



EVALUATION OF THE QUALITY OF THE LEARNING PROCESS THROUGH ACADEMIC SUPERVISION IN MADRASAH IBTIDAIYAH

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ABSTRACT

This study aims to describe the implementation of academic supervision by madrasah principals in the planning, implementation, evaluation, and follow-up stages; and to identify the obstacles faced by teachers in the academic supervision process at an elementary madrasah. Methods: The study used a descriptive qualitative approach with a case study design in an elementary madrasah in Bandar Lampung City. Data were collected through classroom observations, semi-structured interviews with madrasah principals, teachers, and supervisors, as well as studies of planning documents and supervision instruments, then analyzed using the interactive model of Miles and Huberman which includes data reduction, data presentation, and conclusion drawing. Result: The results of the study indicate that academic supervision has been planned in a scheduled manner, but its implementation in the field is still administrative-formalistic, classroom observations are short and rarely followed by in-depth reflective coaching, and follow-up of supervision results has not been systematically documented. The quality of the learning process in the planning aspect is quite good, but in the implementation and assessment aspects of authentic learning still varies between teachers. The main obstacles faced by teachers include the principal's limited time, the high administrative burden of class teachers on thematic learning, gaps in understanding of supervision instruments, and a tendency for unnatural teaching performance during supervision.

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan supervisi akademik oleh kepala madrasah pada tahap perencanaan, pelaksanaan, evaluasi, dan tindak lanjut; serta mengidentifikasi hambatan yang dihadapi guru dalam proses supervisi akademik di sebuah madrasah tingkat dasar. Metode: Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan desain studi kasus di sebuah madrasah tingkat dasar di Kota Bandar Lampung. Data dikumpulkan melalui observasi kelas, wawancara semi-terstruktur dengan kepala madrasah, guru, dan pengawas, serta telaah dokumen perencanaan dan instrumen supervisi, kemudian dianalisis menggunakan model interaktif Miles dan Huberman yang mencakup reduksi data, penyajian data, dan penarikan kesimpulan. Hasil: Hasil penelitian menunjukkan bahwa supervisi akademik telah direncanakan secara terjadwal, namun pelaksanaannya di lapangan masih bersifat administratif-formalis; observasi kelas berlangsung singkat dan jarang diikuti dengan pembinaan reflektif yang mendalam, serta tindak lanjut hasil supervisi belum didokumentasikan secara sistematis. Kualitas proses pembelajaran pada aspek perencanaan tergolong cukup baik, namun pada aspek pelaksanaan dan penilaian pembelajaran autentik masih bervariasi antar-guru. Hambatan utama yang dihadapi guru meliputi keterbatasan waktu kepala madrasah, tingginya beban administratif guru kelas terkait pembelajaran tematik, kesenjangan pemahaman mengenai instrumen supervisi, serta kecenderungan kinerja mengajar yang tidak alami saat supervisi berlangsung.

Kata Kunci: *Evaluation of, Instructional Quality, Academic Supervision, Madrasah Ibtidaiyah*

INTRODUCTION

Learning is a crucial element in education, particularly in Islamic elementary schools, which serve as a key pillar in achieving national education goals (Utami et al., 2025). Learning activities provide opportunities for students to develop the attitudes, knowledge, and skills necessary for daily life, community, national life, and the well-being of humanity (Aminah et al., 2022). Therefore, teachers, as learning managers, must strive to improve the quality of learning to achieve the goals of quality education (Bararah, 2020).

However, the quality of learning in Indonesia still faces various challenges. The low quality of education, which leads to low student achievement, is caused by many factors, including an inflexible curriculum, inadequate facilities and infrastructure, unprofessional madrasa management, and low teacher performance and work motivation (Nurussalami & Fadhil, 2025). Among these factors, teachers have the largest contribution to student achievement, thus directly impacting the overall quality of education. This situation has prompted the government to undertake various improvement efforts, such as curriculum refinement, training for teachers, madrasa principals and madrasa supervisors, improving facilities, and improving the teacher development system (Aida, 2024). One of the most recent policies implemented by the government is the implementation of the Independent Curriculum in response to learning loss due to the interruption of the learning process during the COVID-19 pandemic.

In the context of efforts to improve the quality of learning, academic supervision occupies a strategic position. Supervision is a service that guides, facilitates, motivates, and assesses teachers in the implementation of learning and their professional development effectively (Sunaedi & Rudji, 2023; Ubabuddin, 2020). As an instrument for ensuring the quality of learning in madrasas, academic supervision functions to stimulate, coordinate, and guide teachers to be able to carry out learning tasks professionally, so that ultimately the best possible learning process conditions are realized (Raharjo, 2023). In this regard, madrasah supervisors from the Bandar Lampung City Office of the Ministry of Religious Affairs have provided guidance and supervision to madrasah principals and teachers, including learning supervision in the context of implementing the Merdeka Curriculum in madrasas.

Several previous studies have shown that academic supervision has a positive impact on teacher performance and learning quality at various levels of education. At the post-pandemic elementary school level, principal supervision has been shown to play a role in restoring learning quality to optimal levels (Sembiring & Tijow, 2025). Large-scale research involving thousands of teachers in Indonesia also found that academic supervision significantly influences teacher commitment and performance through the mediation of empowerment and managerial competence (Muttaqin et al., 2023). Experimental studies on group and individual supervision techniques showed that both techniques significantly increased work motivation and teaching performance of elementary school teachers (Wiyono et al., 2022). In the madrasah context, research at Madrasah Tsanawiyah Negeri 6 Jombang showed that consistent academic supervision can improve learning quality through continuous development of teacher competencies (Amiwati & Al-Fatih, 2025), in line with the finding that teacher work motivation is also positively influenced by principal academic supervision at the public elementary school level (Kholid & Madjdi, 2020).

Nevertheless, a review of the existing literature reveals several gaps that warrant further exploration. First, the majority of previous studies tend to use a quantitative-correlational approach that statistically measures the influence of supervision on teacher performance, but have not explored in depth how the supervision process itself occurs in the field, along with

the accompanying dynamics and concrete obstacles. Second, most previous studies are located at the junior high school, senior high school, or Islamic junior high school (Madrasah Tsanawiyah) level, while studies that focus specifically on Islamic elementary schools (Madrasah Ibtidaiyah) with the characteristics of classroom teachers who teach integrated thematic learning are still relatively limited. Third, research on the real obstacles faced by Islamic elementary school teachers in the supervision process, beyond simply reporting program success, has not been explicitly addressed, even though understanding these obstacles is an important prerequisite for improving more contextual supervision policies.

Based on this gap, this research is positioned to fill a research space that has not been widely touched upon, namely the evaluation of the quality of the learning process through the implementation of descriptive-qualitative academic supervision at the Madrasah Ibtidaiyah level. This research does not merely measure the presence or absence of the influence of supervision on teacher performance, but rather examines in depth how the supervision cycle from planning to follow-up is actually carried out in the field, to what extent it correlates with the actual quality of the learning process observed in the classroom, and what specific obstacles are faced by Madrasah Ibtidaiyah class teachers whose task characteristics are different from subject teachers at the secondary education level. Thus, this research aims to (1) describe the implementation of academic supervision by madrasah principals at the planning, implementation, evaluation, and follow-up stages; and (2) identify the obstacles faced by teachers in the academic supervision process at Madrasah Ibtidaiyah.

RESEARCH METHODS

This research uses a descriptive qualitative approach with a case study design, which was chosen because the purpose of the research is to understand in depth and contextually the process of implementing academic supervision and its dynamics, not to generalize the relationship between variables statistically. The research subjects consisted of one madrasah principal, six class teachers who teach thematic learning in lower and upper grades, and one madrasah supervisor who is assigned to the supervised area, so that the total number of research subjects is eight participants. The object of the research is the implementation of academic supervision and the quality of the learning process that takes place in the classroom. The research was conducted at one of the State Madrasah Ibtidaiyah in Bandar Lampung City. The selection of this location was based on several considerations, namely the madrasah already has a formally scheduled academic supervision program that is relevant to evaluate its implementation practices; the madrasah is located in an urban area with a representative number of study groups for the context of Madrasah Ibtidaiyah in Bandar Lampung; and the openness and willingness of the madrasah to provide access to classroom observations and supervision documents needed for the research.

Data collection techniques were conducted through three complementary methods. Participatory observation was conducted on the learning process in the classroom and on the implementation of supervision visits by the principal, to directly observe the alignment between planning and learning practices as well as the coaching style applied. Semi-structured interviews were conducted with the principal, teachers, and supervisors to explore perceptions, experiences, and perceived obstacles in the supervision process. Document studies were conducted on the Learning Implementation Plan, academic supervision instruments, supervision schedules, and follow-up notes of supervision results available at the madrasa. The collected data were then analyzed using the Miles and Huberman interactive analysis model, which consists of three stages: data reduction, which is sorting and simplifying

raw data from observations, interviews, and documents according to the research focus; data presentation, which is organizing the reduced data into thematic categories so that patterns and relationships between findings can be clearly seen; and conclusion drawing and verification, which were carried out repeatedly throughout the data collection process to ensure that the conclusions drawn are truly supported by the data. Data validity was strengthened through source triangulation, by comparing information from the madrasah principal, teachers, and supervisors, as well as technical triangulation, by comparing the results of observations, interviews, and documents on the same issue.

RESULTS AND DISCUSSION

Results

Academic Supervision Planning

Field findings indicate that madrasah principals have developed written academic supervision programs at the beginning of the semester, including class visit schedules, lists of teachers to be supervised, and observation instruments that refer to components of the Learning Implementation Plan and learning process standards. The development of this program involves the vice principal for curriculum, but has not yet involved teachers in a participatory manner in determining the focus or aspects to be developed, so that the supervision program tends to be top-down and uniform for all teachers without considering the different development needs of each individual.

Implementation of Academic Supervision

Field supervision is conducted through classroom visits, with an average duration of one full learning session per teacher per semester. Classroom observations conducted by the principal are generally passive, with the principal sitting at the back of the class completing a checklist without much reflective interaction with the teacher post-observation. Some teachers expressed that the principal's presence in the classroom influences their teaching style on the day of supervision, resulting in practices not always reflecting typical learning conditions. Group supervision through the madrasah's internal Teacher Working Group forum is also implemented, but its frequency is inconsistent and focuses more on administrative discussions than on pedagogical guidance.

Supervision Evaluation and Follow-up

Supervisory observation results are generally communicated verbally and briefly to the teacher concerned on the same day, without a specifically scheduled reflective coaching session. Follow-up documentation, such as individual improvement plans or notes on teacher progress over time, is not systematically found in madrasah archives. Madrasah supervisors stated that monitoring of the follow-up to madrasah internal supervision is still limited to checking the availability of completed instruments, not to substantive changes in teacher teaching practices post-supervision.

Quality of the Learning Process

In terms of learning planning, the thematic Learning Implementation Plan documents prepared by teachers have generally met the required components, although most are the result of adaptations of the previous year's Learning Implementation Plan with minimal adjustments to the characteristics of students in the current academic year. In terms of learning implementation, quite significant variations were found between teachers: some teachers have implemented an integrative thematic approach well and actively involved students, while

others still predominantly use the lecture method and do not optimize integration between subjects within a single theme. In terms of learning assessment, authentic assessment instruments such as performance rubrics and portfolios are available in some classes but their use is not consistent, and some teachers still rely on written tests as the main measuring tool for thematic learning achievements.

Obstacles Faced by Teachers

Interviews with teachers revealed several major obstacles in the academic supervision process. First, the principal's limited time due to concurrent managerial duties resulted in the frequency of class visits falling far short of the ideal planned schedule. Second, the administrative burden placed on class teachers during thematic learning, which requires the development of materials for multiple subjects within a single theme, made it difficult for teachers to optimally prepare lessons before supervision. Third, there was a gap in understanding between some senior teachers and the latest curriculum-based supervision instruments, resulting in less productive completion of the Lesson Plan and post-supervision discussions. Fourth, some teachers admitted to feeling anxious and not performing naturally during supervision, potentially reducing the validity of observation results as a representation of daily learning.

Discussion

The pattern evident from the overall findings indicates that the gap in the quality of the learning process in the Madrasah Ibtidaiyah studied is not caused by the absence of a supervision program, but rather by the quality of the implementation of the supervision cycle which has not yet touched on the substantive development aspect (Mulyani, 2024; Sulistiyono, 2022). A program that is neatly structured on paper but is implemented in an administrative-formalistic manner basically reflects what in the literature on educational change management is called "loose coupling", namely the gap between formal policies and operational practices in the field (Lunenburg & Ornstein, 2021). Class observations that last briefly and without post-observation reflective dialogue cause supervision to lose its core function as a means of continuous professional development, and instead shifts to merely a ritual for fulfilling administrative supervisory documents (Kristiyani et al., 2026; Zepeda et al., 2022).

This finding aligns with a number of previous studies that also highlight that the effectiveness of supervision is largely determined by the quality of the coaching interaction, not simply the presence of observational activities. Research on post-pandemic elementary schools found that supervision oriented toward continuous coaching rather than short-term inspections was more effective in restoring optimal learning quality (Sauri et al., 2025). This strengthens the argument that the intensity of reflective interactions between supervisors and teachers is a determining variable, as emphasized by (Gordon, 2023) those who stated a direct link between the quality of supervision and school success. Meanwhile, a large-scale study involving thousands of teachers in Indonesia found that teacher empowerment plays a strong mediating role between academic supervision and teacher performance (Thien et al., 2023), a finding relevant to explaining why the top-down, non-participatory supervision in this study tended to have less impact on changing teaching practices because teachers did not feel involved or empowered in the process, but merely became objects of observation.

Comparisons with research on group and individual supervision techniques that showed a significant positive impact on teacher motivation and performance (Wiyono et al., 2021) are also relevant to interpreting the findings regarding the internal Madrasah Teacher

Working Group forum in this study, which was inconsistent in frequency and focused more on administrative matters. This difference in results indicates that group supervision techniques will only be effective if implemented consistently and oriented towards pedagogical substance, not simply as a routine forum that loses its coaching meaning (Lestari et al., 2024; Mette, 2024). Similarly, findings in the context of State Islamic Junior High Schools that reported improvements in learning quality through consistent supervision (Maulidia & Masfani, 2025) confirm that consistency of implementation, not simply the existence of a schedule on paper, is a prerequisite for successful academic supervision—an aspect that is actually a weak point in the findings of this study.

The unique context of the Madrasah Ibtidaiyah (Islamic elementary school) also requires special attention in interpreting these findings. Unlike subject teachers at the junior high and senior high school levels, which have been the focus of much previous research (supervision at Margahayu 2 Public Middle School), and at the Madrasah Tsanawiyah (Islamic junior high school) level (Haq, 2023), Madrasah Ibtidaiyah class teachers bear the burden of developing and implementing thematic learning that integrates several subjects into a single theme. This more complex administrative burden makes teachers' preparedness for supervision different from that of single-subject teachers, and may explain why the constraint of limited preparation time was one of the issues most frequently expressed by the participants in this study (Agustina et al., 2025; Muslihatuzzahro & Warisno, 2022; Ningsih & Marna, 2023). The finding of teacher anxiety during supervision, which has the potential to reduce the validity of representations of daily teaching practices, also aligns with methodological concerns commonly raised in clinical supervision studies, where the observer effect can obscure the true learning conditions if supervision is not designed as a supportive and ongoing process (Mahmudah, 2024; Soro et al., 2024).

The theoretical implications of this study are to enrich the academic supervision literature with a contextual perspective at the Madrasah Ibtidaiyah level, which has been relatively underrepresented compared to studies at the secondary level (Alhabsyi et al., 2022; Saleh, 2025). This study confirms that the supervision evaluation model cannot be generalized across educational levels without considering the characteristics of the tasks of classroom teachers versus subject teachers (Idris & Adawiah, 2024; Martin & Mulvihill, 2022). Practically, these findings have implications for the need for, namely (1) strengthening the capacity of madrasah principals as clinical supervisors through training in observation techniques and reflective coaching, not just filling out checklist instruments; (2) restructuring the supervision cycle to include scheduled and documented post-observation dialogue sessions as a basis for follow-up; (3) adjusting the frequency and techniques of supervision by considering the administrative burden of classroom teachers on thematic learning; and (4) strengthening the role of madrasah supervisors and the Ministry of Religious Affairs Office in monitoring the substance of supervisory follow-up, not just the completeness of documents. This study has limitations in the scope of a single case study, so generalization of the findings needs to be done carefully; Further research with a multi-case design in several Madrasah Ibtidaiyah with different characteristics (state-private, urban-rural) will strengthen the understanding of variations in the implementation of academic supervision and its impact on the quality of the learning process at the elementary education level with Islamic characteristics.

CONCLUSION

The implementation of academic supervision at the Madrasah Ibtidaiyah studied was carried out according to schedule during the planning stage, but was not optimal during the

implementation, evaluation, and follow-up stages. Class visits were brief and passive observational without in-depth reflective dialogue, while the results of supervision were not systematically documented as a basis for ongoing coaching, so that supervision functioned more as an administrative fulfillment rather than an instrument for teacher professional development. The quality of the learning process showed a pattern consistent with these conditions: the learning planning aspect was considered quite good because it followed the required Learning Implementation Plan format, but the implementation of thematic learning and authentic assessment aspects still varied among teachers, indicating that the ongoing supervision was not strong enough to encourage improvements in teaching practices evenly. The obstacles faced by teachers were multidimensional, including the principal's limited time, the high administrative burden of thematic learning, gaps in understanding the latest curriculum-based supervision instruments, and a tendency to appear unnatural during observation. Overall, these findings confirm that the existence of a formal academic supervision program does not automatically guarantee an improvement in the quality of the learning process if its implementation is not accompanied by adequate quality coaching interactions and documented follow-up.

Madrasah principals are advised to participate in clinical supervision techniques training to enable them to conduct more participatory classroom observations, including providing scheduled and documented post-observation dialogue sessions as the basis for individual improvement plans for each teacher, and involving teachers in determining the focus of coaching relevant to their individual needs. Madrasah supervisors and the Ministry of Religious Affairs Office are advised to strengthen their monitoring function not only by providing completeness of supervision instruments, but also by addressing the substance of follow-up and changes in teacher teaching practices over time, and by facilitating regular capacity-building training for madrasah principals as academic supervisors. Teachers are advised to view supervision as a supportive means of self-development, not merely an assessment, so that concerns about appearing unnatural during supervision can be mitigated through open communication with madrasah principals regarding the goals and benefits of supervision. Teacher training institutions, particularly Elementary Madrasah Teacher Education programs, are advised to equip prospective teachers with an understanding of the academic supervision cycle and reflective skills in thematic learning to better prepare them for the coaching process while serving in madrasahs. For further researchers, it is recommended to develop research with a multi-case design in several Madrasah Ibtidaiyah with different characteristics, both public and private, urban and rural, and consider a quantitative or mixed-methods approach to measure more broadly the relationship between the quality of academic supervision implementation and the quality of the learning process at the elementary education level with Islamic characteristics.

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