

The Implementation of Educational Oversight to Improve Teacher Performance and the Quality of Education in Islamic Boarding Schools

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Keywords:	Abstract
Educational Supervision, Teacher Performance, Quality of Education	<i>This study aims to describe and analyze the implementation of educational supervision in improving teacher performance and the quality of education at the Nashrus Sunnah Islamic Boarding School, Madiun City. The method applied in this study is qualitative with a focus on case studies. Data was collected through interviews, observations, and data analysis related to teacher development programs. Information analysis was carried out by applying the Miles and Huberman model which consisted of data reduction, data presentation, and conclusion drawing to obtain valid and comprehensive results. The results of this study used the interview method, consisting of the main parts that are in accordance with the research objectives, including 1. Planning and pre-observation, 2. observation and supervision, 3 Supervision of administration, and 4. evaluation and feedback. The findings obtained from this study show that supervision at the Nashrus Sunnah Islamic Boarding School is carried out systematically through regular academic, clinical, and coaching supervision. This supervision has been proven to be able to improve teachers' skills in compiling teaching materials, choosing more varied methods, and improving classroom management and learning assessment. Furthermore, this supervision has a positive impact on the quality of education, which can be seen from the increase in student participation and the effectiveness of the teaching and learning process. This study concludes that the implementation of educational supervision at Nashrus Sunnah Islamic Boarding School has been proven to be significant for improving teacher performance and overall quality of education.</i>
Kata Kunci: Supervisi Pendidikan, Kinerja Guru, Kualitas Pendidikan.	Penelitian ini memiliki tujuan untuk menggambarkan serta menganalisis implementasi supervisi pendidikan dalam meningkatkan performa guru serta kualitas pendidikan di Pondok Pesantren Nashrus Sunnah Kota Madiun. Metode yang diterapkan dalam penelitian ini adalah kualitatif dengan fokus pada studi kasus. Data dikumpulkan melalui wawancara, observasi, dan analisis data yang berkaitan dengan program pengembangan guru. Analisis informasi dilaksanakan dengan menerapkan model Miles dan Huberman yang terdiri dari pengurangan data, presentasi data, dan penarikan kesimpulan untuk memperoleh hasil yang valid dan menyeluruh.

Dari hasil penelitian ini menggunakan metode wawancara, terdiri dari bagian utama yang sesuai dengan tujuan penelitian, antara lain 1. Perencana'an dan pra-observasi, 2. observasi dan pengawasan, 3 Supervisi administrasi, serta 4. evaluasi dan umpan balik. Temuan yang diperoleh dari penelitian ini menunjukkan bahwa supervisi di Pesantren Nashrus Sunnah dilakukan secara sistematis melalui supervisi akademik, klinis, dan pembinaan yang rutin. Supervisi ini terbukti mampu meningkatkan keterampilan guru dalam menyusun bahan ajar, memilih metode yang lebih bervariasi, serta memperbaiki manajemen kelas dan penilaian pembelajaran. Lebih lanjut, supervisi ini memiliki dampak positif terhadap kualitas pendidikan, yang terlihat dari meningkatnya partisipasi santri dan efektivitas proses belajar mengajar. Penelitian ini menyimpulkan bahwa, Implementasi supervisi pendidikan di Pondok Pesantren Nashrus Sunnah terbukti memberikan signifikan bagi peningkatan performa guru dan mutu pendidikan secara keseluruhan.

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1. Introduction

Educational supervision constitutes a systematically planned program designed to improve the quality of learning and education management within institutional settings. In practice, supervision functions as a structured process through which professional support is extended to teachers, enabling them to develop the pedagogical abilities necessary for effective instructional delivery (Novebri & Lubis, 2022). This support encompasses observational feedback, guided reflection, and professional mentoring, all of which are directed at strengthening the teacher's capacity to manage learning activities and facilitate meaningful student engagement. The positive effects of such supervision extend beyond individual teachers, as improvements in instructional quality directly influence student achievement and broader educational outcomes. In Islamic educational institutions particularly Islamic boarding schools (*pesantren*) the scope of supervision is broadened further to include the integration of religious values, moral formation, and character development grounded in the Quran and Sunnah. Educational supervision in this context, therefore, operates simultaneously on academic and spiritual dimensions.

The success of education in any institution depends fundamentally on the coordinated contribution of three key elements: teachers, school principals, and educational supervisors. Among these, teachers occupy the most strategically important position, as they are the individuals who interact most directly and consistently with students throughout the learning process (Lelatobur & Waruwu, 2024). A teacher bears primary responsibility for ensuring that students acquire knowledge, skills, and values that correspond to established educational objectives, and must therefore maintain a thorough understanding of both subject matter and the real conditions of classroom practice. Guidance and supervision provided by principals and supervisors form an integrated support network designed to give teachers directional clarity, broaden their pedagogical insight, and enable continuous professional improvement (Rohmah & Maunah, 2020).

These three elements are mutually reinforcing: when supervision is effective, teacher performance improves, and when teacher performance improves, student learning outcomes follow. This interconnection underlies the central importance of well-implemented educational supervision.

The school principal occupies a pivotal leadership role in determining the direction, quality, and effectiveness of educational supervision at the institutional level. As the leader of the school, the principal is responsible for setting the institutional vision, ensuring that the learning environment supports student development, and maintaining alignment with educational standards established by relevant authorities (Yoseptry et al., 2024). A principal's duties span academic supervision, curriculum development, administration, and teacher performance management all of which require both managerial competence and strategic planning (Indriani et al., 2022). One of the most direct ways the principal influences educational quality is through the supervision of teachers: by observing classroom instruction, providing constructive feedback, and guiding professional development, the principal creates conditions for sustained improvement in teacher competence (Harahap & Hidayah, 2022). Research confirms that when principal supervision is carried out effectively, teacher performance improves measurably, and this improvement translates directly into better student learning outcomes. Principal supervision thus functions as the operational core of institutional quality development.

Indonesia's educational development agenda is structured around three strategic priorities: expanding and equalizing access to education, improving the quality and relevance of learning, and strengthening participatory, transparent, and accountable management systems at all levels of educational governance (Mulatsih, 2021). These priorities reflect a national recognition that the strength of a country no longer depends primarily on natural resource wealth, but rather on the quality of its human resources a quality that is directly shaped by the education system (Misnalitim, 2021). In response to this reality, the government has implemented a range of initiatives to improve teacher quality, including mandatory academic qualification requirements, professional certification programs, and in-service development activities such as seminars, workshops, and continuing education courses. The *Merdeka Belajar* (Freedom of Learning) policy further reinforces this direction by promoting leadership capability and professional autonomy in educational institutions (Annabila et al., 2023). These systemic efforts establish the broader policy environment within which institutional supervision practices, including those in Islamic boarding schools, must be understood.

The Nashrus Sunnah Islamic Boarding School in Madiun, East Java, represents a distinctive educational institution that combines the national curriculum with *salafi* principles, creating a dual mandate for its supervisory system. Unlike conventional schools where supervision focuses primarily on pedagogical technique and curriculum compliance, supervision at Nashrus Sunnah must simultaneously ensure that teachers possess strong instructional skills and are capable of transmitting correct Islamic doctrine (*aqidah*) and moral values (*akhlaq*) to their students. This integration reflects the foundational philosophy of *salafiyah* education, in which religious and academic formation are not treated as separate domains but as interdependent dimensions of a complete educational process. The principal at Nashrus Sunnah therefore performs a supervisory role that is

qualitatively broader than that of a conventional school head evaluating not only the effectiveness of lesson delivery but also the fidelity of religious content and the moral exemplarity embedded in each teacher's practice. This dual responsibility defines the institutional specificity of supervision at Nashrus Sunnah.

Despite a growing body of literature on educational supervision in Islamic institutions, significant gaps persist that this study is specifically positioned to address. First, existing research has not sufficiently examined the specific models and strategies of supervision applied in *salafiyah pesantren*, nor the adaptations required to align those models with an environment where faith formation and moral character are treated as primary educational outcomes alongside academic competence. Second, the processes, challenges, and measurable impacts of principal supervision on the faith and moral development of students in this type of institution remain largely undocumented. Third, most prior studies treat pedagogical supervision and religious moral development as parallel concerns rather than as an integrated supervisory framework. The novelty of this study lies in its comprehensive, integrated examination of academic supervision and Islamic character formation within the specific context of a *salafiyah pesantren* providing an empirical account of how both dimensions are coordinated through a unified principal-led supervisory approach that has not previously been systematically documented in the existing literature.

Based on the gaps identified above, this study is structured around three interrelated research objectives that directly correspond to the findings presented in the Results section. The first objective is to provide a comprehensive description of the implementation of academic supervision by the principal at Nashrus Sunnah Islamic Boarding School, including the forms, procedures, and instruments employed in the supervisory process. The second objective is to analyze the specific methods applied by the principal to improve the *aqidah* (faith) and *akhlak* (moral character) competence of teachers, examining how religious formation is embedded within the supervisory framework rather than treated as a separate activity. The third objective is to identify the contribution of principal supervision to the improvement of students' faith and moral quality, thereby establishing an evidence-based account of supervisory impact at the learner level. Together, these objectives provide a complete and coherent view of educational supervision as it operates in a *salafiyah* Islamic boarding school environment, from implementation through impact.

2. Methods

This study employs a qualitative research design with a case study approach, conducted at the Nashrus Sunnah Salafiyah Islamic Boarding School in Madiun, East Java, Indonesia. This approach was selected because it enables an in-depth investigation of supervisory practices within their natural institutional context, without imposing or testing a predetermined hypothesis (Gantina et al., 2025). The institution was chosen purposively because it integrates the national curriculum with *salafi* principles, offering an information-rich setting for examining how academic supervision and Islamic character formation are coordinated. Participants were selected through purposive sampling, totaling eight individuals: the school principal, two senior teachers with more than five years of experience, two classroom teachers from different subject areas, two *pesantren* administrators, and one *pesantren* leader (*kyai*). Each participant was required to have been directly

involved in or affected by the principal's supervisory activities for a minimum of one academic year, ensuring that all data sources possessed direct and relevant institutional knowledge.

Data were collected through three complementary instruments semi-structured interview guidelines, a structured observation checklist, and a document review protocol designed to capture different dimensions of the supervisory process from multiple vantage points. Semi-structured interviews were conducted individually with each participant, lasting between 20 and 35 minutes per session, and covered three thematic areas aligned with the research objectives: the implementation of academic supervision, methods used to develop teachers' *aqidah* and *akhlaq* competence, and the perceived impact of supervision on student moral and faith development. Direct observation was carried out over one to three days at the institution, during which the researcher systematically recorded supervisory activities, teaching processes, and teacher-student interactions in both formal classroom settings and *halaqah* sessions. Document review encompassed official national curriculum guidelines, institutional supervision records, academic journals, and relevant internal documents. This multi-instrument design enabled cross-verification of data across sources, strengthening the completeness and reliability of the information gathered.

Data analysis followed the interactive model developed by Miles and Huberman, consisting of three iterative stages applied continuously throughout the research process (Abdussamad, 2021). The first stage, data reduction, involved systematically sorting and condensing all raw data from interviews, observations, and documents to retain only information directly relevant to the research objectives. The second stage, data display, organized the reduced data into structured narrative descriptions and thematic presentations, enabling the researcher to identify supervisory patterns and their effects on teacher and student development more clearly. The third stage, conclusion drawing and verification, involved formulating interpretive conclusions and continuously verifying them against original data sources until theoretical saturation was reached. To ensure trustworthiness, the study applied source triangulation drawing from participants across different institutional roles and method triangulation through the concurrent use of interviews, observation, and document review. Member checking was also conducted by returning preliminary interpretations to key participants for confirmation, ensuring that findings accurately reflected the institutional realities of supervisory practice at Nashrus Sunnah.

3. Result and Discussion

3.1. Implementation of Educational Supervision at Nashrus Sunnah Islamic Boarding School

At the beginning of the school year, teachers at the Nashrus Sunnah Islamic Boarding School prepare a supervision schedule based on a joint curriculum between the Ministry of Religion (Kemenag) and the Ministry of Education and Culture (Kemendikbud). Each teacher is asked to prepare a Learning Implementation Plan (RPP) that encompasses memorization of the Qur'an, hadith, and Arabic language. The preparation of the RPP at Nashrus Sunnah is carried out under concise and practical principles, where teachers are not burdened with overly lengthy formats, as their time is more focused on directly fostering students. This is in accordance with the statement of Ustadz Yusuf:

"The RPP at our pesantren is not made too long. The most important thing is that the content is clear as a basic reference for learning. So that there is more time for example, motivation, advice, and supervision of students, instead of spending time writing lesson plans on sheets."

In Arabic language instruction, teachers may design lesson plans around conversational themes, covering widely used vocabulary (*mufrodat*), the ability to construct sentences, and correct pronunciation as learning indicators. The primary challenge lies in integrating these three elements into a single coherent learning flow, as many teachers find difficulty in determining appropriate indicators, selecting suitable methods, and balancing the portions of memorization, text comprehension, and language practice. With regard to Qur'an memorization, the varying capacities of individual students make it difficult to enforce specific memorization targets within a single lesson plan. As a result, RPPs for Qur'an memorization must remain general in scope and are best applied during joint *murojaah* or *tahsin* sessions. The findings of this study indicate that while simplified lesson plans align well with the typical characteristics of Islamic boarding schools, standardized guidelines are still necessary to ensure that teachers maintain uniform directions and consistent educational standards.

This challenge in curriculum planning is directly connected to the broader implementation of educational supervision at Nashrus Sunnah Islamic Boarding School. The implementation of development rooted in pesantren culture forms an integrated and interrelated system, one that must be carried out sustainably in order to produce educators who meet professional criteria. The benefits of supervision are evident in improvements to the quality of educators' performance in delivering learning materials (Kamila & Firdaus, 2022; Sianipar et al., 2025). At Nashrus Sunnah, supervision is adjusted to reflect Islamic character, with pesantren management and senior teachers serving as the primary supervisors, while teacher performance is evaluated through the results and behaviors demonstrated in carrying out professional responsibilities. Although specific documentation of supervisory practices at this institution is limited, referring to models applied in Islamic boarding school contexts, supervision is carried out through a comprehensive approach that encompasses both academic and spiritual dimensions.

Supervision itself constitutes an effort to support teachers in enhancing their skills in carrying out instructional duties (Badriyah, 2022). It carries significant impact in supporting the effectiveness of educators' teaching: when supervision is conducted appropriately, the quality of instruction improves, but when it is not effectively implemented, teaching quality tends to decline. The importance of educational supervision in improving teacher performance and the learning process therefore cannot be overlooked. Effective leadership plays a central role in elevating teacher quality, which ultimately enables educators to improve the standard of student achievement (Adnan, 2023; Iriyanah et al., 2025).

The implementation of supervision at Nashrus Sunnah has yielded a demonstrably positive impact on teacher performance. Teachers have become more organized in preparing daily instructional materials, have strengthened their subject matter mastery, and have improved their classroom management abilities. Their growing motivation and sincerity has enabled them to carry out multiple roles as teachers, homeroom teachers, and student supervisors more effectively. As

a result, student outcomes have improved, including Qur'an memorization achievement and academic performance, which in turn has strengthened public trust and contributed to an increase in student enrollment.

3.2. *The Role of School Principals in Improving Teacher Performance to Achieve Quality Education*

3.2.1. *Planning and Pre-Observation*

At the beginning of the school year, teachers at the Nashrus Sunnah Islamic Boarding School prepare a supervision schedule based on a joint curriculum between the Ministry of Religion (*Kemenag*) and the Ministry of Education and Culture (*Kemendikbud*). Each teacher is asked to prepare a Learning Implementation Plan (RPP) that encompasses memorization of the Qur'an, hadith, and Arabic language. The preparation of the RPP is carried out under concise and practical principles, where teachers are not burdened with overly lengthy formats, as their time is more focused on directly fostering students. This reflects the statement of Ustadz Yusuf:

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In Arabic language instruction, teachers design lesson plans around conversational themes, covering widely used vocabulary (*mufrodlat*), the ability to construct sentences, and correct pronunciation as learning indicators. The primary challenge lies in integrating these three elements into a single coherent learning flow. With regard to Qur'an memorization, the varying capacities of individual students make it difficult to enforce specific memorization targets, so RPPs in this subject are kept general and applied during joint *murojaah* or *tahsin* sessions. The findings of this study indicate that while simplified lesson plans align well with the pesantren environment, standardized guidelines remain necessary to ensure uniform educational standards across teachers.

This challenge in curriculum planning is directly connected to the broader role of the *Mudir* as the principal supervisor at Nashrus Sunnah. The principal is responsible for maximizing the full potential of teachers and staff across all school activities. In addressing daily gaps in the teaching and learning process, the *Mudir* ensures that staff members act as coordinators, while simultaneously guiding educators toward professional development. For teachers who have demonstrated good performance, that quality must be sustained; for those who still require improvement, deliberate efforts must be made to support their growth (Hidayat et al., 2024). As a leader, the principal bears primary responsibility for managing, encouraging, and optimizing all available resources in the educational setting so that educational goals can be realized optimally.

3.2.1 *The Role of the Principal as Supervisor at Nashrus Sunnah*

The *Mudir* at Nashrus Sunnah Islamic Boarding School occupies a central position not only as an administrative leader but as the primary educational supervisor whose decisions directly shape teacher performance and

institutional quality. Unlike formal schools where the principal's supervisory role is often delegated to vice principals or external supervisors, at Nashrus Sunnah the *Mudir* is actively and personally involved in guiding teachers from the planning stage through to evaluation. This reflects the pesantren tradition of *uswah hasanah*, where the leader serves as a living example whose conduct, discipline, and scholarly authority become the principal reference point for all teachers.

In concrete terms, the *Mudir* performs several key supervisory functions. First, the *Mudir* establishes the direction and standards of learning by ensuring that all instructional activities remain aligned with the pesantren's foundational vision of developing a Salafi generation grounded in Qur'anic values. Second, the *Mudir* conducts direct classroom visits to observe the quality of instruction, assessing not only academic delivery but also the moral and spiritual conduct of teachers. Third, the *Mudir* facilitates post-observation discussions that serve as opportunities for teachers to receive guidance, correction, and encouragement in a collegial manner. Fourth, through the organizational structure of the An Najiyah Foundation, the *Mudir* coordinates with senior teachers (*asatidz*) to distribute supervisory responsibilities across the institution, ensuring that no teacher is left without guidance and support.

This multi-layered leadership approach aligns with the theoretical understanding that effective principals do not merely manage schools but actively nurture the professional growth of their educators. Supervision is not intended to identify teachers' mistakes, but rather to function as a guiding and supportive force that enables teachers and principals alike to carry out their duties more effectively nurturing educators so that all professional tasks can be performed with quality and integrity (Nasrin, 2020).

3.2.3 Implementation of Supervisory Supervision

a. Direct/Academic Supervision

Direct supervision is carried out through classroom visits by the *Mudir* and senior teachers. In this process, pesantren leaders emphasize aspects of neatness, order, and teacher readiness as early indicators of instructional quality. As stated by one informant:

"Observations start from the things that are seen: the neatness of the students, the calmness of the students, the regularity of the stationery book bags, the cleanliness of the class, both the way of dressing and the visible psyche it is an early indicator of how much the teacher cares about the learning process."

At the academic observation stage, the *Mudir* assessed the clarity and accuracy of material delivery, the quality of teacher-student interaction, the variety of instructional methods, classroom management, the use of teaching aids, and the suitability of lesson plans. The recording of student attendance and academic progress in the form of rubrics or simple grade tables is also reviewed. Beyond academic dimensions, the moral conduct of teachers including patience, exemplary behavior, appropriate use of language, and the consistent and fair handling of student violations constitutes an integral part of the observation.

The study found, however, that the overall impact of external supervisory supervision at Nashrus Sunnah remains limited due to available resources, resulting in internal supervision being more dominant. While this reflects a constraint, it also reinforces the critical importance of the *Mudir*'s personal

supervisory role as the primary mechanism for ensuring instructional quality within the pesantren.

b. Administrative Supervision

Administrative supervision encompasses an examination of the completeness of teacher administration, discipline assessment, and classroom management, conducted monthly using a standard format. The evaluation covers punctuality, uniform order, classroom cleanliness and orderliness, learning atmosphere, availability of instructional tools, the teacher's ability to manage the class, and consistency in implementing pesantren rules. In practice, however, administrative checks have not been carried out continuously and tend to occur only during official classroom supervision. One informant noted:

"Admin checks are usually only during official supervision. Many teachers still have difficulty writing indicators in detail and there is no special lesson plan format that suits the character of the pesantren."

This finding reflects the distinctive character of pesantren-based education. Lesson plans at Nashrus Sunnah are intentionally kept flexible and are not required to strictly follow the complex general format used in formal schools. Obstacles related to the preparation of detailed lesson plans and assessment rubrics therefore remain among the primary findings of this study, pointing to the need for a pesantren-specific administrative standard that supports rather than burdens teaching staff.

3.2.4 Evaluation, Feedback, and Impact on Teacher Performance

Following observation, the *Mudir* and senior teachers deliver feedback either individually or in groups through direct meetings, WhatsApp communications, or joint teacher council sessions. The evaluation focuses on areas of concrete improvement, such as diversifying instructional methods beyond lectures to maintain student engagement during Qur'an memorization activities. While feedback can be conveyed through various channels, face-to-face interaction is consistently regarded as the most effective, as confirmed by one informant:

"The best feedback is still through direct meetings. It can be a two-way discussion. WhatsApp is usually only for strengthening."

Group discussions are also considered valuable, as they enable teachers to exchange lessons learned and offer constructive suggestions to one another. This collegial dynamic is particularly important in the pesantren context, where relationships between teachers carry both professional and spiritual dimensions. The behavioral changes observed in teachers following evaluation reflect the tangible impact of this feedback process:

"After receiving feedback, teachers became neater in administration, teaching methods were more varied, and their confidence increased. We also saw an increase in more positive teacher-student interaction."

These improvements in teacher performance align with the broader supervisory framework articulated in the literature. Teacher performance refers to the results and behaviors demonstrated by educators when carrying out professional responsibilities (Sianipar et al., 2025). When supervision is conducted appropriately, the quality of instruction improves; when it is absent or ineffective, teaching quality tends to decline (Adnan, 2023; Iriyanah et al., 2025). Discussions at Nashrus Sunnah identified three key factors contributing to low teacher performance: a lack of learning awareness, limited access to

training opportunities, and insufficient discipline. To address these challenges, targeted research and annual evaluations are being pursued to support the continuous development of educators and students (Rohmat, 2023).

3.2.5 Supervisory Supervision and the Realization of Educational Quality

The ultimate purpose of the supervisory system at Nashrus Sunnah is not merely to improve individual teacher performance, but to realize a broader standard of educational quality that is consistent with the pesantren's foundational mission. The concept of educational quality in the pesantren context encompasses three interconnected dimensions: academic achievement, Qur'anic mastery, and the formation of Islamic character.

In terms of academic achievement, the implementation of structured supervision has resulted in more organized lesson delivery, improved classroom management, and a greater variety of instructional methods all of which contribute directly to improved student learning outcomes. In terms of Qur'anic mastery, the alignment between supervisory standards and *murojaah* and *tahsin* sessions has created a more consistent learning environment that supports the accumulation of memorization over time. In terms of character formation, the *Mudir's* emphasis on the moral conduct of teachers patience, exemplary behavior, and consistent discipline ensures that the educational experience at Nashrus Sunnah extends beyond academic content to encompass the spiritual and ethical development of students.

The implementation of supervision at Nashrus Sunnah has therefore had a demonstrably positive impact on educational quality. As a result of sustained supervisory effort, student outputs have improved across all three dimensions, which in turn has strengthened public trust in the institution and contributed to a steady increase in student enrollment. This outcome affirms that effective supervisory supervision, led purposefully by the *Mudir* and supported by senior teachers within the An Najiyah Foundation's organizational structure, constitutes a foundational driver of educational quality at Nashrus Sunnah Islamic Boarding School.

4. Conclusion

The implementation of educational supervision at the Nashrus Sunnah Islamic Boarding School has proven to play a crucial role in improving teacher performance and the overall quality of education. The supervision process which includes lesson planning, classroom observation, administrative oversight, as well as evaluation and the provision of positive feedback can encourage teachers to refine their lesson plans, optimize their teaching methods, and create a more effective learning environment for students. Furthermore, supervision also enhances teachers' professionalism and strengthens curriculum management and the quality of the learning process at the pesantren. Therefore, well-planned, consistent, and supportive supervision is a key element in creating a higher-quality and more competitive education at Pesantren Nashrus Sunnah.

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