



SUPERVISION STRATEGY OF MADRASAH HEADS IN DEVELOPING TEACHER PERSONALITY COMPETENCIES: A LITERATURE REVIEW OF ISLAMIC EDUCATION MANAGEMENT

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Abstract:

This article aims to analyze the supervision strategies employed by madrasah principals in developing teachers' personality competence through a comprehensive review of relevant literature. The study adopts a qualitative approach using a literature review design and content analysis of educational regulations, scholarly books, peer-reviewed journal articles, and related theses. The analysis reveals that effective principal supervision is implemented as a continuous developmental cycle consisting of needs assessment, systematic classroom observation, reflective professional dialogue, indicator-based evaluation, and sustainable follow-up actions. This supervision model not only improves teachers' professional performance but also strengthens the five essential dimensions of personality competence: personal stability, emotional maturity, wisdom in decision-making, professional authority, and noble character that serves as a model for students and the school community. Furthermore, the findings indicate that successful supervision requires supportive leadership, constructive communication, and ongoing mentoring to foster teachers' personal and professional growth. This article concludes that principal supervision should be positioned not merely as an administrative function but as an integrated managerial and moral strategy for systematically developing teachers' personality competence and improving the overall quality of education in madrasahs.

Keywords: *Supervision strategy, Head of madrasah, Teacher personality competencies, Islamic education management*

INTRODUCTION

Madrasahs require teachers who not only possess strong mastery of subject matter but also demonstrate exemplary personal character that reflects Islamic values and professional ethics. In Indonesia, teacher professionalism is regulated through four core competencies, namely pedagogical, professional, social, and personality competence, as stipulated in Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers. Furthermore, the Ministry of National Education of the Republic of Indonesia (2007) explains that personality competence encompasses behavior consistent with religious values, legal regulations, social norms, and national culture, as well as honesty,

integrity, emotional maturity, wisdom, authority, responsibility, a strong work ethic, and adherence to the professional code of ethics. These characteristics enable teachers to serve not only as facilitators of learning but also as moral role models for students. Consequently, strengthening teachers' personality competence has become an essential component of improving the quality of Islamic education, particularly in madrasahs, where character education and the internalization of religious values are central objectives of the educational process.

Personality competence has become a strategic issue because educational success is determined not only by teachers' instructional abilities but also by their attitudes, behaviors, and moral integrity demonstrated in everyday interactions with students. Education fundamentally involves interpersonal relationships through which teachers influence learners cognitively, emotionally, socially, and spiritually. Daradjat (2015) argues that teachers' personalities significantly affect students' character formation and emotional development because students naturally imitate the behaviors and attitudes demonstrated by their teachers. Likewise, Huda (2017) found that teachers with strong personality competence positively influence students' learning motivation, classroom engagement, and overall learning climate. These findings indicate that personality competence cannot be developed solely through administrative requirements or certification programs but requires continuous professional guidance and character development. Therefore, educational institutions need systematic mechanisms that continuously foster teachers' moral values, professional ethics, self-discipline, and exemplary conduct to ensure sustainable improvement in educational quality.

One of the most effective mechanisms for strengthening teachers' personality competence is the implementation of supervision conducted by madrasah principals. Educational supervision is widely recognized as a professional coaching process intended to assist teachers in improving their competencies and instructional performance. Arikunto (2024) defines supervision as a systematic guidance activity conducted by school leaders or supervisors to enhance teachers' effectiveness in carrying out their professional responsibilities. Similarly, Purwanto (2017) describes supervision as professional assistance that enables teachers to improve the quality of teaching and learning through constructive guidance rather than administrative inspection alone. Within the context of madrasahs, supervision extends beyond monitoring classroom practices because it also functions as a strategy for reinforcing teachers' ethical conduct, responsibility, discipline, exemplary behavior, and commitment to Islamic educational values. Consequently, effective supervision should integrate managerial functions with moral leadership to create a supportive environment that encourages teachers' personal and professional development simultaneously.

Previous studies have consistently demonstrated the positive contribution of supervision to improving teacher competence across various educational settings. Nofiratullah (2022) reported that academic supervision enhanced teachers' personality competence through integrated activities such as religious studies, workshops, individual mentoring, reflective discussions, and structured follow-up programs. Similarly, Aminudin et al. (2022) concluded that the supervision conducted by madrasah principals contributed significantly to strengthening teachers' pedagogical, professional, personality, and social competencies through continuous coaching and evaluation. Furthermore,

Kurniawan et al. (2024) found that effective supervision positively influenced teachers' professional performance despite challenges related to limited time, inadequate resources, and resistance from some teachers toward supervisory activities. Collectively, these studies confirm that supervision plays a strategic role in teacher development. Nevertheless, most previous research has focused on the effectiveness of supervision in general without specifically examining how supervision strategies systematically contribute to strengthening teachers' personality competence within the distinctive context of Islamic educational institutions.

Despite the growing body of literature, there remains a significant research gap concerning the integration of supervision stages with the specific indicators of teachers' personality competence. Existing studies predominantly emphasize administrative supervision, instructional improvement, or general competency development, while relatively little attention has been given to understanding supervision as a continuous process of nurturing teachers' personal character, ethical values, and professional identity. This limitation is important because personality competence requires long-term guidance through planning, implementation, evaluation, and sustainable follow-up rather than one-time administrative assessment. Addressing this gap, the present article aims to analyze the supervision strategies employed by madrasah principals in developing teachers' personality competence through a qualitative literature review. It argues that supervision will be most effective when implemented as an integrated managerial and moral development process that systematically aligns supervisory practices with personality competency indicators while reinforcing the ethical and spiritual values that characterize Islamic education.

RESEARCH METHODS

This study employed a qualitative approach using a literature review design to analyze the supervision strategies of madrasah principals in developing teachers' personality competence. A qualitative literature review was selected because the study focuses on interpreting concepts, theoretical perspectives, educational regulations, and empirical findings rather than measuring variables quantitatively. According to Moleong (2017), qualitative research aims to understand social phenomena holistically by producing descriptive interpretations based on words, meanings, and contextual understanding. In this study, the phenomenon examined is the role of supervision as a strategic mechanism for fostering teachers' personality competence within Islamic educational institutions. The literature review approach enables the researcher to synthesize diverse scholarly perspectives and identify conceptual relationships between supervision and teacher personality development. Consequently, this design is considered appropriate for constructing a comprehensive theoretical understanding and providing evidence-based recommendations regarding effective supervisory practices implemented by madrasah principals.

The data sources consisted of primary and secondary documents relevant to educational supervision and teacher personality competence. Primary sources included national education regulations governing teacher professionalism and supervisory practices, while secondary sources comprised scholarly books, peer-reviewed journal articles, conference proceedings, and relevant master's theses and dissertations. The literature was selected purposively based on its relevance to the research objectives, conceptual contribution, methodological quality, and

publication credibility. Data collection was conducted through several systematic stages, including identifying relevant literature, critically reading each document, extracting key concepts and findings, recording important information, and classifying the collected data into thematic categories. The main analytical categories included the concept and dimensions of teacher personality competence, the supervisory functions of madrasah principals, the stages of supervision, supervisory techniques, and forms of follow-up coaching. This systematic procedure ensured that the collected literature comprehensively represented the theoretical and empirical discussions relevant to the focus of the study.

Data analysis was conducted using qualitative content analysis to identify patterns, similarities, differences, and conceptual relationships among the selected sources. Each document was examined carefully to determine how previous studies and educational policies explained the contribution of madrasah principal supervision to strengthening teachers' personality competence. Following Sugiyono (2017), literature review research requires a systematic process of examining written sources in order to generate reliable conceptual interpretations and academically accountable conclusions. The analytical process consisted of several interconnected stages, namely data reduction to eliminate irrelevant information, thematic coding and categorization of findings, comparison of concepts across different references, synthesis of recurring themes, and interpretation of the relationships between supervision strategies and personality competence development. The final stage involved drawing comprehensive conclusions by integrating theoretical perspectives, empirical evidence, and educational policy frameworks, thereby producing a coherent conceptual model of supervision that supports the sustainable development of teachers' personality competence in madrasah education.

RESULTS AND DISCUSSION

The results of this study are directed to answer the purpose of the article, which is to analyze the supervision strategy of madrasah heads in developing teacher personality competencies. The analysis was carried out through the synthesis of the concept of personality competence, the stages of supervision of the head of the madrasah, and the follow-up of teacher development in the context of Islamic education management.

The results of the study show that the personality competence of teachers is the moral core of educator professionalism. Mulyasa (2019) defines competence as a combination of knowledge, skills, values, and attitudes that appear in the habits of thinking and acting. In the teaching profession, these competencies do not stop at teaching ability, but are also present in emotional stability, maturity, wisdom, authority, and example.

Asmani (2019) formulated five indicators of teacher personality competence, namely stable and stable personality, maturity, wisdom, authority, and noble character and being an example. This formulation is in line with the Ministry of National Education of the Republic of Indonesia (2007), which requires teachers to present themselves as honest, responsible, confident, uphold the code of ethics, and act according to norms. Therefore, the supervision of the head of the madrasah needs to direct teacher development to the behavioral dimension, not just learning administration.

Table 1. The dimension of teacher personality competencies as the focus of supervision

Competency dimension	Focus on coaching in supervision
Steady and stable	Behavioral consistency, emotional control, and adherence to norms.
Mature	Responsibility, work ethic, independence, and readiness to receive feedback.
Wise	Justice, openness, and consideration of benefits for students and madrasahs.
Authoritative	Ethical communication, integrity, class leadership, and respect without intimidation.
Noble & exemplary character	Honesty, politeness, religiosity, and exemplary in daily life.

Table 1 emphasizes that the supervision of madrasah heads needs to have specific instruments. The instrument must contain observable behaviors, such as discipline, communication, responsibility, acceptance of criticism, and example. With clear instruments, madrasah heads can provide evidence-based feedback.

The supervision of madrasah heads is effective if positioned as a cycle of professional development. Sahertian (2020) explained that educational supervision is oriented towards human resource development. Mulyasa (2015) also places the principal as a leader who guides teachers through managerial functions. Thus, supervision needs to be directed as a coaching strategy, not just an administrative examination.

In the planning stage, the head of the madrasah maps the needs of teachers, determines the focus of coaching, prepares schedules, selects supervision techniques, and prepares instruments based on competency standards. At the implementation stage, the head of the madrasah can use class observation, individual dialogue, group discussions, and post-observation conferences. Bermawi and Fauziah (2015) show that the supervision of the principal is related to improving the competence of teachers' personalities.

At the evaluation stage, the results of supervision need to be read openly, fairly, and based on indicators. The evaluation must be followed up in the form of individual mentoring, religious studies, professional ethics training, teacher reflection, or peer learning. Nofiratullah (2022) shows that follow-up supervision through studies, training, seminars, and direct coaching can strengthen teachers' personality competencies.

The supervision cycle makes it clear that the development of teachers' personality competencies cannot be achieved through a single observation. The head of the madrasah needs to ensure that every supervision result goes to the next coaching agenda. In this way, supervision functions as a quality improvement mechanism, not just the fulfillment of documents.

A synthesis of previous research reinforces this position. Aminudin et al. (2022) found that regular supervision of madrasah heads contributes to improving teacher competence. Rismawan (2015) showed that the principal's

supervision and motivation for achievement affect teachers' teaching performance. Kurniawan et al. (2024) added that supervision has a positive impact on teacher competence, even though its implementation requires the capacity of madrasah heads and adequate resource support.

In the context of madrasahs, the supervision of madrasah heads also has a moral dimension. Ramayulis (2021) emphasized that the educational process contains human elements such as attitudes, motivations, habits, and examples. Therefore, madrasah heads need to connect the national standards of teachers with Islamic moral values. This integration makes supervision not only assess the completeness of learning tools, but also foster integrity, manners, responsibility, and teacher examples.

Based on this synthesis, this article places the supervision of madrasah heads as a strategy for developing teachers' personality competencies. This strategy works through a logical relationship between teacher needs, supervision data, indicator-based evaluation, and coaching follow-up. The conceptual contribution of this article lies in the affirmation that the supervision of madrasah heads needs to be directed at the formation of teachers' professional behavior in a systematic, measurable, and sustainable manner within the framework of Islamic education management.

CONCLUSION

This article concludes that the supervision strategy of madrasah heads answers the needs of teacher personality competency development through planning, implementation, evaluation, and follow-up cycles. The cycle needs to be linked to the indicators of the teacher's personality and the moral value of Islamic education so that coaching does not stop at administrative control. With this pattern, teachers can be directed to become steady, stable, mature, wise, authoritative, noble character, and worthy of example. This article recommends indicator-based, dialogical, and ongoing supervision.

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