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SUPERVISOR, PRINCIPAL, AND TEACHER PERFORMANCE IN DEVELOPING STUDENT CHARACTER: EVIDENCE FROM INDONESIAN MADRASAHS

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ABSTRAK

Mutu Madrasah Aliyah ditentukan oleh interaksi antara supervisi, kepemimpinan kepala madrasah, profesionalisme guru, dan pembelajaran berorientasi karakter. Di Kabupaten Ogan Komering Ilir, jumlah pengawas tidak sebanding dengan jumlah madrasah binaan, sementara pengawas juga memikul tugas tambahan. Kondisi tersebut membatasi intensitas supervisi dan menimbulkan persoalan utama: supervisi formal telah dilaksanakan, tetapi kontribusi langsungnya terhadap pengembangan guru dan karakter peserta didik masih terbatas. Penelitian deskriptif kualitatif ini mengkaji empat Madrasah Aliyah pada tahun pelajaran 2023/2024. Data diperoleh melalui observasi, wawancara dengan pengawas, kepala madrasah, dan guru, serta analisis dokumen, kemudian dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan dengan triangulasi untuk menjamin keabsahan. Hasil penelitian menunjukkan bahwa pengawas melakukan kunjungan kelas, observasi, konsultasi, dan pelaporan, namun pengaruhnya cenderung tidak langsung. Kepala madrasah memiliki kontrol harian lebih kuat, sedangkan kualitas guru dan kepemimpinan madrasah lebih langsung membentuk pembelajaran, disiplin, prestasi, tanggung jawab, sikap hormat, dan karakter religius peserta didik. Penelitian menyimpulkan bahwa supervisi lebih bermakna ketika pengawas, kepala madrasah, dan guru bekerja sebagai kemitraan profesional yang terkoordinasi. Madrasah perlu memperkuat rekrutmen pengawas, supervisi berkelanjutan, kompetensi penelitian, pembinaan tindak lanjut, pembagian peran yang jelas, dan komunikasi kolaboratif agar kinerja guru serta pembentukan karakter peserta didik meningkat secara berkelanjutan di berbagai konteks madrasah.

Keywords:
Supervisor Performance; Madrasah Leadership; Teacher Performance; Student Character; Collaborative Supervision

ABSTRACTS
Madrasah Aliyah quality depends on the interaction of supervision, school leadership, teacher professionalism, and character-oriented learning. In Ogan Komering Ilir Regency, however, the number of supervisors is disproportionate to the number of supervised madrasahs and supervisors also carry additional duties. This condition restricts supervision intensity and raises a central problem: formal supervision is implemented, yet its direct contribution to teacher development and student character remains limited. This qualitative descriptive study examined four Madrasah Aliyah during the 2023/2024 academic year. Data were collected through observation, interviews with supervisors, principals, and teachers, and document analysis, then processed through data reduction, data display, and conclusion drawing with triangulation for trustworthiness. The findings show that supervisors conduct class visits, observations, consultation, and reporting, but their influence is largely indirect. Principals exercise stronger day-to-day control, while teacher quality and school leadership more directly shape learning and student discipline, achievement, responsibility, respect, and religious character. The study concludes that supervision becomes more meaningful when supervisors, principals, and teachers operate as a coordinated professional partnership. Madrasahs should strengthen supervisor recruitment, continuous supervision, research competence, follow-up coaching, transparent role division, and collaborative communication to improve teacher performance and sustain student character development across diverse madrasah learning contexts.

A. INTRODUCTION

Madrasah Aliyah operates at the intersection of academic accountability, Islamic values, and student character formation. School supervisors are expected to guide academic and managerial quality, principals translate policy into daily practice, and teachers enact learning directly with students. The source dissertation identifies a structural difficulty in Ogan Komering Ilir Regency: supervisors are too few for the number of madrasahs under their responsibility, while additional duties further reduce supervision intensity. The central issue is therefore not the absence of supervision but its limited reach, continuity, and follow-up. Recent studies likewise show that supervision supports teacher performance when it is systematic, developmental, and followed by concrete improvement actions rather than treated mainly as administrative inspection (Herliana, Kristiawan, and Wardiah 2023; Lestari et al. 2023; Muttaqin, Tursina, and Sudrajat 2023).

The importance of this problem becomes clearer when supervision is connected with character education. The dissertation places character formation within Islamic education, where intellectual growth should be accompanied by faith, moral conduct, responsibility, discipline, respect, and social concern. Contemporary Indonesian research shows that character education is strengthened through habituation, curricular integration, teacher example, and sustained interaction rather than isolated moral messages (Hidayat et al. 2022; Neliwati et al. 2022). Studies in Islamic settings also emphasize spiritual guidance, ethical practice, and school culture as pathways for stable moral dispositions (Khoiruddin and Masrukin 2022; Pariyatin 2022). Supervisory effectiveness should therefore include whether supervision strengthens the instructional and organizational conditions in which character formation occurs.

A second issue concerns the role of the madrasah principal. In the dissertation, principal leadership appears as the strongest day-to-day managerial influence because the principal is continuously present in the institution, coordinates teachers, manages discipline, and responds immediately to emerging instructional problems. This pattern is consistent with recent research that positions principals as program developers, role models, coordinators, and connectors between schools, families, and communities in character education (Badrun et al. 2022; Badrun, Hakim, and Tohri 2023; Matiala et al. 2023). Principal policies can also shape the practical integration of character values into routines, learning activities, and school climate (Desmasyari, Faizah, and Gimin 2023; Zulkarnain et al. 2023). The implication is that the supervisor's role cannot be evaluated independently from principal leadership; supervision is embedded in an organizational relationship in which authority, access, information, and follow-up are distributed unequally.

Teacher performance constitutes the third critical link. Supervisors and principals may design or monitor improvement, but teachers mediate its effects through lesson planning, classroom interaction, assessment, modelling, and daily relationships with students. Research on instructional leadership shows that leadership effects on teaching are often indirect and operate through teacher self-efficacy, professional learning, trust, and collaboration (Elfira et al. 2024; Ninković and Knežević Florić 2024). Hammad (2024) similarly identifies teacher collaboration and self-efficacy as mechanisms connecting instructional leadership with differentiated instructional practice, while Gopal, Lee, and Abdul Razak (2024) show that principal leadership behaviour is associated with teacher self-efficacy. A recent meta-analytic review further confirms a meaningful relationship between principal instructional leadership and teacher attitudes, including trust, self-efficacy, commitment, and job satisfaction (Hallinger, Liu, and Chen 2025).

These findings suggest that supervision should be understood relationally rather than as the activity of one actor. The value of a classroom visit depends on information exchange, feedback, principal support for follow-up, and whether teachers view the supervisor as a professional partner. Research on distributed leadership shows that collaborative arrangements can reduce barriers to advice seeking and encourage teachers to look beyond individual classrooms (de Jong et al. 2023). Leadership also influences teacher collaboration through professional learning and innovative climate (Ma and Marion 2024), while principal self-efficacy and school climate contribute to collective teacher efficacy (Yada and Savolainen 2023). These perspectives support the dissertation's emphasis on supervisor-principal-teacher synergy.

Professional development is equally important because supervision requires more than administrative compliance. The dissertation identifies weaknesses in supervisory research and scientific writing and the need to strengthen competence and regenerate the supervisory workforce. A systematic review indicates that sustained professional learning, coaching, and collaborative development are more promising than one-off activities for improving teaching and student outcomes (Ventista and Brown 2023). Teacher leadership is also intertwined with wellbeing and capacity to participate in improvement work (Ghamrawi, Naccache, and Shal 2023). Digital instructional leadership matters because supervision, communication, documentation, and follow-up can occur digitally as well as face-to-face (Berkovich and Hassan 2024), relevant to

the dissertation's finding that messaging applications supported communication when direct presence was constrained.

From an Islamic education perspective, character formation also requires coherence between institutional management and the lived moral environment. Recent studies describe Islamic religious education as a vehicle for developing responsibility, discipline, independence, and other character dimensions when values are embodied in school culture and learning activities (Munawir et al. 2024; Adi et al. 2024). Models integrating Islamic education with character development likewise stress continuity between instruction, example, religious practice, and social interaction (Ilham et al. 2024). Research on Islamic higher education further frames character education as a structured educational model rather than a peripheral activity (Alimron, Syarnubi, and Maryamah 2023), while digital-era studies call for strengthening Islamic character without separating moral formation from contemporary educational change (Rahayu et al. 2023). These studies reinforce the need to examine supervision through its contribution to an integrated character-education ecosystem.

Against this background, the study addresses a specific empirical gap: the dissertation indicates that supervisors formally perform their duties, yet their direct contribution to educator quality, school improvement, and student character is comparatively limited because principals and teachers exert more immediate influence. The article therefore analyzes four related dimensions across four Madrasah Aliyah in Ogan Komering Ilir Regency: implementation of supervisor performance in supporting educator character, supervisor work achievement, professional development of supervision, and the impact of supervision on student character development. By examining these dimensions together, the article seeks to explain not only what supervisors do, but also why supervision produces uneven effects and how collaboration with principals and teachers can make those effects more educationally meaningful. The comparison is intended to identify a workable collaborative supervision model that preserves supervisory accountability while increasing its relevance to everyday teaching and character development.

B. METHOD

The study employed a qualitative descriptive design because the research questions concern processes, relationships, and meanings surrounding educational supervision rather than the measurement of causal effects. The research was conducted during the 2023/2024 academic year in four Madrasah Aliyah in Ogan Komering Ilir Regency, South Sumatra: MAS Darussalam, MAN 2 Ogan Komering Ilir, MAS Nurul Ulum, and MAS Darul Jannah. The four sites provided different organizational contexts while remaining within the same regional supervision environment, allowing the researcher to compare how supervisory practices were experienced across madrasahs.

Informants were selected purposively from actors who possessed direct knowledge of supervision and school management. The primary informant groups were Madrasah Aliyah supervisors, madrasah principals, and teachers. Selection emphasized participants who were directly involved in supervisory activities, school leadership, instructional implementation, or follow-up to supervision. The researcher treated statements from different roles as complementary evidence rather than assuming that one actor's account represented the entire supervisory process. This approach was

important because the dissertation itself shows different perceptions of supervisory contribution among supervisors, principals, and teachers.

Data collection combined observation, interviews, and documentation. Observation was used to understand supervisory and instructional conditions in their natural setting, including school routines, classroom practices, and interactions associated with supervision. Interviews were used to explore implementation of supervision, supervisor work achievement, professional development, principal-supervisor coordination, teacher responses, and perceived effects on student behaviour and school quality. Documentary evidence was used to corroborate statements regarding supervisory programs, reports, school activities, academic achievements, disciplinary developments, and other institutional indicators relevant to the research questions.

Data analysis followed three interrelated stages: data reduction, data display, and conclusion drawing. During reduction, the researcher selected and organized evidence according to the four research focuses. The displayed data were then compared within and across the four madrasahs to identify recurrent patterns, differences, and relationships among supervisory activity, principal leadership, teacher performance, and student character. Conclusions were developed iteratively rather than only at the end of fieldwork, allowing emerging interpretations to be checked against additional observations, interviews, and documents. The article preserves the dissertation's qualitative claims and does not convert them into quantitative effect estimates that were not produced by the original study.

Trustworthiness was addressed through prolonged engagement, persistent observation, and triangulation of sources and methods. Statements from supervisors were compared with information from principals and teachers, while interview evidence was checked against observations and available documentation. Transferability was supported through description of the institutional context, whereas dependability and confirmability were strengthened by linking interpretations to recurring evidence across the four sites. Because the research concerns professional relationships and school practices, the analysis also distinguishes between formal role performance and perceived practical influence; this distinction is central to understanding why supervision may be procedurally implemented but still have limited direct impact. The analytical unit was the supervisory relationship as it was enacted in each madrasah, not an individual supervisor score. This choice allowed the study to examine how institutional context, principal leadership, teacher openness, workload, and follow-up shaped the practical meaning of supervision. The comparison therefore focused on recurring mechanisms and perceived contributions rather than ranking the four madrasahs or their personnel.

C. RESULT AND DISCUSSION

Findings

1. Implementation of Supervisor Performance

Across the four madrasahs, supervisors carried out recognizable supervisory functions through class visits, direct observation, consultation, interviews, and reporting. These practices indicate that supervision was not absent and that supervisors understood their formal responsibility to monitor and guide educational quality. However, implementation was constrained by the breadth of the supervisory workload.

The number of institutions under supervision and additional duties reduced opportunities for sustained presence in each madrasah. As a result, supervision often functioned as periodic intervention rather than continuous professional accompaniment. The practical problem was therefore less about whether supervisors visited schools and more about whether supervisory contact occurred with sufficient frequency, depth, and continuity to influence teachers' daily professional habits. This distinction helps explain why the completion of supervisory schedules did not necessarily correspond with a strong developmental presence in classrooms.

Communication technology partly compensated for limited face-to-face contact. The dissertation records the use of WhatsApp groups and other indirect communication to share information, coordinate activities, and maintain relationships between supervisors and madrasah personnel. This mechanism improved accessibility, but digital communication did not automatically substitute for observation-based professional coaching. Teachers still required contextual feedback on classroom practice, while principals needed clear follow-up after supervisory findings. The evidence therefore suggests a distinction between communication continuity and supervisory continuity: messages can keep actors connected, but educational improvement depends on whether communication leads to reflection, coaching, correction, and subsequent review. This aligns with recent work emphasizing systematic supervision cycles that include planning, implementation, evaluation, and follow-up (Hidayat et al. 2025).

2. Supervisor Work Achievement and Professional Development

Supervisor work achievement was most visible through indirect contributions to teacher and school performance. Informants recognized that supervisory guidance could help teachers prepare instruction, respond to weaknesses, and maintain professional standards. Nevertheless, the dissertation consistently indicates that changes in classroom quality were more immediately associated with principal control and teacher competence than with supervisor intervention alone. This finding does not imply that supervision is unimportant; rather, it locates supervision upstream in the improvement process. Supervisors influence conditions, expectations, and professional reflection, while principals and teachers convert those influences into daily organizational and instructional practice.

A notable weakness concerned supervisors' professional productivity in research and scientific writing. The dissertation identifies limited research competence and limited production of scholarly work as areas requiring improvement. This matters because contemporary supervision increasingly requires supervisors to interpret evidence, diagnose instructional problems, evaluate programs, and translate findings into context-sensitive recommendations. Without strong inquiry skills, supervision risks relying on routine checklists rather than systematic problem solving. The weakness also reduces the supervisor's capacity to model evidence-informed professional learning for principals and teachers. Consequently, professional development should address not only supervisory procedures but also action research, academic writing, data interpretation, and the use of school evidence for improvement decisions.

Professional development activities nevertheless produced positive gains in supervisors' managerial and academic understanding. Training and professional forums

helped strengthen knowledge of supervision, educational management, and academic guidance. The key issue was sustainability. One-off development activities were insufficient for supervisors who faced diverse school conditions, changing curriculum demands, and increasing expectations for digital communication and evidence-based support. The data therefore favor continuous professional learning that is linked to actual cases from supervised madrasahs. Such learning would allow supervisors to move from generic procedural knowledge toward stronger diagnostic, coaching, research, and facilitation capacities.

Structural improvement is also needed at the level of staffing. The disproportion between the number of supervisors and the number of supervised madrasahs limited both frequency and follow-up, while additional assignments further fragmented supervisors' time. The dissertation therefore recommends better recruitment and regeneration so that supervisory responsibilities can be distributed more realistically. Regeneration is not simply a numerical solution; new supervisors also need preparation in instructional coaching, communication, school data analysis, and professional research. Unless workload and capability are addressed together, adding supervisory procedures may increase documentation without increasing educational influence. A more manageable supervisory span would also create space for repeated observation and feedback, which are essential when the objective is behavioural and instructional change rather than one-time verification.

3. Principal-Teacher Coordination in Supervision

Within the madrasahs, principals emerged as the strongest continuous managerial actors. They were available on a daily basis to coordinate teachers, monitor attendance and discipline, solve immediate problems, organize school programs, and communicate expectations. This proximity gave principals a practical advantage over external supervisors. The dissertation's finding is consistent across the study: school improvement and teacher performance were shaped more directly by principal leadership than by episodic supervision. Accordingly, supervisory effectiveness depended heavily on whether the principal translated recommendations into school routines. Where principal leadership was active, supervisory advice had a pathway into practice; where follow-up was weak, the influence of supervision diminished.

Teachers were the most immediate agents connecting management with student character. Their performance was visible in lesson preparation, classroom management, relationships with students, assessment practices, discipline, and personal example. Supervisory feedback could encourage improvement, but the quality of the teacher-supervisor relationship affected whether feedback was accepted as professional support or experienced as inspection. Informants' experiences suggest that trust, respectful communication, and clarity of purpose are essential. Teachers were more likely to regard supervision positively when supervisors functioned as partners who helped solve instructional problems rather than merely identifying deficiencies.

The division of roles between supervisors and principals was sometimes insufficiently clear. Because principals conducted their own monitoring and exercised daily authority, supervisory work could overlap with internal school management. The dissertation therefore recommends a more explicit distribution of tasks: supervisors should concentrate on external professional guidance, quality assurance, coaching, and broader developmental perspectives, while principals organize continuous internal

follow-up. Clear role boundaries do not separate the two actors; instead, they make collaboration more purposeful by reducing duplication and ensuring that supervisory recommendations have an identified person, timeline, and mechanism for implementation. Joint planning meetings at the beginning of a supervisory cycle could further prevent overlap by defining the focus, expected evidence, and follow-up responsibilities before classroom visits occur.

Follow-up was the decisive point at which supervision either became developmental or remained administrative. Classroom observation and supervisory notes had limited value when findings were not revisited through coaching, clinical discussion, mentoring, or subsequent observation. The evidence supports a cycle in which problems are identified, discussed with teachers and principals, converted into an improvement plan, and reviewed after implementation. Such a cycle also allows progress to be documented in relation to teacher practice rather than only the completion of supervisory forms. Continuous academic supervision was therefore recommended as a means of addressing classroom problems both inside and outside formal observation sessions. This arrangement would make supervision more clinically useful and provide teachers with a visible pathway from feedback to professional growth.

Parents, school committees, and the wider community also formed part of the context in which student character developed. Several school-level accounts emphasized the importance of cooperation between madrasahs, families, and communities, although such cooperation was not always easy to maintain. This finding broadens the meaning of supervision: character education cannot be strengthened only by observing classroom instruction if school and family expectations are inconsistent. Supervisors and principals can help schools frame shared priorities, while teachers maintain direct communication concerning student learning and behaviour. The community dimension is particularly relevant to values such as discipline, responsibility, respect, and social care, which extend beyond the classroom.

4. Impact on Student Character and Madrasah Quality

The impact on student character was visible in reports of improved discipline, reduced violations, closer communication with teachers, academic and non-academic achievement, responsibility, cooperation, and more positive school behaviour. At MAS Darul Jannah, for example, field accounts described both achievement gains and decreasing rule violations. However, the dissertation does not attribute these developments exclusively to supervisors. Student outcomes emerged from the combined influence of school leadership, teacher quality, family and community support, religious culture, and supervisory guidance. The supervisor's effect was therefore mediated through the adults and systems that students encountered every day.

Character in the studied madrasahs was not understood only as behavioural compliance. The dissertation links Islamic education with honesty, discipline, responsibility, cooperation, care, enthusiasm for learning, respect for teachers, and religious commitment. It also discusses adab-oriented principles such as sincere intention, seeking beneficial knowledge, patience, humility, respect for educators, and willingness to sacrifice for learning. These dimensions show that the target of supervision is ultimately broader than instructional technique. Supervisors, principals,

and teachers are collectively responsible for creating an educational environment in which academic performance and moral development reinforce one another.

Taken together, the findings form a mediated model of supervisory influence. Supervisors contribute professional guidance, external monitoring, and quality assurance; principals provide continuous leadership and convert guidance into organizational action; teachers translate management and supervision into classroom practice; and students experience the combined effects through learning, discipline, relationships, and school culture. The novelty claimed in the dissertation lies precisely in this imbalance of direct influence: supervisor performance contributes to educational quality, but its effect is comparatively small when isolated from principal leadership and teacher quality. Stronger synergy among the three professional actors is therefore the central condition for increasing the practical value of supervision. The model also explains why isolated increases in supervisory activity are unlikely to transform student outcomes unless school-level leadership and teaching processes change in parallel.

Analysis/Discussion

The first interpretive finding is that supervision should be evaluated as a developmental process, not by the number of completed activities. Across the four sites, class visits, observation, consultation, and reporting were present while educational effects remained limited. Recent research supports this interpretation: supervision is associated with teacher performance when combined with managerial competence, teacher empowerment, and commitment (Muttaqin, Tursina, and Sudrajat 2023). Madrasah studies also show that planning, classroom visits, and follow-up are interdependent, and weak follow-up reduces the value of otherwise organized supervision (Lestari et al. 2023). A PDCA-oriented model similarly emphasizes planning, implementation, evaluation, and corrective follow-up (Hidayat et al. 2025).

The second finding concerns the indirect character of leadership effects. The dissertation's conclusion that principals and teachers exert more immediate influence than supervisors is not a rejection of the supervisory role; it reflects the layered structure of educational leadership. Ninković and Knežević Florić (2024) show that leadership frequently affects teaching through mediating processes such as collaboration, professional learning, and teacher self-efficacy. Hallinger, Liu, and Chen (2025) likewise report a moderate relationship between principal instructional leadership and teacher attitudes, including trust, efficacy, commitment, and job satisfaction. In this study, the supervisor stands one step further from the classroom than the principal, making mediation even more important. Supervisory quality therefore depends on the strength of the organizational chain connecting supervisor guidance, principal action, teacher practice, and student experience.

This mediated perspective explains why the principal's role appeared dominant. Daily presence allows the principal to reinforce expectations, provide resources, resolve conflicts, monitor routines, and model institutional priorities. Studies of madrasah and school leadership in character education identify principals as managers, educators, role models, and connectors with families and communities (Badrun et al. 2022; Badrun, Hakim, and Tohri 2023). Matiala et al. (2023) similarly emphasize principal leadership in sustaining student character education, while Desmasyari, Faizah, and Gimin (2023) show how principal policy can embed character values in institutional practice. The implication for supervision is collaborative rather than hierarchical: external

supervisors are most effective when they strengthen the principal's capacity to lead improvement and when principals, in turn, ensure consistent school-level follow-up.

Teacher agency forms the next link. The findings show that teachers respond more constructively when supervision is experienced as professional assistance rather than fault finding. This is consistent with evidence that instructional leadership affects teacher performance through self-efficacy (Elfira et al. 2024), and that teacher collaboration and self-efficacy mediate leadership effects on differentiated instruction (Hammad 2024). Gopal, Lee, and Abdul Razak (2024) also demonstrate the relevance of principal leadership behavior to teacher self-efficacy. These studies suggest that supervision should deliberately protect professional trust. Feedback needs to be specific, evidence-based, dialogic, and oriented toward solvable instructional problems. When teachers retain agency in improvement decisions, supervision is more likely to influence practice rather than simply produce compliance.

Collaboration is therefore a mechanism, not merely an organizational preference. de Jong et al. (2023) found that distributed leadership in teacher teams is associated with easier advice seeking and with teachers looking beyond their own classrooms. Ma and Marion (2024) show that distributed leadership has direct and indirect effects on teacher collaboration through professional learning and innovative climate. Yada and Savolainen (2023) connect principal self-efficacy and school climate with collective teacher efficacy. These findings illuminate the dissertation's recommendation for synergy among supervisors, principals, and teachers. The practical task is to create routines in which responsibility for improvement is shared but not ambiguous: supervisors diagnose and coach, principals coordinate and monitor implementation, and teachers test and refine instructional changes.

Professional development findings also deserve attention. The dissertation identifies supervisory research and scientific writing as weak areas, while recent evidence indicates that effective professional learning tends to be sustained, collaborative, and closely connected with practice (Ventista and Brown 2023). Research competence matters because supervisors need to distinguish anecdotal impressions from recurring instructional patterns, use school evidence, evaluate improvement, and communicate findings persuasively. Digital competence is becoming part of the same professional requirement. Berkovich and Hassan (2024) show how digital instructional leadership can influence teacher motivation and perceived learning in technology-mediated settings. In Ogan Komering Ilir, digital communication helped maintain supervisory contact, but the next step is to connect such communication to evidence, coaching, documented action plans, and follow-up.

The discussion of student character confirms that moral development is embedded in an ecosystem rather than produced by a single program. Indonesian studies identify habituation, integration, and modelling as core strategies (Hidayat et al. 2022; Neliwati et al. 2022), while Islamic school research adds spiritual guidance and religious culture (Khoiruddin and Masrukin 2022; Rahayu et al. 2023). Recent work connects Islamic education with responsibility, discipline, independence, environmental care, and everyday moral practice (Munawir et al. 2024; Adi et al. 2024; Ilham et al. 2024). Alimron, Syarnubi, and Maryamah (2023) similarly frame character education as an institutional model. These perspectives support the dissertation's view that academic quality and akhlaq should be managed together.

At the same time, the findings caution against equating close teacher-student relationships with character formation automatically. The dissertation notes that increased informality can strengthen communication but may also reduce respect if boundaries are unclear. This tension illustrates why character education needs explicit modelling and shared norms. Pariyatin (2022) shows that character strengthening can remain an educational priority even when modes of interaction change, while Raharjo and Wijayanti (2025) highlight role modelling, habituation, integrated learning, and a religious-inclusive climate in madrasah leadership strategies. Supervisors can contribute by helping principals and teachers examine whether school routines consistently embody the values they intend to teach, especially respect, responsibility, discipline, and social concern.

The study's practical contribution can be summarized as a collaborative supervision architecture. Supervisor workload and recruitment should be addressed; professional development should strengthen coaching, research, writing, digital communication, and evidence use; and visits should end with explicit follow-up plans agreed with principals and teachers. Role division should distinguish external professional guidance from continuous internal monitoring while maintaining shared responsibility. Student character indicators should also be included in reflective evaluation alongside academic indicators, without claiming a simple causal line from supervision to behaviour. This architecture remains faithful to the dissertation's central finding that supervision becomes influential through synergy rather than authority alone.

D. CONCLUSION

The study concludes that Madrasah Aliyah supervisors in Ogan Komering Ilir performed core supervisory activities, yet their direct contribution to teacher quality, school improvement, and student character was comparatively limited. Principal leadership and teachers' direct instructional roles exerted stronger immediate influence. Supervision was most valuable when it supported these actors through observation, consultation, guidance, and external quality assurance. Its weakest points were workload-limited intensity, uneven follow-up, and insufficient research and scientific-writing competence. The evidence therefore supports a mediated model in which supervisory influence reaches students through principal leadership, teacher performance, school culture, and collaborative professional practice.

Supervision should be redesigned as a continuous professional partnership. Authorities should improve recruitment and regeneration, balance workloads, and strengthen supervisors' coaching, research, digital communication, and evidence-based follow-up. Madrasahs should clarify responsibilities between supervisors and principals, establish documented improvement cycles after classroom observation, and encourage teachers to treat supervisors as professional partners. Collaboration with parents and school committees is also important where character development requires consistency between school and community expectations. Future research should test this collaborative model across wider public and private madrasah settings and examine how specific supervisory practices influence teacher learning and student character over time.

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