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COLLABORATIVE MADRASAH PRINCIPAL SUPERVISION AND TEACHER PERFORMANCE TO IMPROVE GRADUATE QUALITY IN EAST OKU

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ABSTRAK

Peningkatan mutu lulusan Madrasah Aliyah memerlukan kepemimpinan sekolah yang menghubungkan supervisi akademik dengan kinerja pembelajaran guru. Penelitian ini berangkat dari masalah bahwa supervisi dapat berhenti sebagai rutinitas administratif, sementara perbedaan dalam perencanaan pembelajaran, pengelolaan kelas, metode mengajar, penilaian, dan motivasi siswa dapat melemahkan hasil belajar. Penelitian ini menganalisis bagaimana supervisi kepala madrasah dan kinerja guru berkontribusi terhadap mutu lulusan di Kabupaten OKU Timur. Penelitian menggunakan desain deskriptif kualitatif pada April-Mei 2024 di MAN 1 Ogan Komering Ulu Timur, MAS Subulussalam 2 Sriwangi, dan MAS Al-Ikhlas Pemetung Basuki. Data diperoleh secara purposif dari kepala madrasah, guru, dan siswa melalui observasi partisipan, wawancara mendalam, dan analisis dokumen, kemudian dianalisis melalui pengumpulan, reduksi, penyajian, dan verifikasi data dengan triangulasi sumber. Temuan menunjukkan siklus supervisi berupa perencanaan, observasi kelas, evaluasi, umpan balik, dan tindak lanjut. Kinerja guru menguat ketika supervisi dihubungkan dengan pengembangan profesional, pemecahan masalah kolaboratif, pembelajaran inovatif, penggunaan teknologi, dukungan individual, serta partisipasi pemangku kepentingan. Penelitian menyimpulkan bahwa supervisi yang kolaboratif, berbasis data, dan berorientasi pengembangan memperkuat kinerja guru serta mendukung mutu lulusan akademik dan nonakademik. Madrasah disarankan melembagakan pendampingan secara terjadwal, sistematis, responsif, dan kontekstual lokal, menggunakan bukti supervisi untuk perbaikan berkelanjutan, memperluas pengembangan profesional, dan mengevaluasi dampaknya terhadap pembelajaran siswa.

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Keywords:

Principal Supervision; Teacher Performance; Graduate Quality; Madrasah Aliyah; Collaborative Supervision

ABSTRACTS

Improving graduate quality in Madrasah Aliyah requires school leadership that connects academic supervision with teachers' instructional performance. This study addresses the problem that supervision can become an administrative routine rather than a developmental process, while differences in lesson planning, classroom management, teaching methods, assessment, and student motivation may weaken learning outcomes. The study therefore examines how madrasah principal supervision and teacher performance contribute to graduate quality in East OKU Regency. A descriptive qualitative design was employed from April to May 2024 at MAN 1 Ogan Komering Ulu Timur, MAS Subulussalam 2 Sriwangi, and MAS Al-Ikhlas Pemetung Basuki. Data were obtained purposively from principals, teachers, and students through participant observation, in-depth interviews, and document analysis, then analyzed through data collection, reduction, display, and verification with source triangulation. Findings show a supervision cycle of planning, classroom observation, evaluation, feedback, and follow-up. Teacher performance improved when supervision was linked to professional development, collaborative problem solving, innovative teaching, technology use, differentiated support, and stakeholder participation.The study concludes that collaborative, data-informed, and developmental supervision strengthens teacher performance and supports academic and non-academic graduate quality. Madrasahs should institutionalize mentoring, use supervision evidence for continuous improvement, expand professional development, and evaluate its impact on student learning.

A. INTRODUCTION

Madrasah Aliyah occupies a strategic position in Indonesian secondary education because it is expected to combine academic competence, religious formation, character, and preparation for higher education or work. That combination makes the quality of graduates dependent not only on curriculum documents or school facilities, but on the everyday quality of teaching and on the capacity of school leadership to improve that teaching. In this context, supervision by the madrasah principal is most useful when it functions as an instructional improvement mechanism: it should identify teaching needs, make classroom practice visible, generate actionable feedback, and connect teachers with follow-up support. The source dissertation was motivated by this practical issue in East OKU Regency, where principals carry responsibility for the quality of human resources, teacher professionalism, curriculum implementation, and the wider educational process. The central problem is therefore not whether supervision exists, but whether it is implemented in a way that improves teacher performance and, through teacher performance, the quality of graduates.

Recent Indonesian research supports the importance of this leadership pathway. In schools implementing contemporary curriculum reforms, instructional leadership is associated with teacher performance and operates partly through teachers' confidence in their own instructional capacity (Elfira et al. 2024). In madrasah settings, principal leadership has also been linked with teacher teaching performance during digital transformation (Abdullah and Ratnawati 2023), while leadership style and teachers' psychological resources interact with job satisfaction in explaining performance (Masdianah et al. 2023). These findings are important because they shift the interpretation of principal supervision away from inspection alone. Supervision is

embedded in a broader leadership environment that can strengthen or weaken teachers' motivation, professional agency, and ability to translate curriculum expectations into classroom practice.

A similar conclusion appears in recent studies specifically addressing academic supervision. Qualitative evidence from Indonesian schools and madrasahs emphasizes planning, classroom observation, feedback, and follow-up development as recurring elements of effective supervision (Badriyah 2022; Rawati, Murniati, and Niswanto 2022; Suriati, Khoirawati, and Warsihna 2022). Studies of principal academic supervision also show that implementation problems often arise when observation is treated as an isolated event, when instruments are not followed by coaching, or when supervisors lack a systematic response to the needs found in classrooms (Dwikurnaningsih and Paais 2022). Within an Islamic education context, Lestari et al. (2023) similarly place the madrasah principal's leadership and academic supervision at the center of efforts to improve teacher performance. Together these studies suggest that the developmental value of supervision lies in the complete cycle rather than in the classroom visit itself.

International evidence clarifies the mechanisms that may connect principal practice with teacher behavior. Teacher-perceived principal leadership is positively related to teacher self-efficacy, and collaboration can mediate that relationship (Xie et al. 2022). Thien and Liu (2024) likewise show that instructional leadership and teacher professional learning are related through teacher self-efficacy, including nonlinear patterns that caution against assuming a simple one-directional effect. In Oman, Hammad, Hilal, and Bellibaş (2024) found that teacher collaboration and self-efficacy help explain the relationship between principal instructional leadership and differentiated instruction. Meta-analytic structural equation modeling further indicates that collective efficacy is an important mechanism linking instructional leadership and teacher self-efficacy (Karakose et al. 2024). These studies provide a useful lens for the East OKU findings: supervision can affect classroom quality when it creates conditions in which teachers learn with others, believe that improvement is possible, and receive support that is relevant to their instructional challenges.

Despite the growing literature, three gaps justify the present article. First, much recent work estimates statistical associations between leadership and teacher performance, whereas fewer studies describe the sequence through which supervision is planned, enacted, discussed, and followed up in day-to-day madrasah practice. Second, single-site supervision studies often identify effective practices without comparing recurrent patterns across multiple Madrasah Aliyah contexts. Third, graduate quality is sometimes treated as an outcome separate from supervision, even though the plausible pathway is indirect: leadership shapes teacher learning and performance, teacher performance shapes students' learning experiences, and those experiences contribute to academic and non-academic graduate outcomes. A process-oriented multi-site qualitative account can therefore add practical detail to the quantitative and review evidence already available.

Accordingly, this article converts and updates the dissertation study conducted in three Madrasah Aliyah in East OKU Regency. It asks three questions: how is madrasah principal supervision implemented to support graduate quality; how does teacher performance contribute to graduate quality; and what strategies do principals use to motivate teachers, staff, and students? The article's contribution is a contextual model of collaborative, data-informed, developmental supervision in which planning,

classroom evidence, feedback, professional development, teacher agency, and stakeholder collaboration form a continuous improvement cycle. Recent literature from 2022-2025 is used to interpret the original field findings, but no new field data or numerical claims are introduced beyond the dissertation record.

B. METHOD

This study used a descriptive qualitative design. The original fieldwork was conducted during April and May 2024 in three Madrasah Aliyah in East OKU Regency: Madrasah Aliyah Negeri (MAN) 1 Ogan Komering Ulu Timur, MAS Subulussalam 2 Sriwangi, and MAS Al-Ikhlas Pemetung Basuki. The sites were selected in the dissertation with reference to their accreditation and their relevance to the research focus. A qualitative approach was appropriate because the study sought to understand supervision and teacher performance as processes situated in the everyday organizational and instructional life of each madrasah, rather than to estimate a statistical effect or test an experimental intervention.

The primary data sources were madrasah principals, teachers, and students. Informants were selected purposively so that the researcher could obtain information from people directly involved in supervision, teaching, and learning. Secondary data came from school documents related to principal supervision and teacher performance. The article retains this source structure and does not infer a sample size that is not explicitly established in the dissertation sections used for conversion. This is important because the purpose of the qualitative design was depth and contextual interpretation rather than population representation.

Data collection combined participant observation, in-depth interviews, and document analysis. Participant observation was used to examine practices related to supervision, teaching, and the learning environment. The researcher was present in the setting and recorded relevant field information systematically. In-depth interviews, supported by recording, were used to obtain more detailed explanations and opinions from informants regarding the study focus. Documentary materials provided a non-human source of evidence that could be compared with observations and interview accounts, including supervision programs, teaching administration, learning plans, assessment records, and other institutional records relevant to teacher performance.

The study paid particular attention to the academic supervision cycle. During planning, the researcher examined how supervision teams, objectives, targets, schedules, and observation instruments were prepared. During implementation, attention was directed to classroom visits, teaching methods, lesson stages, interaction, curriculum implementation, and the review of teachers' administrative preparation. During follow-up, the analysis considered how principals and teachers discussed findings, identified weaknesses, selected solutions, and connected supervision results with meetings, workshops, subject-teacher forums, mentoring, or other development activities. Teacher-performance evidence was organized around planning, subject mastery, instructional methods, assessment, professional development, individual support for students, collaboration, classroom management, technology use, and motivation.

Qualitative data analysis proceeded interactively alongside data collection. The dissertation describes four recurring activities: data collection, data reduction, data display, and conclusion drawing or verification. Field notes, interview material,

documentary evidence, and research instruments were first assembled; data were then selected and grouped according to their importance and relevance to the research questions; the reduced material was displayed in forms that allowed patterns to be examined; and conclusions were checked against the available evidence. No statistical formula or causal estimation was used because the study was designed to identify meanings, processes, similarities, differences, and recurring themes across the three settings.

Trustworthiness was addressed through credibility, transferability, dependability, and confirmability procedures, with source triangulation playing a central role. Observational evidence was compared with interview explanations and documentary material so that a claim was not accepted solely because it appeared in one source. The logic of triangulation was especially important for supervision because formal documents may describe intended procedures while classroom observation and teacher accounts reveal how those procedures operate in practice. The dissertation also emphasizes clear and systematic description so that readers can judge the relevance of the findings to other educational contexts.

C. RESULT AND DISCUSSION

Findings

1. Planning and Implementation of Madrasah Principal Supervision

Across the three madrasahs, supervision was described as a cycle beginning with planning, continuing through classroom monitoring and evaluation, and ending with follow-up. Before classroom supervision, principals developed an annual academic-supervision program and formed a supervision team that included the principal and the vice principal for curriculum or another assigned teacher. The team formulated objectives and targets, prepared a supervision schedule, and reviewed the instrument that would be used during monitoring. This planning stage gave the supervision process an explicit organizational basis rather than leaving visits to informal or incidental decisions.

Implementation commonly began with an initial meeting and was followed by classroom visits or direct observation. Principals observed how teachers conducted lessons, the methods they selected, and the extent to which classroom practice reflected planned learning. In some cases monitoring was conducted without advance notice so that the principal could see routine readiness rather than a special performance prepared for a scheduled visit. Observation records were then used in evaluating weaknesses and identifying areas for improvement. This practice is consistent with the view that supervision requires direct access to authentic instructional evidence, but the dissertation also records an important limitation: principals were not always sufficiently proactive in approaching teachers to understand the difficulties behind the observed practice.

2. Follow-up, Feedback, and Professional Development

Follow-up was the stage that most clearly transformed supervision from evaluation into professional development. After observation, principals analyzed supervision results to determine the next action for the teacher. Problems that were specific to an individual could be discussed directly, while issues shared by several teachers could be taken to a teachers' meeting or addressed through a program. The

dissertation reports joint analysis between principal and teacher, group discussion, meetings, training, seminars, workshops, and subject-teacher forums such as MGMP as forms of follow-up. This pattern indicates that supervision evidence was used not only to judge performance but also to identify learning opportunities for teachers.

Constructive feedback was another recurrent theme. Principals reported providing feedback after classroom observation and using supervision checklists to discuss aspects such as lesson planning, teacher-student interaction, and innovative teaching methods. The dissertation presents this feedback as personal and direct, enabling teachers to make adjustments. At its strongest, this process resembled a coaching cycle: evidence was gathered, discussed, linked with a professional-development need, and followed by a concrete opportunity to learn. At its weakest, as noted earlier, the process could remain more observational than dialogic. The variation suggests that the quality of feedback, not the existence of an instrument, is the critical element.

3. Teacher Performance as the Immediate Driver of Graduate Quality

Teacher performance emerged as the immediate mechanism connecting supervision to graduate quality. The dissertation identifies lesson planning as a foundational dimension: teachers are expected to establish clear learning objectives, select content and methods that fit the curriculum, and plan assessment before instruction begins. Strong subject-matter knowledge enables teachers to explain concepts accurately and respond to student questions, while varied methods—discussion, projects, and appropriate technology—help maintain interest and provide different routes into learning. These practices are not separate from supervision because planning documents and classroom methods are among the aspects observed and discussed during supervisory activities.

Classroom management also contributes directly to instructional quality. Clear and consistent rules, effective use of time, positive teacher-student relationships, and a safe environment make it easier for students to focus on learning. The dissertation repeatedly links empathy, patience, respect, and constructive feedback with student motivation. These interpersonal aspects are especially relevant in Madrasah Aliyah, where academic teaching is expected to coexist with moral and spiritual formation. Teacher performance therefore includes how the classroom is organized as a social and ethical learning environment, not only how content is delivered.

Technology use is treated as an increasingly important professional competence. Teachers can use multimedia, online learning platforms, educational applications, and digital assessment tools to make explanations more accessible, extend learning beyond classroom time, and obtain timely information about student progress. The dissertation does not claim uniform or advanced technology integration across all sites, but it identifies technology as an area for professional development and as one element of innovative teaching. This makes supervision relevant to digital development because the principal can identify gaps, arrange training, and encourage teachers to select technology on the basis of pedagogical purpose rather than novelty alone.

Finally, motivation and inspiration are integral to teacher performance. Teachers who recognize effort, provide specific positive feedback, model commitment, and connect classroom learning with meaningful future possibilities can strengthen student engagement. In the madrasah context, the dissertation adds the importance of

connecting academic learning with religious and moral values. This combination supports a conception of graduate quality that includes academic achievement, non-academic competence, character, confidence, and readiness for further study, work, and participation in society.

4. Motivation, Participation, and Stakeholder Collaboration

Principals used a broad set of motivational strategies for teachers, staff, and students. Recognition and appreciation were prominent. Teachers and employees who demonstrated strong performance could receive certificates, public recognition, opportunities for further training, or other forms of acknowledgement. The significance of these practices was not the reward itself but the message that professional effort was noticed. Recognition was paired with professional-development opportunities so that motivation and competence were strengthened together rather than treated as separate agendas.

Participation in decision making was another strategy. Principals involved teachers and staff in discussions about school policy, curriculum development, and practical solutions to shared problems. Regular meetings and open communication created opportunities for members of the school community to contribute ideas and express difficulties. This participatory pattern reinforced the collaborative character of the stronger supervision practices: teachers were more than objects of evaluation; they could contribute to the interpretation of problems and to the design of improvements.

5. Cross-Site Synthesis and Novel Contribution

The dissertation identifies five elements as its novelty: a more collaborative approach to supervision, use of supervision evidence for continuous improvement, implementation of innovative teaching methods, focused and scheduled professional development, and positive effects on academic and non-academic student outcomes. Read together, these elements form a continuous-improvement model. The principal and teachers establish expectations and a supervision plan; classroom and documentary evidence make practice visible; feedback and joint analysis identify priorities; professional development and collaborative problem solving support change; teachers apply improved practices; student learning information informs the next cycle; and stakeholder participation helps sustain the learning environment.

The model is important because it locates graduate quality at the end of a chain of organizational and instructional processes rather than treating it as an isolated school output. Principal supervision does not directly teach students. Its contribution is mediated by the support, expectations, feedback, resources, and professional learning it creates for teachers. Teachers, in turn, influence graduates through lesson design, subject knowledge, teaching methods, assessment, classroom management, technology use, individual support, and motivation. The more coherent the links among these stages, the stronger the plausible contribution of supervision to graduate quality.

Table 1 summarizes the recurrent field pattern across the three study sites. It does not assign quantitative scores to the madrasahs; instead, it condenses the qualitative evidence into the stages and pathways that were repeatedly described in the dissertation.

Table 1. Cross-Site Synthesis of the Supervision-to-Graduate-Quality Pathway

Stage	Recurrent field evidence	Teacher-performance pathway	Graduate-quality implication
Planning	Annual program; supervision team; objectives, schedule, and instruments	Clear expectations and preparation	More coherent curriculum implementation
Observation	Teaching documents; classroom visits; methods; lesson stages; assessment	Practice becomes visible for diagnosis	Instructional weaknesses can be addressed
Feedback and follow-up	Joint analysis; meetings; mentoring; workshops; seminars; MGMP	Professional learning and problem solving	Improved teaching strategies and consistency
Motivation and collaboration	Recognition; participation; communication; parent/community involvement	Commitment, trust, and collective responsibility	Academic and non-academic development

Source: Synthesized from the 2024 dissertation field findings.

Analysis/Discussion

The East OKU findings support a developmental rather than merely administrative interpretation of supervision. Recent Indonesian studies likewise describe planning, observation, feedback, and follow-up as core elements of academic supervision (Badriyah 2022; Rawati, Murniati, and Niswanto 2022; Suriati, Khoirawati, and Warsihna 2022; Lestari et al. 2023). Problems arise when instruments and visits are not translated into coaching or concrete improvement priorities (Dwikurnaningsih and Paais 2022; Mu'arif, Syukur, and Azahra 2024). The present study therefore distinguishes procedural completeness from developmental quality: the supervision cycle becomes educationally meaningful only when classroom evidence leads to a professional conversation and a feasible follow-up action.

Collaboration explains why that follow-up matters. Principal leadership is associated with teacher self-efficacy and professional learning, while teacher collaboration and collective efficacy can mediate leadership effects on practice (Xie et al. 2022; Thien and Liu 2024; Hammad, Hilal, and Bellibaş 2024; Karakose et al. 2024). Leadership can also influence student achievement and teacher professionalism through commitment, collaborative culture, relational trust, and well-supported professional teams (Li, Zhu, and Li 2022; Ma, Yao, and Sun 2024; Voelkel, Johnson, and Nadeem 2023). This literature clarifies the dissertation's collaborative orientation: teachers should participate in diagnosing problems, selecting support, and reviewing progress rather than functioning only as objects of inspection.

The evidence-use pattern in the three madrasahs is equally important. Supervision instruments, teaching documents, classroom observation, assessment information, and student learning results can make instructional problems visible, but data have value only when they guide a decision. Research on data-informed school

leadership shows that the usefulness of data depends on what is used and on the relational context in which it is interpreted (Lee, Camburn, and Sebastian 2025). Structured observation can support professional development when teachers receive usable feedback (Poulou, Reddy, and Dudek 2023), while Indonesian principal evidence also highlights supervision decision making as a performance-improvement mechanism (Herman and Khalaf 2024). East OKU madrasahs should therefore avoid collecting supervision evidence solely for compliance.

Professional development is the principal follow-up mechanism in the dissertation. Workshops, seminars, mentoring, MGMP participation, and teacher meetings were most relevant when connected to weaknesses or opportunities identified through supervision. Meta-analytic evidence supports this direction: well-designed teacher professional development can improve student achievement, although effects vary by context and program characteristics (Visscher et al. 2025; Park et al. 2025). Online professional development also improves teacher and classroom outcomes and can benefit students, especially when collective participation is built into the learning design (Morina et al. 2025). The implication is to favor sustained, collaborative, problem-focused development over isolated generic training.

The teacher-performance findings show why supervision must remain specific. Context-sensitive teacher self-efficacy is related to teaching quality (Thommen et al. 2022), and school and classroom climate are positively associated with academic achievement (Erdem and Kaya 2024). Indonesian studies additionally connect supervision, motivation, leadership, and work climate with teacher performance (Puspitasari, Sulaiman, and Saleh 2022; Fiyul 2023; Bastari, Uliyah, and Iqbal 2023; Habiburrahman, Nasor, and Setyaningsih 2023; Huda 2023). Accordingly, supervisors should identify whether a teacher needs assistance with planning, assessment, classroom management, teaching methods, motivation, or technology instead of reducing performance to one general score.

The wider madrasah environment reinforces this pathway. Parental involvement has an overall positive relationship with achievement, although the form of involvement matters (Kim 2022). In Indonesian madrasahs, principal leadership is also associated with teacher performance in digital transformation and through psychological and motivational processes (Abdullah and Ratnawati 2023; Elfira et al. 2024; Masdianah et al. 2023). These studies support the East OKU strategies of recognition, participation in decision making, open communication, parent and community engagement, and professional support. In an Islamic education setting, such practices can connect academic improvement with moral, social, and non-academic development rather than treating graduate quality as examination performance alone.

Taken together, the findings support a continuous-improvement model: plan supervision, observe authentic teaching, interpret evidence jointly, select development actions, improve teaching, review student learning, and begin the next cycle. The study does not establish a statistical causal effect because it is qualitative, purposive, and limited to three Madrasah Aliyah in one regency during April-May 2024. Its contribution is process evidence showing how supervision, teacher performance, motivation, and stakeholder collaboration can be linked. Future longitudinal and mixed-method research should test this pathway across madrasahs with different accreditation, resource, and governance conditions and should examine whether

observed changes in teacher practice are sustained and associated with academic and non-academic student outcomes.

D. CONCLUSION

Madrasah principal supervision in the three East OKU sites contributed to graduate-quality improvement when implemented as a cycle of planning, classroom observation, evaluation, feedback, joint analysis, and professional follow-up. Annual programs, supervision teams, teaching-document review, classroom visits, and student-learning evidence provided the basis for identifying needs, while meetings, mentoring, workshops, seminars, and MGMP activities translated findings into teacher development.

Teacher performance was the immediate pathway connecting supervision with graduate quality. Lesson planning, subject mastery, varied methods, assessment, classroom management, technology use, motivation, and collaboration shaped students' academic and non-academic development. Recognition, participation in decision making, parent and community involvement, extracurricular support, and a conducive environment strengthened the professional and motivational conditions surrounding this pathway.

Madrasahs should institutionalize collaborative and data-informed post-observation mentoring, schedule professional development according to diagnosed needs, and review improvement through subsequent classroom and student-learning evidence. Future longitudinal and mixed-method studies should test the supervision-to-teacher-performance-to-graduate-quality pathway across different madrasah contexts.

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