations, reflective evaluation, and continuous follow-up supported by digital training through the Ministry of Religious Affairs Smart MOOC platform. This supervision model contributes to strengthening learning innovation, reflective awareness, and the role of principals as learning leaders. The study concludes that scientific supervision serves as an effective managerial strategy for enhancing teacher professionalism and improving the culture of quality in Islamic education. The research contributes by offering an empirical model of data-driven supervision that integrates Islamic work ethics and modern management principles.

Keywords: Scientific Supervision, Teacher Professionalism, Islamic Education Management, Academic Supervision, Leadership.

ABSTRAK

Peningkatan profesionalisme guru pada lembaga pendidikan Islam tetap menjadi tantangan utama karena kualitas pembelajaran sangat dipengaruhi oleh kemampuan pedagogik dan profesional guru. Penguatan kompetensi tersebut memerlukan model supervisi yang sistematis dan terukur. Penelitian ini bertujuan mendeskripsikan pelaksanaan supervisi ilmiah dalam meningkatkan kompetensi profesional guru di MTsN 2 Kota Blitar. Dengan menggunakan pendekatan kualitatif deskriptif, data dikumpulkan melalui observasi kelas, wawancara semi-terstruktur dengan kepala madrasah dan koordinator mata pelajaran, serta dokumentasi instrumen supervisi. Temuan penelitian menunjukkan bahwa supervisi ilmiah dilaksanakan melalui perencanaan yang terstruktur, observasi kelas yang objektif, evaluasi reflektif, serta tindak lanjut berkelanjutan yang didukung oleh pelatihan digital melalui platform Smart MOOC Kementerian Agama. Model supervisi ini berkontribusi pada penguatan inovasi pembelajaran, kesadaran reflektif, dan peran kepala madrasah sebagai pemimpin pembelajaran. Penelitian ini menyimpulkan bahwa supervisi ilmiah berfungsi sebagai strategi manajerial yang efektif untuk meningkatkan profesionalisme guru dan memperbaiki budaya mutu dalam pendidikan Islam. Kontribusi penelitian ini terletak pada penyajian model empiris supervisi berbasis data yang mengintegrasikan etika kerja Islami dan prinsip-prinsip manajemen modern.

Kata Kunci: Supervisi Ilmiah, Profesionalisme Guru, Manajemen Pendidikan Islam, Supervisi Akademik, Kepemimpinan.

INTRODUCTION

Education is the primary foundation for developing superior, character-based, and highly competitive human resources in the challenging and competitive era of globalization.¹ In the context of Islamic education, teachers hold a central position as agents of change, tasked not only with transferring knowledge but also with instilling moral, spiritual, and social values in students. The quality of an educational institution, particularly madrasas, depends heavily on the professionalism and competence of teachers, who play a direct role in determining the success of the learning process.² Therefore, improving teachers' professional competence is a strategic agenda that needs serious attention in efforts to realize quality, adaptive, and competitive Islamic education.

Teacher professional competence includes mastery of subject matter, application of appropriate learning methods, the ability to innovate, and professional attitudes and integrity. Nurlaela and Muaini stated that teachers with professional competence are able to carry out their duties effectively and have a positive impact on the quality of education.³ However, in practice, many teachers still face obstacles in achieving these competency standards. Therefore, targeted and sustained efforts are needed to develop teachers' professional skills in line with the demands of today's education system.

One method considered effective for improving teacher professionalism is through academic supervision. This supervision is a planned and ongoing coaching process designed to help teachers develop their teaching skills, maintain a professional attitude, and improve the quality of classroom learning.⁴ Over time, the concept of scientific supervision emerged, emphasizing the importance of using objective data and analysis in assessing and guiding teacher performance. Well-directed principal supervision can provide professional support for teachers, making learning more effective and helping the school meet its quality standards.⁵ Through this approach, madrasah principals or educational supervisors can provide more targeted, evidence-based coaching, thereby making teacher competency development more effective and impacting the quality of education.⁶ This approach not only functions as an evaluation tool, but also as a managerial instrument in realizing the quality of learning and improving the quality of Islamic education in madrasas.

Scientific supervision is characterized by thorough planning, the use of valid observation instruments, structured data analysis, and the provision of fact-based feedback obtained from the field. In practice, scientific supervision focuses not only on assessing

¹ Suherman et al., *Peran Pendidikan Islam Dalam Kualitas Sumber Daya Manusia*, ed. Aris Imawan (CV. Duta Sains Indonesia, 2025).

² Saiful Asyari, "Supervision of Madrasah Principals Based on Performance Assessment as an Effort to Improve Teacher Professionalism," *JIEMAN: Journal of Islamic Educational Management* 2, no. 1 (2020).

³ Nurlaela and Muaini, "Elementary School Supervision to Improve Teacher Competence," *Jurnal Basicedu* 7, no. 6 (2023): 3837–44, <https://doi.org/10.31004/basicedu.v7i6.6471>.

⁴ Dwi Faiqoh, "Supervisi Kepala Madrasah Dalam Meningkatkan Profesionalisme Guru Dwi," *Jurnal Kependidikan* 7, no. 1 (2019): 98–110.

⁵ Supriyono and Hesty Puspita Sari, "Research and Development : Model of Clinical Collaborative Supervision for Scientific Based English Instruction," *Al-Hayat: Journal of Islamic Education (AJIE)* 5, no. 2 (2021).

⁶ Wahyu Sobirin et al., "Implementation of Academic Supervision in Improving Teacher Competence and Professionalism at Elementary School Level in Bandung Regency," *EduBase: Journal of Basic Education* 4, no. 2 (2023): 268–83.

teacher performance but also on professional mentoring that helps teachers identify strengths and weaknesses in the learning process. Principals and supervisors are expected to act as learning leaders, encouraging a culture of reflection and collaboration among teachers.⁷ The scientific supervision process is carried out through the stages of planning, observation, reflection, and ongoing follow-up.⁸ This approach emphasizes open dialogue and active teacher participation, creating a coaching environment conducive to professional development. At MTsN 2 Kota Blitar, the implementation of scientific supervision has the potential to be an effective strategy for strengthening teacher competency comprehensively and sustainably.

At MTsN 2 Kota Blitar, efforts to strengthen teacher competency still encounter challenges such as less-than-optimal supervision, limited assessment tools, and low professional development, which as noted by Nasution and Siregar affect teachers' abilities in planning, implementing, and evaluating learning.⁹ Within this situation, the Scientific Supervision model offers a systematic and measurable approach to support continuous professional growth, aligning with the competency standards mandated in Law No. 14 of 2005.¹⁰ This model helps teachers become more reflective, encourages learning innovation, and fosters a quality-oriented culture in madrasas through ongoing improvement.

Previous studies have shown that the implementation of scientific supervision can improve the pedagogical and professional competence of teachers at various levels of education. For example, a study by Musfah concluded that data-based academic supervision improves teacher effectiveness in lesson planning and assessment of learning outcomes.¹¹ Nurlaela & Muaini Academic supervision improves teacher pedagogical and professional competence.¹² Anggrayni, Structured and continuous academic supervision has been proven to enhance teacher professionalism through targeted feedback and instructional reflection.¹³ Khumairo, Supervision fosters reflective learning practices and improves instructional quality.¹⁴ Ulfah's, study on early childhood education teachers showed that clinical supervision conducted through a structured cycle can significantly enhance mastery of the scientific approach, particularly in the areas of observation, reasoning, and communication.¹⁵

⁷ Tini Mogea, *Educational Supervision Teori and Practices* (Desolupublisher, 2019).

⁸ Citra Ayu Letari et al., "Peran Supervisi Akademik Dalam Meningkatkan Mutu Pembelajaran : Kajian Pustaka," *Pengertian : Jurnal Pendidikan Indonesia (PJPI)* 3, no. 3 (2025): 91–108.

⁹ Lukman Nasution and Astri Novia Siregar, "The Impact of Academic Supervision Implementation on Learning Quality at SKMN 1 Galang," *Jurnal Ilmiah METADATA* 5, no. 2 (2023): 342–49, <https://doi.org/10.47652/metadata.v5i2.388>.

¹⁰ Law of the Republic of Indonesia Number 14 of 2005 Concerning Teachers and Lecturers, Pub. L. No. 14 (2005).

¹¹ Jejen Musfah, "Principal Leadership during the Pandemic," *Universitas Negeri Malang* (Malang), 2020.

¹² Nurlaela and Muaini, "Elementary School Supervision to Improve Teacher Competence."

¹³ Retno Anggrayni, *Application of Educational Supervision in Improving Teacher's Professionalism*, 3, no. 2 (2024): 465–74.

¹⁴ Dahlia Khumairo, "Implementation Of Learning Supervision In Improving Teacher Professionalism" (UIN Sayyid Ali rahmatullah Tulungagung, 2023).

¹⁵ St Maria Ulfah, "Improving Teachers' Scientific Skills Through Clinical Supervision : A Case Study at Aisyiyah Fastabiqul Khaerat Kindergarten," *Aulad: Journal on Early Childhood* 7, no. 3 (2024): 701–8, <https://doi.org/10.31004/aulad.v7i3.754>.

Unlike previous studies that only discuss the general effectiveness of scientific supervision, this study offers novelty by presenting an empirical and context-specific model at MTsN 2 Kota Blitar that integrates systematic supervision cycles with digital professional development (Smart MOOC), uses interview evidence to validate practices, and shows how principals function as learning leaders in applying evidence-based supervision resulting in a more comprehensive and data-driven analysis than earlier research.

This study aims to examine how the implementation of Scientific Supervision can enhance teacher professional competence at MTsN 2 Kota Blitar by exploring its strategies, forms of guidance, and impact on teacher quality. The findings are expected to contribute theoretically to Islamic education management and provide practical recommendations for principals in building an effective and sustainable supervision system. Empirically, the study seeks to reinforce a data-driven, collaborative, and continuously improving paradigm in Islamic education, positioning Scientific Supervision not merely as an administrative task but as a strategic tool for developing professional, reflective, and innovative teachers in the modernization era of madrasah education.

METHOD

This research employs a descriptive qualitative approach designed to provide an in-depth portrayal of the implementation process of scientific supervision in enhancing teacher professionalism at MTsN 2 Kota Blitar. This approach was chosen because it is able to explore the meaning and contextual understanding of the research subjects' experiences in natural situations. The research subjects included the madrasah principal, subject coordinators (field supervisors), and teachers as key informants directly involved in the implementation of scientific supervision. Research data were collected through three main techniques: observation, in-depth interviews, and documentation.¹⁶ Observations were conducted to capture real-time teaching practices, learning interactions, and classroom management during the supervision process. Interviews were carried out with the madrasah principal as the main supervisor and with representatives of subject teachers who were directly involved in supervised learning activities. Documentation consisted of various materials related to the supervision process for each subject teacher. Data analysis was carried out interactively using the Miles and Huberman model which includes the stages of data reduction, data presentation, and drawing conclusions.¹⁷ To ensure data validity, this study employed source and method triangulation techniques, comparing observations, interviews, and official madrasah documents to ensure the validity and reliability of the findings. This approach enabled researchers to objectively and comprehensively understand how scientific supervision contributes to improving teacher professional competence in madrasahs.

¹⁶ Nana Syaodih Sukmadinata, *Metodologi Penelitian Pendidikan* (2010).

¹⁷ Matthew B. Miles et al., *Qualitative Data Analysis*, in *Educacao e Sociedade*, 3rd ed. (SAGE Publications, n.d.).

RESULTS AND DISCUSSION

Scientific Supervision Planning at MTsN 2 Blitar City

Scientific supervision planning at MTsN 2 Kota Blitar begins with a systematic and collaborative approach to ensure the effectiveness and sustainability of teacher professional development. The principal takes a leading role by developing a structured supervision program and forming a supervision team. This team consists of coordinators from each subject who serve as subject supervisors, while the principal, as the primary supervisor, is responsible for monitoring and mentoring these coordinators. This model facilitates equitable supervision without burdening any single party, while simultaneously strengthening comprehensive academic oversight, which is essential in madrasa education.¹⁸ The Principal Emphasized:

“If I supervise everything by myself, it would certainly be impossible. Therefore, I appoint coordinators or supervisors for each subject. I supervise those coordinators, and then the coordinators supervise the other teachers.”¹⁹



Figure 1. Interview with the Principal



Figure 2. Gathering Teacher Coordinators for Each Subject

¹⁸ Herman et al., “Quality Assurance in Education: The Development of An Employment Contract-Based Madrasa Principal Supervision Model At Madrasa Aliyah In West Aceh Regency,” *AL-ISHLAH: Jurnal Pendidikan* 15, no. 1 (2023): 411–22, <https://doi.org/10.35445/alishlah.v15i1.2615>.

¹⁹ Interview with the principal on Wednesday, October 15, 2025, at 09:00 WIB.

Furthermore, supervision planning includes developing a detailed and measurable supervision schedule and determining valid and appropriate observation instruments. The principal and his team map teacher needs based on previous performance and evaluation data to determine the appropriate focus of supervision. This approach is based on Glickman's concept of scientific supervision, which emphasizes the use of data and needs analysis as the basis for supervision planning to ensure effective and sustainable professional development.²⁰

Early coordination and a clear division of roles are the main foundations of supervision planning at MTsN 2 Kota Blitar. The principal ensures that each team member understands their roles and responsibilities, which is key to strengthening accountability for the implementation of academic supervision. This organized task-sharing system encourages the formation of a healthy collaborative work culture, strengthening communication between teachers and supervisors, so that supervision can run optimally. In addition to technical aspects, MTsN 2 Kota Blitar implements a participatory approach that actively involves teachers in the process of identifying needs and scheduling supervision. This aims to foster a sense of ownership and commitment to the supervision program, while ensuring that supervision implementation is relevant to real needs in the field. The principles of dialogue and collaboration between supervisors and teachers are at the heart of the scientific supervision approach to improving learning performance.²¹

During implementation, the madrasah will also integrate periodic monitoring and evaluation mechanisms as part of the supervision cycle. The madrasah principal and the supervision team will routinely collect feedback from teachers and reflect on the supervision results.²² This evaluation process serves as a basis for decision-making to improve and refine follow-up supervision, ensuring sustainable improvement in the quality of madrasah education.

In conclusion, the scientific supervision plan at MTsN 2 Kota Blitar was designed holistically, based on clear data and team collaboration, in accordance with the principles of modern and participatory academic supervision. This approach also strengthens supervision as a quality management instrument for madrasah education, enhancing teacher professionalism and optimizing student learning outcomes.

Implementation of Scientific Supervision at MTsN 2 Blitar City

Scientific supervision at MTsN 2 Kota Blitar uses a participatory and reflective approach to ensure the development process is aligned with the needs of teachers and the school. Each field supervisor observes teachers according to their responsibilities, and the principal monitors their performance.²³ Observations are conducted directly in the classroom

²⁰ Rokhman et al., "The Development of a Scientific-Based Academic Supervision Management Model," *AL-ISHLAH: Jurnal Pendidikan* 16, no. 2 (2024): 1383–98, <https://doi.org/10.35445/alishlah.v16i2.4626>.

²¹ Michael Fullan, *The New Meaning of Educational Change*, in *Change* (2007).

²² Johannes Sohirimon Lumbanbatu and Din Oloan Sihotang, "Peningkatan Keterampilan Dasar Mengajar Guru Melalui Scientific Model Supervision Directive Approach," *Jurnal Dinamika Manajemen Pendidikan (JDMP)* 6, no. 2 (2022).

²³ Lilia Halim et al., "Action Research as Instructional Supervision : Impact on the Professional Development of University Based Supervisors and Science Student Teachers," *Procedia Social and Behavioral Sciences* 2, no. 2 (2010): 2868–71, <https://doi.org/10.1016/j.sbspro.2010.03.430>.

and indirectly, such as reviewing learning materials and student evaluation results. Direct classroom observations, also known as classroom visits, aim to obtain objective data on learning dynamics and teacher performance in real time.

“I just pass by, listen from outside, and check the teaching materials. What matters is that the data are objective and as they are.”²⁴

The principal emphasizes flexible yet objective supervision, not limited to formal activities in closed rooms. Scientific principles in supervision require the collection of real-world data so that observations form the basis for accurate analysis for teacher development. This technique aligns with a scientific and collaborative approach to supervision, which prioritizes the validity of observations and active teacher involvement throughout the process. Meanwhile, an interview with one of the subject teachers showed that the implementation of supervision felt more humane and supportive, rather than patronizing:

“The supervisor does not come to find faults, but to provide guidance. After the supervision, we discuss things together. I feel helped because I know which parts need improvement.”²⁵



Figure 3. Interview with the Subject Teacher.

Following the observation process, supervisors provide feedback in the form of self-development recommendations for teachers, covering teaching strategies, classroom management, and material mastery.²⁶ One concrete follow-up action is encouraging teachers to participate in online training through the Ministry of Religious Affairs' Smart MOOC platform, a manifestation of continuous improvement. This approach is consistent with the expert belief that scientific supervision should foster ongoing professional development through reflection on supervision results and structured feedback.

The supervisory approach at MTsN 2 Kota Blitar is collaborative and involves open communication between supervisors and teachers, emphasizing the importance of dialogue

²⁴ Interview with the principal on Wednesday, October 15, 2025, at 09:00 WIB.

²⁵ Interview with the subject teacher on Tuesday, October 21, 2025, at 10:00 WIB.

²⁶ Kelemu Zelalem Berhanu, “The Mediating Role of Teachers’ Attitudes toward Instructional Supervision in the Association between Instructional Supervisory Practice and Teachers’ Job Performance,” *Participatory Educational Research (PER)* 11, no. 2 (2024): 212–29.

in improving educational quality. The cyclical supervision process encompasses planning, implementation, reflection, and ongoing follow-up to build a productive and professional learning culture. Thus, the implementation of scientific supervision at MTsN 2 Kota Blitar serves as an integrative and adaptive model for teacher development, based on real-world observation data and emphasizing continuous development through digital training and coaching. This model can significantly improve teacher performance and support the creation of a conducive and high-quality learning environment.

Evaluation and Follow-up of Scientific Supervision

Evaluation of scientific supervision results at MTsN 2 Kota Blitar is conducted through regular coordination meetings involving the principal, supervisors, and teachers as a forum for joint reflection. In this forum, supervision results are discussed dialogically, including findings, obstacles encountered in class, and applicable solutions. The evaluation is two-way, namely from the teacher's perspective, which assesses the readiness, implementation, and effectiveness of learning, and from the student's perspective, which provides perceptions of the teacher's teaching methods and their impact on their learning outcomes.²⁷ This dialogical evaluation process encourages two-way communication and a culture of mutual learning among teachers so that problems can be resolved collaboratively, in line with Daresh's view in Nurhadi regarding the importance of open professional interaction between the principal and teachers in the success of scientific supervision.²⁸ The principal stated:

“Teachers share their difficulties with one another, and other teachers also offer suggestions. So the problem-solving process becomes collaborative.”²⁹

The implementation of scientific supervision at MTsN 2 Kota Blitar proceeded smoothly without significant obstacles. This was supported by a solid teamwork system and good communication among supervisory team members. The supervision culture at this madrasah has shifted from a top-down control model to a professional coaching and partnership model, which places dialogue, openness, and shared responsibility as its foundation. This model allows the madrasah principal and teachers to share responsibility for continuously improving the quality of learning. The evaluation process also involves collecting data from various sources, such as classroom observations, learning materials, learning implementation, and student learning outcomes. This evaluation is used as a consideration in planning follow-up supervision, including training, coaching, and developing teacher professional development programs. This process ensures that academic supervision does not stop at the monitoring stage but continues with systematic and measurable actions to improve teacher competency and overall learning quality. In line with what was stated by Nurhadi and Triwiyanto, consistent educational supervision helps

²⁷ Bambang Budi Wiyono et al., *Implementation of Group and Individual Supervision Techniques, and Its Effect on the Work Motivation and Performance of Teachers at School Organization*, vol. 13 (2022), <https://doi.org/10.3389/fpsyg.2022.943838>.

²⁸ Nurhadi, “Peningkatan Kinerja Pendidik Pada Pengembangan Evaluasi Belajar Melalui Supervisi Akademik Kepala Madrasah Di MTs Negeri 1 Mojokerto,” *Edu Cendikia: Jurnal Ilmiah Kependidikan* 2, no. 2 (2022): 314–23, <https://doi.org/10.47709/educendikia.v2i02.1648>.

²⁹ Interview with the principal on Tuesday, October 21, 2025, at 09:00 WIB.

teachers improve their planning and teaching processes, leading to better performance and improved student learning outcomes.³⁰ Aligned with what the principal stated:

“I ask the students directly about how their teacher teaches and whether they understand or not. From there, I compare it with the supervision results.”³¹

Thus, evaluation of supervision results at MTsN 2 Kota Blitar is a crucial part of the scientific supervision cycle, which is oriented towards improving teacher professionalism and educational quality. Through an inclusive and participatory evaluation mechanism, the madrasah is able to respond quickly and relevantly to dynamic learning needs, strengthen internal synergy, and build sustainable educational credibility.

The Impact of Scientific Supervision on Teacher Professionalism

The implementation of scientific supervision at MTsN 2 Kota Blitar has proven to make a significant positive contribution to improving teacher professionalism. Through a thorough planning process, data-driven observations, and ongoing reflective evaluation, teachers have become increasingly aware of the strengths and weaknesses in their teaching practices.³² Several aspects of teacher competency that have improved include the ability to design lesson plans (RPP) and learning materials tailored to student needs, the ability to implement active and innovative learning strategies, the ability to evaluate learning based on student learning outcomes, and an open attitude to criticism and a willingness to continuously develop. From the interview, the subject teacher stated:

“In the past, I taught by just going with the flow. After being supervised, I realized that I needed to improve my lesson planning and the way I motivate students. Now I feel more prepared because I’ve become accustomed to being evaluated.”³³

The results of this scientific supervision also strengthen the role of the madrasah principal as a learning leader who actively encourages the creation of a culture of quality and innovation in learning. The madrasah principal functions not merely as a supervisor, but rather as a guide and facilitator in the teacher professional development process. In this role, scientific supervision in madrasahs is not merely a performance control tool, but rather an effective managerial instrument that fosters professionalism, reflection, and sustainable collaboration within the madrasah environment.

This systematic scientific supervision helps teachers identify areas for improvement and receive constructive feedback to develop their teaching skills. This supervisory approach, which is non-judgmental but rather collaborative, helps boost teacher motivation and confidence. This creates a supportive work climate and optimizes teachers' potential to deliver high-quality learning. The success of supervision depends heavily on policy support, the leadership of the madrasah principal, and teachers' readiness to accept guidance with an

³⁰ Tami Nurhadi and Teguh Triwiyanto, “Enhancing Teacher Professionalism through Academic Supervision: An Investigation in Remote and Peripheral Regions,” *TARBAWI: Jurnal Keilmuan Manajemen Pendidikan* 9, no. 02 (2023): 305–16.

³¹ Interview with the principal on Tuesday, October 21, 2025, at 09:00 WIB.

³² Calsabila Syasre Hidayat et al., “Analysis of Science Education Supervision to Improve the Quality of Student Output,” *International Journal of Education, Information Technology and Others (IJEIT)* 7, no. 3 (2024): 102–7.

³³ Interview with the subject teacher on Tuesday, October 21, 2025, at 10:00 WIB.

open attitude. More broadly, the findings of this study align with the findings of Wahidah, Amrulloh, and Hakim which asserted that academic supervision, encompassing pre-observation, socialization, mentoring, and routine monitoring, can improve the effectiveness of learning implementation in madrasas.³⁴ This systematic approach strengthens teachers' reflection processes and encourages the continuous development of professional competencies.

Meanwhile, the principal emphasized that scientific supervision not only improves teacher performance but also fosters a culture of quality:

“What changes is not only the way they teach, but also the way they think. Teachers become more responsive and willing to learn.”³⁵



Figure 4. Reporting to the Principal of Madrasah as the Main Supervisor

These findings align with studies showing that academic supervision carried out through careful planning, consistent implementation procedures, and continuous follow up is capable of improving teacher professionalism and strengthening the quality of learning.³⁶ Overall, the implementation of scientific supervision at MTsN 2 Kota Blitar has successfully transformed the work culture of teachers and the madrasah toward more mature professionalism and an orientation toward optimal learning outcomes. This supervision model can serve as a reference for madrasahs or other schools seeking to improve the quality of education and teacher development on an ongoing basis.

CONCLUSION

The implementation of scientific supervision at MTsN 2 Kota Blitar was carried out in a planned, systematic, and collaborative manner to improve teacher professional competence. During the planning stage, the principal formed a supervisory team based on subject areas and developed a schedule and observation instruments relevant to learning

³⁴ Asni Wahidah et al., “Peran Supervisi Akademik Kepala Sekolah Dalam Optimalisasi Implementasi Kurikulum Merdeka Di Sekolah,” *Nidhomiyah: Jurnal Manajemen Pendidikan Islam* 5, no. 2 (2024): 138–54, <https://doi.org/10.38073/nidhomiyah.v5i2.1851>.

³⁵ Interview with the principal on Tuesday, October 21, 2025, at 09:00 WIB.

³⁶ Bradley Setiyadi et al., “Factual Study of Academic Supervision at Primary and Secondary Educational Levels in Indonesia,” *Iqra': Kajian Ilmu Pendidikan* 10, no. 1 (2025).

needs. Supervision was carried out through a participatory and reflective approach, with supervisors and teachers actively involved in the process of observation, feedback, and ongoing self-development. Follow-up activities were implemented in the form of evaluation meetings, training, and the use of the Ministry of Religious Affairs' Smart MOOC digital platform to strengthen teachers' pedagogical and professional skills. The application of this scientific supervision model has been proven to increase reflective awareness, innovation in learning, and an open attitude towards professional improvement among teachers. The principal's role is not only as a supervisor, but also as a learning leader who encourages collaboration and a culture of quality within the madrasah environment. Thus, scientific supervision is a strategic instrument in developing professional teachers, quality learning, and Islamic education management oriented towards continuous quality improvement.

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