



ACADEMIC SUPERVISION OF MADRASAH PRINCIPALS IN IMPROVING THE QUALITY OF LEARNING

Muhammad Al Khawarizmi Harahap

Islamic University of Nahdlatul Ulama Jepara, Central Java, Indonesia

E-mail: arizharahap@gmail.com

Abstract:

This research is motivated by the importance of academic supervision by madrasah principals in improving the quality of learning. The purpose of this study is to examine the concept and role of academic supervision by madrasah principals in improving the quality of learning in madrasahs, as well as to analyze the impact of academic supervision on improving the quality of learning and the quality of madrasahs as a whole. This study uses a library research method with a qualitative approach. Data collection techniques are carried out through documentation by reviewing various written sources such as books, journals, and scientific articles relevant to the research topic. Data analysis techniques use content analysis, namely by systematically identifying, categorizing, and interpreting the content of the data to gain a deep understanding. The results of the study indicate that academic supervision by madrasah principals plays a significant role in improving the quality of learning through directed planning, systematic implementation, and follow-up in the form of continuous coaching and evaluation. Thus, academic supervision is one of the strategic factors in improving teacher professionalism and the quality of learning.

Keywords: *Head Of Madrasah; Learning Quality; Academic Supervision*

INTRODUCTION

Education plays a crucial role in improving the quality of human resources, particularly in the context of madrasahs as Islamic educational institutions (Holidi et al., 2025). The success of an educational process is largely determined by the quality of classroom learning. Learning quality is a key indicator in assessing educational effectiveness, as it is through quality learning that students can optimally develop their potential. Therefore, improving learning quality is a key focus in educational management in madrasahs. Learning quality is significantly influenced by teacher competence in planning, implementing, and evaluating learning (Abdullah, 2025). Teachers are required to create effective, innovative, and student-centered learning. However, in practice, various obstacles remain, such as suboptimal learning planning, the use of insufficiently varied methods, and a lack of ongoing evaluation. This situation demonstrates the need for systematic teacher development, one of which is through academic supervision by the madrasah principal (Saputra et al., 2026).

Academic supervision is a crucial function of the madrasah principal in improving learning quality (Razaq, 2026). Supervision serves not only as a

supervisory activity but also as a coaching process aimed at assisting teachers in improving their professional and pedagogical competencies. Through appropriate supervisory approaches and techniques, madrasah principals can provide direction, guidance, and constructive feedback to teachers, thereby improving the quality of learning. Thus, academic supervision is an effective strategy for improving the quality of education in madrasahs.

Several previous studies have shown that academic supervision plays a significant role in improving the quality of learning (Khomairotusshiyamah, 2026). Research published in the *An-Nur Journal: Study of Islamic Education and Sciences* shows that academic supervision by madrasah principals, conducted through the planning, implementation, and evaluation stages, can improve the quality of learning in madrasahs. Furthermore, research in the *Tambusai Education Journal* states that academic supervision by madrasah principals significantly improves teacher performance, particularly in the planning and implementation of learning. A similar finding was found in the *Katalis Pendidikan: Jurnal Ilmu Pendidikan dan Matematika* (Education Catalyst Journal: Journal of Educational Sciences and Mathematics), which demonstrated that academic supervision plays a crucial role in improving learning quality through systematic and ongoing teacher development.

Although these studies have demonstrated positive results, most of them focus on field research, emphasizing the implementation of academic supervision in specific locations (Hasanah, 2026). These studies have not examined academic supervision in depth from conceptual and theoretical perspectives. Thus, a research gap exists: the limited number of studies examining madrasah principals' academic supervision through a systematic, literature-based approach. Based on this gap, this study presents a novelty by using a library research approach analyzed through content analysis techniques (Holidi et al., 2025). This approach allows researchers to more comprehensively examine various concepts, theories, and previous research findings related to madrasah principals' academic supervision in improving learning quality. Thus, this research not only strengthens practical aspects but also makes theoretical contributions to the development of Islamic education management.

The purpose of this research is to examine the concept and role of madrasah principals' academic supervision in improving learning quality in madrasahs, and to analyze the impact of academic supervision on improving learning quality and overall madrasah quality based on a review of relevant literature (Novita, 2026). The results of this study are expected to serve as a reference for madrasah principals in implementing effective academic supervision and contributing to improving the quality of learning in madrasahs.

Various previous studies have shown that academic supervision has a significant impact on improving the quality of learning (Haisuma et al., 2026). Research published in the *An-Nur Journal: Studies on Education and Islamic Sciences* (*Jurnal An-Nur: Kajian Pendidikan dan Ilmu Keislaman*) shows that planned and systematic academic supervision by madrasah principals can improve the quality of learning in madrasahs. The results of this study confirm that the success of supervision is greatly influenced by the madrasah principal's ability to plan supervision programs and conduct ongoing evaluations.

Furthermore, research in the *IHSAN Journal: Jurnal Pendidikan Islam* (Journal of Islamic Education) shows that academic supervision plays a crucial role in improving the quality of learning through ongoing coaching and supervision activities. This research emphasizes that academic supervision

focuses not only on teacher performance assessments but also on efforts to improve teacher competency through guidance and training (Rahman, 2026). This demonstrates that academic supervision has a very strong coaching dimension in improving the quality of learning. Although these studies have demonstrated positive results, several limitations can be identified. Most studies still utilize an empirical approach (field research) focused on the implementation of academic supervision in specific locations (Rofik & Mudarris, 2024). These studies have not examined academic supervision from an in-depth theoretical and conceptual perspective. Furthermore, existing research tends to only describe supervisory practices without comprehensively examining the relationship between concepts, theories, and the implementation of academic supervision.

This situation indicates a research gap: the limited number of studies discussing madrasah principals' academic supervision through a systematic and in-depth library research approach. However, literature review is crucial for strengthening the theoretical foundation and providing a more comprehensive understanding of academic supervision. Based on this gap, this study presents a novelty by examining madrasah principals' academic supervision through a library approach analyzed using content analysis techniques. This research not only examines the results of previous research but also integrates various relevant concepts and theories to provide a deeper understanding of the role of academic supervision in improving learning quality. Thus, this research is expected to provide a significant theoretical contribution in the development of Islamic education management and become a reference for madrasah principals in implementing academic supervision effectively and sustainably.

RESEARCH METHODS

This study employed library research with a qualitative approach. This method was used to examine and analyze various concepts, theories, and previous research findings related to the academic supervision of madrasah principals in improving the quality of learning. A qualitative approach was chosen because this study focuses on an in-depth understanding of the phenomenon under study based on relevant written sources (Kamil, 2025).

The data collection technique in this study employed documentation, namely collecting various data sources in the form of books, scientific journals, articles, and other documents related to the research topic. The collected data was then selected, classified, and organized according to the focus of the study. (Widodo, 2021)

The data analysis technique used was content analysis. This analysis was conducted through several stages: data identification, grouping data into specific categories, and systematic interpretation of the data content. Through this technique, researchers were able to uncover the meaning, patterns, and relationships between concepts related to the academic supervision of madrasah principals in improving the quality of learning (Sain, 2026).

RESULTS AND DISCUSSION

Academic Supervision as a Systematic Professional Development Process for Improving Learning Quality

The findings indicate that academic supervision conducted by madrasah principals is fundamentally a professional development process aimed at improving teachers' instructional competence rather than merely monitoring

administrative compliance (Novita, 2025). Across the reviewed studies, academic supervision is consistently described as a continuous coaching activity that enables teachers to enhance lesson planning, classroom implementation, and learning evaluation.

The literature synthesis reveals that academic supervision follows three interrelated stages: planning, implementation, and follow-up. During the planning stage, principals prepare supervision programs, establish supervision schedules, and develop observation instruments. The implementation stage consists of classroom observations, classroom visits, and professional discussions between principals and teachers (Ni'am, 2025). Finally, the follow-up stage emphasizes constructive feedback, continuous coaching, mentoring, and evaluation to improve instructional practices.

The reviewed studies consistently demonstrate that these three stages function as an integrated cycle rather than isolated activities. The study published in Jurnal An-Nur found that systematic supervision through planning, implementation, and evaluation significantly improved instructional quality. Similarly, the study conducted at MTsN 6 Jombang reported that structured supervision strengthened learning quality through continuous professional guidance and monitoring (Zain, 2026)

These findings support the theoretical perspective proposed who argue that academic supervision should be viewed as a systematic and sustainable professional development process rather than an administrative control mechanism. Likewise, emphasizes that educational supervision is intended to improve teachers' professional competence through continuous guidance. Therefore, academic supervision becomes a strategic managerial approach for ensuring continuous instructional improvement within madrasahs.

The Strategic Role of Academic Supervision in Enhancing Teacher Professionalism and Instructional Quality

The synthesis of previous studies demonstrates that academic supervision plays a strategic role in improving both teacher professionalism and instructional quality (Sa'diyah et al., 2025). Rather than functioning solely as an evaluation mechanism, supervision serves as professional assistance through classroom observation, consultation, mentoring, reflective discussion, and constructive feedback.

The reviewed studies indicate that principals regularly conduct classroom observations and professional dialogues to identify instructional strengths and weaknesses. Feedback provided during supervision enables teachers to improve lesson planning, select more appropriate instructional methods, utilize learning media effectively, and develop better assessment strategies. Consequently, teachers become more reflective practitioners who continuously improve their instructional performance.

The quantitative study provides empirical evidence that academic supervision significantly influences teacher performance, particularly in lesson planning and classroom implementation (Abdurrahman, 2025). Likewise, found that systematic supervision contributes directly to improving instructional quality through continuous coaching and professional assistance.

These findings reinforce the view that effective supervision extends beyond monitoring teacher performance. Instead, it creates opportunities for collaborative learning between principals and teachers. Such collaboration encourages reflective teaching practices, strengthens professional competence,

and ultimately contributes to higher-quality classroom instruction (Sudarwan, 2025). This interpretation aligns with contemporary instructional leadership theory, which positions school leaders as facilitators of teacher learning rather than merely evaluators of teacher performance.

Nevertheless, several challenges remain evident. Limited time available for principals, insufficient follow-up activities, and inadequate supervisory competencies often reduce the effectiveness of academic supervision. These constraints suggest that successful supervision depends not only on implementation but also on the leadership capacity of principals to sustain professional development activities over time.

The Impact of Academic Supervision on Learning Quality and Institutional Improvement

The reviewed literature consistently demonstrates that academic supervision has a positive impact on both instructional quality and overall madrasah performance. Improvements are evident in lesson planning, instructional implementation, classroom assessment, teacher professionalism, and organizational quality culture.

Teachers who receive regular academic supervision exhibit stronger instructional management skills than those experiencing less intensive supervision (Agus R & Rusdiah, 2024). Continuous coaching encourages teachers to adopt more innovative teaching strategies, improve classroom management, and conduct more comprehensive learning assessments. As a result, instructional quality improves significantly.

Beyond individual teacher performance, academic supervision contributes to the development of a quality-oriented organizational culture. Continuous evaluation and professional guidance foster collaboration, accountability, and shared responsibility for educational excellence. These conditions create a more conducive learning environment while simultaneously strengthening public confidence in madrasah education.

The synthesis presented in Tables 1 and 2 further confirms that successful academic supervision depends on the completeness of its implementation cycle, including planning, implementation, and follow-up. Among these stages, follow-up emerges as the most influential component because it transforms supervisory findings into concrete professional development activities such as mentoring, coaching, training, and continuous evaluation.

Compared with previous empirical studies, which primarily focused on describing supervision practices in individual schools, this study provides a broader conceptual synthesis by integrating theoretical perspectives with empirical findings through a library research approach using content analysis (Putri et al., 2024). This integration represents the novelty of the present study because it offers a more comprehensive understanding of how academic supervision contributes to instructional improvement across different educational contexts.

Overall, the findings confirm that academic supervision is a strategic factor in improving learning quality within madrasahs. Its effectiveness depends on systematic implementation, continuous follow-up, and the leadership competence of principals in facilitating teachers' professional growth. Therefore, sustainable academic supervision should become an essential component of educational management to ensure continuous improvement in instructional

quality and institutional performance.

CONCLUSION

Based on the research results and discussions conducted, it can be concluded that the madrasah principal's academic supervision plays a crucial role in improving the quality of learning. Academic supervision serves not only as a supervisory activity but also as a systematic and ongoing development process to improve teacher competency. Effective academic supervision is implemented through interrelated stages of planning, implementation, and follow-up. The research results indicate that academic supervision can improve the quality of learning and teacher performance, particularly in the aspects of learning planning, learning implementation, and learning evaluation. Furthermore, follow-up supervision, in the form of ongoing coaching and evaluation, is a key factor in determining the success of academic supervision.

Academic supervision has a positive impact on improving the quality of learning and the overall quality of madrasahs. This impact is evident in the improved quality of the learning process, teacher performance and professionalism, and the creation of a culture of quality within the madrasah environment. The success of academic supervision is largely determined by its planned, systematic, and ongoing implementation, particularly through follow-up in the form of ongoing coaching and evaluation. Therefore, the madrasah principal's academic supervision is a strategic factor contributing to improving the quality of education and achieving better madrasah quality. Thus, academic supervision by the madrasah principal is an effective and important strategy in efforts to improve the quality of learning in madrasahs.

REFERENCES

- Abdullah, A. (2025). Differentiation And Positioning Of Islamic Boarding School: Internalization Of Special Values As A Unique Selling Proposition (Usp). *Educazione: Journal of Education and Learning*, 2(2), 148–160.
- Abdurrahman. (2025). Membangun Competitive Advantage Pendidikan Islam Melalui Pemanfaatan Teknologi Digital di Madrasah Aliyah Nurul Jadid. *Jurnal Educatio*, 11(1), 189–197.
- Agus R, A. H., & Rusdiah, N. (2024). Strategic Human Resource Management: Enhancing Competitive Advantage in Educational Institutions. *MANAZHIM*, 6(1), 129–145.
- Haisuma, I., Hefniy, H., & Dewi, A. T. A. (2026). Capacity building for tahfizh instructors: Developing structured lesson plans for quality Al-Qur'an education. *Communautaire: Journal of Community Service*, 5(1), 70–80.
- Hasanah, S. N. A. (2026). Applying Blue Ocean Strategy to Drive Innovation in the Tahfidz Entrepreneur Program. *Journal of Islamic Scholarly Research*, 1(1), 10–18.
- Holidi, M., Rahman, M., & Hasanah, S. N. A. (2025). Maximizing Islamic Education Promotion through Data-Driven Social Media Marketing Strategies: An Islamic Higher Education Institution. *Islamic Finance and Economic Insights*, 1(3), 123–135.
- Kamil, M. (2025). Transforming Traditional Preaching Through Digital Marketing for More Effective Islamic Education. *AFKARINA: Jurnal Pendidikan Agama Islam*, 10(2), 73–82.
- Khomairotusshiyamah, U. (2026). Algorithmic Bias in AI Advertising: Shariah

- Perspectives on Higher Education Economic Justice. *Islamic Finance and Economic Insights*, 2(1), 54–66.
- Ni'am, M. D. (2025). The Power of Word-of-Mouth: Understanding the Dynamics of Organic Marketing in Faith-Based Educational Institutions. *AFKARINA: Jurnal Pendidikan Agama Islam*, 10(1), 49–59.
- Novita, M. (2025). Exploring the Paradox of Islamic Boarding School Digital Marketing between the Values of Politeness and the Demands of Social Media Algorithms. *AFKARINA: Jurnal Pendidikan Agama Islam*, 10(2), 96–106.
- Novita, M. (2026). Multi-Platform Advertising Optimization: Digital Strategy Integration as A Brand Equity Catalyst. *Econoisia Journal*, 1(1), 36–46.
- Putri, D. F., Qushwa, F. G., Putri, D. M. S., Widiyasari, F., Zahro, F., & Baharun, H. (2024). Behaviour Management in the Classroom: Improving the Quality of Education through Systematic Optimization of the Learning Environment. *FALASIFA: Jurnal Studi Keislaman*, 15(1), 35–47.
- Rahman, M. (2026). Mpi Leadership Personal Branding: Building School Authority And Reputation Through Digitally Literate Leaders. *JME: Journal of Management in Education*, 1(2), 60–81.
- Razaq, H. (2026). The Role of Strategic Leadership in Strengthening Human Resource Resilience in Madrasah Diniyah. *APPLICATION: Applied Science in Learning Research*, 5(3), 135–147.
- Rofik, M., & Mudarris, B. (2024). Optimizing Digital Marketing in Building the Image and Public Trust of Islamic Boarding Schools in the Era of Educational Technology. *Educazione: Journal of Education and Learning*, 2(1), 81–91.
- Sa'diyah, H., Adzimah, M., Hasanah, S. A., Sanjani, M. A. F., & Sain, Z. H. (2025). Strategic Management of Inclusive Educational Leadership in Teacher Career Development. *Early Childhood Development Gazette*, 2(2), 62–71.
- Sain, Z. H. (2026). Strategic Management in Developing Inclusive Teacher Career Paths: Optimizing Potential and Performance in Educational Institutions. *Journal of Psychological Insight*, 2(1), 39–50.
- Saputra, Y. I., Holidi, M., Rahman, M., Khumairotusshiyamah, U., Firdausiyah, R. J., & Mudarris, B. (2026). Paradigm Shift: Addressing Digital Identity Crises through Social Media Marketing for Economic Sustainability. *Islamic Finance and Economic Insights*, 2(2), 67–79.
- Sudarwan, R. E. (2025). Integration of strategic management and islamic spirituality in realized good islamic governance at nurul qadim islamic boarding school. *Proceeding of International Conference on Education, Society and Humanity*, 03(01), 580–583.
- Zain, Z. H. (2026). From Policy to Practice: Inclusive Career Management in Higher Education. *Indonesian Journal of Progressive Pedagogy*, 2(1), 1–10.