

## **Humanistic Supervision and Collaborative Governance Model of Madrasah Principals in Handling Dual Indiscipline in *Pesantren***

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### **Abstract**

Enforcing discipline in madrasahs located within *pesantren* environments often faces the complex challenge of dual indiscipline involving both teachers and students. This study aims to analyze in depth the role of the madrasah principal as a supervisor in handling teacher and student discipline problems at Pondok *Pesantren* Nurul Amin, Samarinda. Utilizing a qualitative approach with a descriptive case study design, data were gathered through in-depth interviews, limited participant observation, and documentation involving the principal, teachers, and students. Data analysis followed the interactive model of Miles, Huberman, and Saldaña. The results indicate that the principal executes a three-stage operational framework for disciplinary supervision: adaptive planning, direct monitoring implementation, and cross-sectoral follow-up evaluation. The intervention employs a humanistic and value-based approach through coaching, spiritual role modeling, and servant leadership. Institutional bottlenecks, particularly time constraints due to excessive administrative workloads, are effectively mitigated through collaborative governance strategies, delegating tasks to senior teachers, and strengthening coordination with dormitory management. In conclusion, a professional and collaborative supervisory role by the madrasah principal is key to fostering a sustainable culture of discipline within the *pesantren* ecosystem.

**Keywords:** *Collaborative Governance, Disciplinary Culture, Humanistic Supervision, Madrasah Principal, Pesantren.*

### **Abstrak**

Penegakan disiplin di madrasah yang berada di lingkungan *pesantren* sering kali menghadapi tantangan kompleksitas indisipliner ganda antara guru dan siswa. Penelitian ini bertujuan untuk menganalisis secara mendalam peran kepala madrasah sebagai supervisor dalam menangani masalah disiplin guru dan siswa di Pondok *Pesantren* Nurul Amin, Samarinda. Menggunakan pendekatan kualitatif dengan desain studi kasus deskriptif, data dikumpulkan melalui wawancara mendalam, observasi partisipatif terbatas, dan dokumentasi terhadap kepala madrasah, dewan guru, dan siswa. Analisis data menerapkan model interaktif Miles, Huberman, dan Saldaña. Hasil penelitian menunjukkan bahwa kepala madrasah menerapkan tiga tahapan operasional supervisi disiplin: perencanaan adaptif, pelaksanaan pemantauan langsung, dan evaluasi tindak lanjut lintas sektor. Intervensi ini mengedepankan pendekatan humanis dan berbasis nilai keagamaan melalui tindakan *coaching*, keteladanan spiritual, serta gaya kepemimpinan pelayan (*servant leadership*). Kendala institusional berupa keterbatasan waktu akibat beban administratif birokrasi yang berlebihan berhasil dimitigasi melalui strategi tata kelola kolaboratif (*collaborative governance*), pendelegasian wewenang kepada guru senior, serta penguatan koordinasi bersama pengasuhan asrama. Kesimpulannya, peran supervisi

kepala madrasah yang profesional dan kolaboratif menjadi kunci utama dalam membangun budaya disiplin yang berkelanjutan di *pesantren*.

**Kata Kunci:** *Budaya Disiplin, Kepala Madrasah, Kepemimpinan Kolaboratif, Pesantren, Supervisi Humanis.*

## INTRODUCTION

Education is a systematic process aimed at developing all potentials of learners, encompassing cognitive, affective, and psychomotor aspects. The successful achievement of this educational objective is highly determined by the creation of a learning environment that is conducive, orderly, and disciplined. Within Islamic educational institutions, particularly madrasahs in boarding schools (*pondok pesantren*), the value of discipline is not merely interpreted as a formal regulatory instrument, but as an integral part of shaping noble character (*akhlakul karimah*).<sup>1</sup> Therefore, professional role-modeling and discipline from educators serve as the primary prerequisites to foster similar traits within students.<sup>2</sup>

As leaders, madrasah principals bear a strategic responsibility in managing and developing the quality of human resources. This role is manifested, among others, through the function of an educational supervisor whose duties include professional teacher development, learning oversight, and behavior control of the madrasah community.<sup>3</sup> Ideal supervisory actions should not be reduced to mere cold administrative control, but must take the form of an ongoing educational development process to improve performance while maintaining a harmonious school climate.<sup>4</sup>

Nevertheless, mapping current literature shows that the implementation of disciplinary supervision in the field still faces arduous challenges, namely high rates of indiscipline. Prior research on this topic commonly focuses partially, such as evaluating madrasah principal supervision that target only teacher work discipline.<sup>5</sup> On the other hand, the current of research on student discipline enforcement tends to be studied separately through Islamic culture habituation programs or the implementation of general

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<sup>1</sup> Fathul Amin and Muhaiminah Darajat, 'Implementation Of Islamic Educational Values In Forming Students' Disciplined Character,' *Jurnal Tarbiyatuna: Jurnal Kajian Pendidikan, Pemikiran Dan Pengembangan Pendidikan Islam* 6, no. 2 (2025): 41–52, <https://doi.org/10.30739/tarbiyatuna.v6i2.4484>.

<sup>2</sup> Agus Fitra Nabila, 'Profesionalisme Guru Dalam Pembentukan Karakter Disiplin Pada Siswa,' *AL-Ikhtiar : Jurnal Studi Islam* 2, no. 3 (2025): 272–80, <https://doi.org/10.71242/6xx5f092>.

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

<sup>4</sup> Wiyono Wiyono et al., 'Efektivitas Manajemen Supervisi Akademik Kepala Sekolah Dalam Pembinaan Kinerja Guru Di SMP,' *RIGGS: Journal of Artificial Intelligence and Digital Business* 4, no. 2 (2025): 679–86, <https://doi.org/10.31004/riggs.v4i2.548>.

<sup>5</sup> Maryatul Kibtiyah, 'Peran Kepemimpinan Kepala Madrasah Dalam Meningkatkan Disiplin Guru Di Madrasah,' *Al-Miskawiah: Journal of Science Education* 1, no. 1 (2022): 27–48, <https://doi.org/10.56436/mijose.v1i1.80>; Masriah and Sukarman, 'Gaya Kepemimpinan Kepala Madrasah Aliyah Dalam Meningkatkan Kedisiplinan Guru,' *Al-Marsus : Jurnal Manajemen Pendidikan Islam* 3, no. 1 (2025): 15–27, <https://doi.org/10.30983/al-marsus.v3i1.9503>; Citra Malinda Sitorus et al., 'Kepemimpinan Kepala Madrasah Dalam Meningkatkan Sikap Disiplin Guru Di MTS Swasta Nurussolih Medan Polonia,' *Al-Tarbiyah: Jurnal Ilmu Pendidikan Islam* 1, no. 4 (2023): 143–63, <https://doi.org/10.59059/al-tarbiyah.v1i4.390>.

school regulations.<sup>6</sup> This complexity is often exacerbated by internal constraints of the madrasah principal, such as a high administrative burden and limited time for oversight.<sup>7</sup>

From this literature mapping, a fundamental research gap is visible. Most prior studies tend to separate the study of teacher and student discipline supervision, or test it in formal institutions detached from the dynamics of boarding schools.<sup>8</sup> In fact, a madrasah under the auspices of a *pesantren* has unique characteristics, where disciplinary infractions at school are frequently intertwined with nurturing activities in the dormitory area.<sup>9</sup> Empirical-qualitative studies investigating how a madrasah principal executes the role of an adaptive supervisor to simultaneously handle dual indiscipline problems (teachers and students) remain very rare.

This research is present to fill this academic gap through field research at Pondok *Pesantren* Nurul Amin, Samarinda. As an institution combining formal and boarding school education, the madrasah principal at this locus is demanded to be capable of implementing supervisory patterns that are humanistic, persuasive, and adaptive to the *pesantren* culture.<sup>10</sup> Grounded in real conditions in the field, this study aims to analyze in depth the role of the madrasah principal as a supervisor in handling teacher and student discipline problems at Pondok *Pesantren* Nurul Amin, Samarinda.

## METHOD

This study employs a qualitative approach with a descriptive case study design to investigate the supervisory role of the madrasah principal in managing teacher and student discipline problems. The research was conducted at Pondok *Pesantren* Nurul Amin, Samarinda, an institution chosen for its unique integration of formal academic education and boarding-based character building. Research subjects were selected through purposive sampling, comprising the madrasah principal as the key informant, teachers,

<sup>6</sup> Eka Julia Putri and Candra Wijaya, 'Strategi Kepala Madrasah Dalam Meningkatkan Kedisiplinan Siswa Melalui Program Berbasis Budaya Islami Di Mtsn Tanjungbalai,' *Research and Development Journal of Education* 11, no. 1 (2025): 541–50, <https://doi.org/10.30998/rdje.v11i1.28866>; Agus Fredy Ryanto, 'Strategi Manajemen Kepala Sekolah Dalam Mengembangkan Budaya Disiplin Siswa Di Madrasah Aliyah,' *Unisan Jurnal* 5, no. 4 (2026): 196–206; Ainul Yakin et al., 'Peran Kepemimpinan Kepala Madrasah Dalam Peningkatan Disiplin Siswa,' *TADBIR MUWAHHID* 9, no. 1 (2025): 165–81, <https://doi.org/10.30997/jtm.v9i1.18648>.

<sup>7</sup> Enong Holilah et al., 'Problematika Kepala Sekolah Dalam Melaksanakan Supervisi Akademik: Sebuah Tinjauan Konseptual Dan Praktis: Kualitatif Deskriptif,' *Pendas : Jurnal Ilmiah Pendidikan Dasar* 10, no. 04 (2025): 348–63, <https://doi.org/10.23969/jp.v10i04.38244>.

<sup>8</sup> Fuadiyah Irfiana and Romi Siswanto, 'Pengaruh Kepemimpinan Kepala Sekolah Dan Disiplin Guru Terhadap Kinerja Guru,' *Academy of Education Journal* 15, no. 1 (2024): 902–15, <https://doi.org/10.47200/aoej.v15i1.2330>; Alef Meichaty, 'Budaya Kerja Kepala Madrasah Dalam Meningkatkan Disiplin Kerja Tenaga Kependidikan Di Madrasah Aliyah Negeri Cendekia Jambi,' *Mikraf: Jurnal Pendidikan* 2, no. 1 (2021): 37–53.

<sup>9</sup> Muhammad Amiq Azmi et al., 'Servant Leadership Dalam Pengasuhan Asrama: Strategi Penanaman Karakter Disiplin Siswa Di *Pesantren*,' *Journal of Education Management and Islamic Studies* 1, no. 1 (2025): 1–8; Zu'ama Anggun Larasati et al., 'Problematika Pendidikan Agama Di Pondok *Pesantren*,' *DIKSI: Jurnal Kajian Pendidikan Dan Sosial* 6, no. 2 (2025): 146–56, <https://doi.org/10.53299/diksi.v6i2.1620>.

<sup>10</sup> Yuliana Fitri et al., 'Strategi Kepemimpinan Dalam Meningkatkan Kinerja Dan Kedisiplinan Guru Pondok *Pesantren* Tahfidzul Quran Salman Al Farisi Putri Kecamatan Tomoni Kabupaten Luwu Timur,' *Unisan Jurnal* 4, no. 9 (2025): 282–91; Hidayatul Mufidah, 'Strategi Kepala Madrasah Dalam Meningkatkan Kompetensi Sosial Guru Di MA Mambaus Sholihin Gresik,' *Mudir: Jurnal Manajemen Pendidikan* 5, no. 1 (2023): 247–55, <https://doi.org/10.55352/mudir.v5i1.766>.

and students to gain multi-sided perspectives on discipline management. The gathered data consist of primary sources derived from direct field testimonies and secondary sources including institutional regulations, disciplinary records, and physical environmental observations.

Data collection was executed through three integrated qualitative instruments: semi-structured in-depth interviews, limited participant observation, and documentation. In-depth interviews were conducted with the principal, teachers, and students to explore enforcement strategies and operational challenges, while observations focused on daily interactions and compliance with school rules. Documentation analysis involved examining formal codes of conduct, attendance logs, and supervisory reports. To ensure data trustworthiness and validity, the study utilized source triangulation by cross-examining accounts across different informants, technique triangulation by cross-verifying interviews against observations and documents, and member-checking to confirm data accuracy with the participants.<sup>11</sup>

Data analysis was conducted interactively and continuously throughout the research framework, adapting the qualitative model by Miles et al. (2014).<sup>12</sup> This process involves four systematic stages: data collection, data condensation (selecting, focusing, and simplifying field data relevant to disciplinary issues), data display (organizing the information into structured narrative descriptions), and conclusion drawing or verification. Through these analytical phases, the field findings were systematically categorized to comprehensively map out the planning, implementation, and follow-up stages of the principal's disciplinary supervision.

## **RESULTS AND DISCUSSION**

### **Disciplinary Supervision Operational Framework: Planning, Implementation, and Follow-Up**

Based on field data analysis, the implementation of disciplinary supervision at Madrasah Aliyah Pondok *Pesantren* Nurul Amin Samarinda is carried out through a continuous three-stage governance cycle: planning, implementation, and follow-up evaluation. In the initial planning phase, conducted ahead of the new academic year, the madrasah principal initiates the formulation of a discipline oversight program directly attached as part of the madrasah's Annual Work Plan (RKT). This scheme highlights that the enforcement of organizational order cannot be done reactively or incidentally, but must be supported by a mature managerial blueprint.<sup>13</sup> Interestingly, the madrasah principal at this locus applies flexibility to his oversight instruments; supervisory tools and monitoring timelines are specifically adjusted by taking into account the track record,

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<sup>11</sup> Hardani Hardani et al., *Metode Penelitian Kualitatif & Kuantitatif* (CV. Pustaka Ilmu, 2020); John W. Creswell et al., 'Qualitative Research Designs: Selection and Implementation,' *The Counseling Psychologist* 35, no. 2 (2007): 236–64, <https://doi.org/10.1177/0011000006287390>.

<sup>12</sup> Matthew B. Miles et al., *Qualitative Data Analysis: A Methods Sourcebook*, 3rd ed. (SAGE Publications, 2014).

<sup>13</sup> Muhammad Yunus et al., 'Implementasi Supervisi Akademik Kepala Sekolah Dalam Meningkatkan Kinerja Guru,' *Kelola: Journal of Islamic Education Management* 7, no. 1 (2022): 1–20, <https://doi.org/10.24256/kelola.v7i1.1825>; Zulfiani Zulfiani et al., 'Model Supervisi Akademik Dalam Meningkatkan Kinerja Guru,' *Kelola: Journal of Islamic Education Management* 6, no. 1 (2021): 25–36, <https://doi.org/10.24256/kelola.v6i1.1833>.

level of teaching experience, and psychological characteristics of each teacher and student. The asymmetrical and individual need-based nature of this planning aligns with the findings of Arsul et al. (2023),<sup>14</sup> who state that institutional oversight effectiveness increases drastically if a leader is able to design a monitoring scheme that is adaptive and accommodating to the background of their counterparts, rather than forcing a rigid, one-size-fits-all bureaucratic standard.

Entering the implementation phase, the madrasah principal transforms the planning document into active monitoring actions covering the madrasah area and the extensive boarding school complex. The focus of observation is directed at several crucial indicators, such as punctual classroom attendance, compliance with dress codes, teaching responsibility, and the social interaction dynamics of the school community. To obtain objective data without triggering resistance or psychological tension, the madrasah principal combines formal inspections with a fluid, personal approach. The operational dynamics in the field are vividly described by one of the senior teachers (Informant 1) through the following account:

*‘The madrasah principal doesn’t just rely on the attendance list on his desk. He makes it a habit to go around personally inspecting classes during the first period to ensure teachers arrive on time and students are ready to learn. If there is an infraction, he avoids direct public reprimands and prefers to approach the individual informally to discuss the issue.’*

The interview excerpt above reflects an important synthesis between structural control functions and a clinical approach. The madrasah principal’s action of going directly into the field during vulnerable hours (such as the start of the school day) confirms the conceptual supervision theory of Dian & Prayoga (2019)<sup>15</sup> and Prayoga & Supiana (2020),<sup>16</sup> which notes that periodic classroom visits and real-time monitoring are the most effective instruments to measure objective levels of discipline in a madrasah. Furthermore, the principal’s choice to defer coercive sanctions and replace them with private personal discussions proves that the implementation of supervision at this *pesantran* is oriented as a mentoring medium (coaching), rather than a forum for fault-finding. This informal dialogue allows violators to articulate the root causes of the indisciplinary issues they face, such as physical exhaustion due to a packed dormitory schedule or geographical hurdles like a long commute.

This operational cycle reaches its peak in the follow-up evaluation phase, where all notes, findings, and draft recommendations from the implementation phase are systematically processed into behavior remediation programs. Based on documentation studies, the madrasah principal formulates periodic progress notes and holds personal

<sup>14</sup> Ariza Arsul et al., ‘Supervision of Madrasah Heads in Improving the Professional Competence of Teachers at the Darul Qur’an Al-Islamy Islamic Boarding School, Jambi,’ *Instructional Development Journal* 6, no. 3 (2023): 273–81, <https://doi.org/10.24014/idj.v6i3.29275>.

<sup>15</sup> Dian Dian and Ari Prayoga, ‘Supervisi Akademik Kepala Madrasah di Madrasah Aliyah Darussalam Sumedang,’ *Briliant: Jurnal Riset dan Konseptual* 4, no. 4 (2019): 548–58, <https://doi.org/10.28926/briliant.v4i4.413>.

<sup>16</sup> Ari Prayoga and Supiana, ‘Supervisi Akademik Kepala Madrasah,’ *INOVATIF: Jurnal Penelitian Pendidikan, Agama, Dan Kebudayaan* 6, no. 1 (2020): 105–24, <https://doi.org/10.55148/inovatif.v6i1.106>.

feedback sessions for both teachers and students caught violating rules. In the specific context of Pondok *Pesantren* Nurul Amin, this follow-up phase demands a unique dualistic orchestration: the madrasah principal must build intensive coordination channels with dormitory wardens, homeroom teachers, and the internal security ranks of the *pesantren*. This is because the manifestation of indisciplinary behavior at school (such as sleeping in class or arriving late) is frequently rooted in the santri's activity patterns within the dormitory area at night. This synthesis aligns with the thoughts of Fauzi et al. (2023)<sup>17</sup> and Nurakmal et al. (2022),<sup>18</sup> who emphasize that the ultimate success of supervisory management lies not in the sophistication of its monitoring process, but in the consistency of its follow-up programs. Through open two-way communication and the establishment of new agreed-upon behavioral standards across sectors (madrasah and *pesantren*), the supervision results do not end up as dead administrative paperwork, but transform into a stimulus for substantive and sustainable behavior change.

### **A Humanistic and Value-Based Approach in Handling Indiscipline**

The core focus underpinning the successful handling of indisciplinary cases at MA Pondok *Pesantren* Nurul Amin Samarinda lies in the consistency of the madrasah principal in adopting a humanistic and Islamic value-based approach. In practice, the madrasah principal consciously rejects conventional monitoring patterns that are repressive, rigid, or coercive, which often trigger psychological resistance from the school community. Instead, leadership authority is transformed into open two-way communication, persuasive discussion, and the cultivation of intrinsic motivation. This mentoring pattern, which prioritizes emotional aspects and respect for individual dignity, is applied evenly when dealing with work infractions by the teacher board as well as rule violations by students. This empathetic and dialogic mechanism is emotionally described by a student organization representative (Informant 3) through the following account:

*'If there are students who frequently break the rules, such as being late or modifying uniforms against the dress code, the madrasah principal calls us into his office to chat privately. He asks about our difficulties in adapting to the dormitory schedule and reminds us of our long-term goals. This approach makes us feel valued as developing individuals, which naturally makes us want to improve our behavior out of our own awareness.'*

The empirical narrative above clearly proves that enforcing order in a boarding religious educational environment cannot be separated from a psychological understanding of the subjects being guided. Theoretical synthesis shows that a humanistic oversight model relying on coaching, deep dialogue, and direct real-time guidance is far more effective in dismantling the root causes of indiscipline and increasing students' self-confidence to change, compared to the application of cold structural sanctions.<sup>19</sup> Through

<sup>17</sup> M. Asif Nur Fauzi et al., 'Tindak Lanjut Penilaian Kinerja Kepala Sekolah pada Komponen Kualitas Supervisi Pembelajaran,' *QUALITY* 11, no. 2 (2023): 161–80, <https://doi.org/10.21043/quality.v11i2.21267>.

<sup>18</sup> Ghani Nurakmal et al., 'Manajemen Supervisi Akademik Kepala Sekolah Dalam Meningkatkan Kompetensi Guru Di Kota Bandung (Studi Deskriptif Pada SD Muhammadiyah 7 Dan SD Muhammadiyah 3),' *JiIP - Jurnal Ilmiah Ilmu Pendidikan* 5, no. 4 (2022): 1090–101, <https://doi.org/10.54371/jiip.v4i5.529>.

<sup>19</sup> Moh Muslih et al., 'Supervisi Akademik (Humanis) Dalam Meningkatkan Kompetensi Profesional Guru (Studi Kasus Smp Negeri Daerah Terdepan Dan Terluar),' *Research and Development Journal of*

these actions, the madrasah principal visibly constructs six ideal pillars of work and learning discipline enforcement: consistent motivation, positioning the leader as an authentic role model, formulating logical regulations, continuous objective monitoring, providing educational direction or sanctions, and offering rewards for every draft of positive attitude change.<sup>20</sup>

Furthermore, in the unique context of a pondok *pesantren*, this humanistic approach is tightly intertwined with spiritual values and Islamic leadership principles. The madrasah principal does not merely position himself as a bureaucrat enforcing formal legal rules of the madrasah, but as a part of the nurturing structure that protects through a servant leadership pattern. This approach aligns with the findings of Azmi et al. (2025),<sup>21</sup> which assert that the intersection between institutional firmness in enforcing dormitory rules and the sincerity of service-based leadership is the primary key to producing responsible, mentally strong santri with high disciplinary awareness in the modern era. This protective strategy is reinforced by the habituation of intimate, open social communication, alongside a warm and communicative attitude within the school environment.<sup>22</sup>

Ultimately, the implementation of value-based supervision or religious value-based academic supervision successfully shifts the overall perspective of teachers and students toward the meaning of order.<sup>23</sup> Discipline is no longer perceived as a frightening chain of external sanctions or an administrative burden shackling the freedom of the madrasah community. Conversely, through the spiritual role-modeling of the madrasah principal, discipline transforms into a manifestation of moral responsibility, respect (*ta'dhim*), and collective spiritual awareness deeply rooted in the heart to preserve the nobility of quality and noble character (*akhlakul karimah*) within Pondok Pesantren Nurul Amin Samarinda.

### **Institutional Constraints and Strategic Solutions in *Pesantren* Supervision**

Although the operational framework for disciplinary supervision has been designed systematically, its optimal implementation in the field is empirically still hindered by several systemic institutional constraints. The primary challenge identified at Pondok *Pesantren* Nurul Amin Samarinda is the severe time constraint faced by the madrasah principal. This limitation is triggered by an accumulation of administrative tasks, daily clerical workloads, and the broad scope of institutional managerial duties that must be handled concurrently. This phenomenon of excessive bureaucratic workload is a classic barrier that commonly undermines leadership oversight effectiveness, where principals often struggle to balance behavioral quality control with deep instructional

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*Education* 11, no. 1 (2025): 519–26, <https://doi.org/10.30998/rdje.v11i1.28863>.

<sup>20</sup> Garina Siskawati et al., 'Studi Empiris Upaya Kepala Sekolah Untuk Menegakkan Disiplin Kerja Guru,' *Jurnal Niara* 17, no. 1 (2024): 42–50, <https://doi.org/10.31849/niara.v17i1.19752>.

<sup>21</sup> Azmi et al., 'Servant Leadership Dalam Pengasuhan Asrama.'

<sup>22</sup> Mufidah, 'Strategi Kepala Madrasah Dalam Meningkatkan Kompetensi Sosial Guru Di MA Mambaus Sholihin Gresik'; Akhmad Fauzi Hamzah, 'Santripreneur: A Model of Islamic Economic Management Through *Pesantren*-Based Entrepreneurship Education,' *Al-Jadwa: Jurnal Studi Islam* 5, no. 2 (2026): 235–50, <https://doi.org/10.38073/aljadwa.4592>.

<sup>23</sup> Moh Imam Wahyudi, 'Penerapan Supervisi Akademik Dalam Pengelolaan Kurikulum Oleh Kepala Sekolah Di Sd Darussalam Blokagung,' *Naafi: Jurnal Ilmiah Mahasiswa* 1, no. 5 (2025): 687–97, <https://doi.org/10.62387/naafi.v1i5.244>.

leadership.<sup>24</sup> These objective conditions become increasingly complex due to the emergence of burnout factors, low mental readiness among certain individuals, and social friction within the boarding ecosystem that demands constant attention around the clock.<sup>25</sup>

To overcome these physical and time limitations without sacrificing the essence of quality control, the madrasah principal implements a mitigation strategy centered on the division of governance authority. Instead of letting the wheels of oversight stall, the principal builds a collaborative network by utilizing the internal potential of the madrasah and *pesantren*. This tactical step is detailed by an administrative staff member (Informant 2) through the following interview excerpt:

*‘To overcome time limitations, the madrasah principal started delegating basic monitoring duties to senior teachers and working closely with the pesantren’s internal security section. He uses routine evaluation meetings to keep communication open, ensuring that even when he is busy with administrative paperwork, the discipline tracking system keeps functioning.’*

The synthesis of field data demonstrates that the madrasah principal successfully implemented a participative and inclusive leadership style. Measures such as forming an internal supervision team, delegating oversight structures, and utilizing periodic evaluation meeting forums are theoretically proven capable of maintaining the continuity of quality control amidst leadership limitations.<sup>26</sup> Furthermore, the cross-sector integration pattern between formal madrasah management and the dormitory nurturing system is a highly contextual key to resolving dual indisciplinary problems.<sup>27</sup> Through this active collaboration, capacity-building programs such as intensive guidance or internal training can be orchestrated sustainably to boost staff performance.<sup>28</sup> From the perspective of Islamic education management, this strategic solution reflects the principal’s *amanah* and moral responsibility to continuously nurture human resource quality. The madrasah principal refuses to remain passive toward bureaucratic obstacles,

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<sup>24</sup> Holilah et al., ‘Problematika Kepala Sekolah Dalam Melaksanakan Supervisi Akademik’; Muhammad Yunus et al., ‘Implementasi Supervisi Akademik Kepala Sekolah Dalam Meningkatkan Kinerja Guru,’ *Kelola: Journal of Islamic Education Management* 7, no. 1 (2022): 1–20, <https://doi.org/10.24256/kelola.v7i1.1825>; Zulfiani Zulfiani et al., ‘Model Supervisi Akademik Dalam Meningkatkan Kinerja Guru,’ *Kelola: Journal of Islamic Education Management* 6, no. 1 (2021): 25–36, <https://doi.org/10.24256/kelola.v6i1.1833>.

<sup>25</sup> Garina Siskawati et al., ‘Studi Empiris Upaya Kepala Sekolah Untuk Menegakkan Disiplin Kerja Guru,’ *Jurnal Niara* 17, no. 1 (2024): 42–50, <https://doi.org/10.31849/niara.v17i1.19752>.

<sup>26</sup> Ghani Nurakmal et al., ‘Manajemen Supervisi Akademik Kepala Sekolah Dalam Meningkatkan Kompetensi Guru Di Kota Bandung (Studi Deskriptif Pada SD Muhammadiyah 7 Dan SD Muhammadiyah 3),’ *JIIP - Jurnal Ilmiah Ilmu Pendidikan* 5, no. 4 (2022): 1090–101, <https://doi.org/10.54371/jiip.v4i5.529>; Dian Dian and Ari Prayoga, ‘Supervisi Akademik Kepala Madrasah di Madrasah Aliyah Darussalam Sumedang,’ *Briliant: Jurnal Riset dan Konseptual* 4, no. 4 (2019): 548–58, <https://doi.org/10.28926/briliant.v4i4.413>.

<sup>27</sup> Arinza Justistio et al., ‘Supervisi Manajerial Kepala Sekolah Di SMP Darul Falah Batu Putuk Bandarlampung,’ *An-Nidzam : Jurnal Manajemen Pendidikan Dan Studi Islam* 11, no. 1 (2024): 1–17, <https://doi.org/10.33507/an-nidzam.v11i1.1970>.

<sup>28</sup> Ahmad Ripai et al., ‘Peran Kepala Sekolah Dalam Meningkatkan Kompetensi Guru Melalui Program In House Training Di Madrasah Aliyah (Ma) Nu Putra Buntet Pesantren Cirebon,’ *Benchmarking* 8, no. 1 (2024): 1–14, <https://doi.org/10.30821/benchmarking.v8i1.15241>; Mufidah, ‘Strategi Kepala Madrasah Dalam Meningkatkan Kompetensi Sosial Guru Di MA Mambaus Sholihin Gresik.’

actively seeking ways out through a consultative approach (*musyawarah*) and peer empowerment. By distributing supervisory responsibilities evenly, the madrasah is able to build a multi-layered control system that is independent and functional. This collaborative governance pattern ensures that the culture of discipline within Pondok *Pesantren* Nurul Amin Samarinda remains consistently upheld, while making a tangible contribution to creating a modern Islamic educational institution climate that is orderly, reputable, and quality-oriented.

## CONCLUSION

The role of the madrasah principal as a supervisor in handling teacher and student discipline problems at Pondok *Pesantren* Nurul Amin Samarinda runs effectively and systematically. The effectiveness of managing indiscipline is supported by a continuous three-stage operational framework, encompassing annual oversight program planning based on individual needs, implementation through periodic direct monitoring in the field, and dynamic cross-sector follow-up evaluation. Through this governance cycle, the madrasah principal is proven capable of aligning modern management instruments with cultural boarding school regulations, ensuring that the oversight process does not run rigidly but is capable of maintaining the stability of the Islamic educational ecosystem as a whole.

The success of handling the dual indisciplinary problems (teachers and students) at this institution rests upon the consistent application of a humanistic, persuasive, and religious value-based approach through coaching actions, empathetic dialogue, spiritual role-modeling, and a servant leadership style. This psychological approach is proven successful in transforming the meaning of order for both teachers and students, shifting it from what was initially perceived as a coercive external sanction burden into a form of collective spiritual awareness and moral responsibility to preserve noble character (*akhlakul karimah*). Although the execution of supervision briefly faced institutional constraints in the form of the leader's limited time due to an excessive clerical administrative workload, the madrasah principal successfully mitigated it through collaborative governance strategies, delegation of authority to senior teachers, and the reinforcement of integrated coordination with the dormitory nurturing ranks and the internal security system of the *pesantren*.

Despite providing significant theoretical and practical contributions to Islamic education management, this research has limitations in its use of a single case study design focusing on one madrasah within a specific boarding school environment; thus, the resulting findings cannot be instantly generalized to other institutions that possess different organizational culture characteristics, facility capacities, or geographic distributions. In addition, the focus of data collection in this study is still limited to a qualitative-empirical exploration of internal madrasah stakeholders only. Therefore, future research is recommended to expand the research locus through multi-*pesantren* comparative studies in different regions, use a mixed-methods approach to quantitatively measure the extent of the supervision's influence on teacher and student discipline indices, and involve the perspectives of external stakeholders such as students' guardians (*wali santri*) and alumni to test the long-term consistency and impact of the established

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