

Academic Supervision Cycle Based on Classroom Observation and Professional Feedback at MA Al-Ikhlash Cicalengka

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Abstract

Although academic supervision contributes substantially to improving instructional quality, empirical studies that integrate classroom observation, professional feedback, and institutional follow-up as a unified supervision cycle in madrasahs remain limited. This study aims to analyze the management of academic supervision through classroom observation and professional feedback at MA Al-Ikhlash Cicalengka. Using a qualitative descriptive case study design, the study involved five informants selected through purposive sampling: the head of madrasah, the Deputy Head for Curriculum, and three supervised teachers. Data were collected through semi-structured interviews, classroom observation data, and document analysis of supervision schedules, instruments, observation notes, and teaching modules. The data were analyzed using Miles, Huberman, and Saldaña's interactive model, consisting of data condensation, data display, conclusion drawing, and thematic coding. The findings reveal that academic supervision was managed through annual planning, pre-observation communication, instrument-based classroom observation, professional feedback, and follow-up activities. However, its implementation was constrained by limited time, inadequate facilities, uneven feedback delivery, insufficient teacher appreciation, and limited institutional follow-up. The study concludes that academic supervision is more effective in strengthening instructional quality when implemented as an evidence-based professional supervision cycle rather than as an administrative routine. This study contributes to the literature on madrasah-based academic supervision by emphasizing the importance of integrating observation, feedback, and follow-up into a coherent professional development mechanism. The practical

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implications include the need to establish clearer feedback procedures, strengthen peer supervision, conduct data-based in-house training, and develop teacher appreciation mechanisms. Future research may examine multi-case madrasah contexts, repeated classroom observations, student perspectives, or mixed-methods measurements of changes in teacher practice.

Keywords: Academic Supervision; Classroom Observation; Professional Feedback; Madrasah Management; Instructional Quality

INTRODUCTION

The quality of madrasah education remains a central concern because effective teaching is shaped not only by teachers' individual competence but also by the institution's capacity to manage academic supervision systematically, measurably, and sustainably. This issue is closely related to instructional leadership, which can create collaborative environments and professional development opportunities that influence teachers' instructional practices. Bellibaş et al. (2020) show that principals' instructional leadership is associated with teacher practices through shared practice, professional agency, and learning effectiveness. In the Indonesian context, a similar concern appears in the need for schools and madrasahs to strengthen teacher performance through more effective leadership and coaching systems. Elfira et al. (2024) argue that instructional leadership can improve teacher performance by strengthening teacher self-efficacy. Therefore, academic supervision should be understood as a learning management mechanism that helps the madrasah head and supervisors examine teachers' preparation, classroom implementation, instructional interaction, media use, assessment practices, and professional development needs.

This study positions academic supervision as a teacher professional development process rather than a routine administrative agenda. From the perspective of Islamic Educational Management, academic supervision is not limited to technical and administrative matters but also includes ethical and spiritual dimensions. The madrasah head and supervisor are responsible for guiding teachers in a fair, respectful, and dialogic manner while prioritizing the improvement of students' learning experiences. Effective supervision should not place teachers as objects of blame, but as professional subjects who need support to improve their instructional practice. Nurabadi et al. (2021) demonstrate

that instructional, transformational, and spiritual leadership are related to teacher performance and student achievement. Rozi et al. (2022) also emphasize the importance of emotional climate and coaching communication in improving teacher performance. Thus, academic supervision in madrasahs should ideally reflect the values of trustworthiness, accountability, exemplary conduct, discipline, and commitment to educational quality.

Despite its strategic importance, academic supervision in schools and madrasahs is often still interpreted narrowly as an administrative activity. Supervision is frequently associated with checking lesson plans, teaching modules, teaching journals, grade lists, learning media, and the completeness of teacher documents. These administrative elements are important because they indicate teacher readiness before teaching; however, they are not sufficient to represent the quality of classroom instruction. Zepeda (2017) explains that instructional supervision should move through pre-observation, classroom observation, post-observation conferences, and follow-up coaching. The completeness of teaching documents does not automatically reflect the quality of teacher-student interaction, the appropriateness of teaching methods, the effectiveness of media use, classroom management, or the relevance of assessment. Najwa et al. (2025) state that academic supervision becomes more effective when preparation, observation, and constructive feedback are directed toward strengthening teachers' pedagogical competence.

Classroom observation is therefore essential to address the limitations of supervision that focuses only on administration. Through classroom observation, supervisors can obtain empirical evidence of actual instructional practices, including the alignment between teaching documents and classroom implementation, the use of teaching methods, media utilization, classroom management, teacher-student interaction, student engagement, and assessment practices. Bell et al. (2019) argue that the quality of a classroom observation system depends on clear instruments, focused observation, and the ability of observation results to support instructional improvement. Martinez et al. (2016) also identify classroom observation as both an evaluative tool and a strategy for improving teaching quality. In this sense, classroom observation should not be reduced to a checklist or formal assessment. Supervision instruments need to be used to read classroom practice objectively and humanely, not to encourage teachers to perform artificial lessons merely for observation purposes.

Professional feedback is another crucial component because it connects classroom observation data with improvement in teachers' instructional practice. Observation results have developmental value only when they are communicated to teachers clearly, dialogically, and actionably. Hattie and Timperley (2007) argue that effective feedback helps individuals understand their goals, their current performance, and the next steps needed for improvement. In academic supervision, this means that supervisors should not merely provide scores or identify teachers' weaknesses. They also need to help teachers interpret learning evidence, reflect on pedagogical decisions, and develop improvement strategies. Kraft and Christian (2022) show that teacher evaluation systems often fail to produce high-quality feedback when administrators lack sufficient time, resources, and procedures. Lavigne et al. (2023) emphasize that post-observation conferences are an important forum for transforming observation data into teacher professional learning. Therefore, dialogic feedback, feedforward, and follow-up should be treated as integral parts of academic supervision.

Previous research has provided an important foundation for understanding academic supervision and madrasah quality management. Mahmud (2023) shows that the leadership style and supervision of the madrasah head contribute to improving teacher professionalism in Madrasah Aliyah. Wirawan et al. (2023) argue that madrasah quality improvement requires integrated planning, organizing, motivation, and evaluation. Gapari (2021) demonstrates that supervision techniques can improve teacher performance when implemented through strategies that fit school needs. Ruelmann et al. (2023) indicate that many classroom observation frameworks still do not adequately incorporate feedback literature. Hambali et al. (2025) show that academic supervision through scheduling, pre-observation, classroom visits, and follow-up can strengthen teacher competence development. These studies are relevant because they position supervision as a mechanism for teacher development and madrasah quality improvement. However, most previous studies still examine leadership, supervision, teacher performance, school quality, classroom observation, or feedback as separate issues.

The research gap addressed in this study lies in the limited empirical work that integrates supervision planning, pre-observation, instrument-based classroom observation, dialogic feedback, feedforward, institutional follow-up, peer supervision, and reflective madrasah culture into a single managerial cycle of academic supervision in madrasahs. The academic problem is not merely whether academic supervision exists, but whether each

stage is connected as an evidence-based professional development process that strengthens teachers' instructional practice. In the context of MA Al-Ikhlash Cicalengka, this issue is relevant because academic supervision involves not only the completeness of teacher administration but also the need to improve classroom practice, address facility constraints, ensure consistency in feedback delivery, and strengthen institutional follow-up. Wakhid et al. (2025) show that teachers' perceptions of educational standards and the leadership style of the madrasah head are related to improvements in teacher performance. Accordingly, academic supervision needs to be managed as a continuous cycle of evidence-based teacher professional development, not merely as an annual formal task that ends with the completion of supervision instruments.

The novelty of this study lies in conceptualizing madrasah academic supervision as an evidence-based professional development cycle that links classroom observation data, dialogic feedback, feedforward, individual and group follow-up, peer supervision, and reflective madrasah culture. Unlike previous studies that tend to examine supervision, classroom observation, or teacher feedback separately, this study explains how these components operate as an interconnected managerial process in a Madrasah Aliyah context. This study aims to analyze the management of academic supervision through classroom observation and professional feedback at MA Al-Ikhlash Cicalengka. The findings are expected to contribute conceptually by offering an evidence-based academic supervision model and practically by providing guidance for madrasah heads, supervisors, and teachers in developing a more reflective, humanistic, and sustainable coaching culture.

METHODS

Research Approach and Design

This study employed a qualitative approach with a descriptive case study design. The qualitative approach was selected because this study aims to understand the management of academic supervision in its natural madrasah context, rather than quantitatively measuring the relationship between variables. The focus of the study is the process through which academic supervision is planned, implemented, communicated, and followed up through classroom observation and professional feedback. This approach allows the researcher to examine supervision not only as a formal school program but also

as a managerial and professional development practice experienced by the madrasah head, supervisor, and teachers.

The case study design was used because the research focused on one specific institutional setting, namely MA Al-Ikhlash Cicalengka. This design is appropriate for exploring how academic supervision is organized within a particular madrasah context, including the roles of school actors, the use of supervision instruments, the implementation of classroom observation, the communication of feedback, and the direction of follow-up activities. A case study also enables the researcher to examine the relationship between institutional policy, supervision practice, teacher experience, and documentary evidence in a holistic manner. Therefore, this design was considered more suitable than a survey or experimental design, since the study does not test causal relationships but seeks to understand processes, experiences, and contextual dynamics (Creswell & Poth, 2018; Yin, 2018).

Research Site and Informants

The research was conducted at MA Al-Ikhlash Cicalengka, a madrasah where academic supervision is implemented as part of institutional efforts to strengthen teaching practice and instructional process quality. The study involved informants who were directly related to the planning, implementation, reception, and evaluation of academic supervision. Since this is a qualitative study, the term used is not statistical sample but research informants. The informants were selected purposively based on their direct involvement, responsibility, and experience in academic supervision. Purposive selection was used to ensure that the data were obtained from participants who understood the supervision process and were able to provide relevant information (2020).

Table 1 presents the profile of the research informants involved in this study.

Table 1. Profile of Research Informants

Informant Code	Position	Role in Supervision	Type of Data Provided
KM-01	Head of Madrasah	Policy director and person in charge of academic supervision	Supervision planning, involvement of actors, use of instruments, evaluation, follow-up, and in-house training
SPV-01	Supervisor/Deputy Head for Curriculum	Implementer of administrative supervision and classroom supervision	Pre-observation, classroom observation, supervision instruments, feedback, constraints, rewards, and peer supervision
G-01	Supervised Teacher	Recipient of academic	Preparation of teaching documents,

Informant Code	Position	Role in Supervision	Type of Data Provided
		supervision	observation experience, suitability of instruments, feedback, reflection, and expectations
G-02	Supervised Teacher	Recipient of academic supervision	Administrative supervision, learning media, feedback experience, facility constraints, and instructional changes
G-03	Supervised Teacher	Recipient of academic supervision	Pre-observation, classroom atmosphere, feedback, reflection, changes in methods, media, and classroom management

Table 1 shows that the informants represent both managerial and teacher perspectives, allowing the study to capture academic supervision from policy, implementation, and teacher-experience dimensions. The madrasah head and supervisor provided data related to planning, implementation, instruments, feedback, and follow-up, while the teachers provided data on their direct experiences as recipients of classroom observation and professional feedback. To protect their identities, all informants were anonymized through codes.

Data Collection Techniques

Data were collected through semi-structured interviews, supervision data, document analysis, and review of supervision instruments. The main research instrument was the researcher, while supporting instruments included interview guidelines, document review matrices, and supervision instrument review sheets. Semi-structured interviews were used because they provide a systematic framework for questioning while allowing informants to explain their experiences reflectively and contextually (Kallio et al., 2016). The interviews with KM-01 focused on supervision policy, planning, actor involvement, evaluation, and follow-up. The interview with SPV-01 explored the pre-observation process, instrument use, classroom observation, feedback delivery, supervision constraints, and improvement strategies. The interviews with teachers focused on their preparation, observation experience, feedback reception, reflection, facility constraints, and changes in instructional practice.

Classroom observation and supervision data were used as supporting evidence, particularly through supervision instruments, observation notes, and informant confirmation. These data were not treated as repeated ethnographic observations, but as corroborative evidence to understand how classroom supervision was conducted.

Document analysis was carried out on supervision schedules, supervision and assessment instruments, supervision notes, teaching modules, and supervision-related program documents when available. Documents were used to verify and enrich interview data so that the findings did not rely solely on informants' statements (Bowen, 2009).

Table 2 summarizes the data collection techniques used to obtain and verify the findings.

Table 2. Data Collection Technique Matrix

Data Collection Technique	Data Source	Data Focus	Function in the Study
Semi-structured interviews	KM-01, SPV-01, G-01, G-02, G-03	Policies, processes, experiences, constraints, and follow-up of supervision	To explore informants' experiences and interpretations of academic supervision
Supervision data	Supervision instruments, supervision notes, and informant confirmation	Classroom observation practices, observed aspects, and learning dynamics	To strengthen understanding of classroom supervision implementation
Document analysis	Supervision schedules, assessment instruments, supervision notes, teaching modules, and supervision program documents	Administrative and technical evidence of supervision implementation	To verify the consistency between interview data and madrasah documents
Review of supervision instruments	Teacher assessment forms and classroom observation sheets	Aspects of teacher supervision assessment	To explain the supervisor's focus in observing teaching practices

Table 2 indicates that this study did not rely on a single data source, but combined interviews, classroom supervision data, supervision instruments, and document analysis to strengthen data credibility. The combination of these techniques enabled the researcher to compare informants' accounts with written documents and supervision evidence, particularly in relation to planning, classroom observation, feedback, and follow-up.

Data Analysis

The data were analyzed using the interactive model of Miles, Huberman, and Saldaña, which consists of data condensation, data display, and conclusion drawing and verification (Miles et al., 2014). In the data condensation stage, interview data, supervision notes, and documents were selected, simplified, and organized according to the research focus. Thematic coding was then conducted by identifying initial codes, grouping them into categories, and developing main themes. The coding process included themes such as supervision planning, pre-observation, instrument-based classroom observation,

professional feedback, feedforward, follow-up, constraints, peer supervision, and instructional practice improvement.

The analysis was conducted manually through repeated reading of the data, coding, categorization, comparison, and theme development. This process followed the principle of thematic analysis, in which patterns of meaning are identified across data sources and organized into coherent findings (Nowell et al., 2017; Saldaña, 2021). In the data display stage, the findings were presented in thematic narratives and matrices to show the relationships between informants, documents, supervision instruments, and classroom supervision evidence. Conclusions were drawn by comparing patterns, differences, and consistency among data obtained from the madrasah head, supervisor, teachers, and supporting documents.

Trustworthiness and Research Ethics

Data trustworthiness was maintained through source triangulation, technique triangulation, consistency checking, and audit trail. Source triangulation was conducted by comparing information from the madrasah head, supervisor, and supervised teachers. Technique triangulation was carried out by comparing interview data, supervision data, and supervision documents. The audit trail was maintained through the organization of interview transcripts, analysis notes, thematic codes, and supporting documents. Consistency checks were also conducted among informants, especially regarding feedback delivery, since not all teachers received supervision results in the same way. Differences in informants' experiences were not treated as weaknesses, but as part of the supervision dynamics that required analysis.

Research ethics were maintained by protecting the confidentiality of informants and avoiding the disclosure of personal identities. The identities of informants were anonymized through coding, and the data were presented without revealing personal information. This procedure was used to ensure that the discussion of academic supervision remained focused on institutional processes, teacher experiences, and professional development practices, rather than on individual judgment. These steps were consistent with the principles of trustworthiness and ethical reporting in qualitative research (Korstjens & Moser, 2018).

RESULTS

Supervision Planning and Organization

The findings show that academic supervision at MA Al-Ikhlash Cicalengka had been integrated into the madrasah's institutional program. Supervision was not conducted incidentally, but was planned at the beginning of the academic year by considering the madrasah activity calendar. KM-01 stated, *"Academic supervision at MA Al-Ikhlash Cicalengka is organized from the beginning of the academic year. The planning is aligned with the madrasah's operational program."* This statement indicates that academic supervision was grounded in institutional planning rather than conducted merely as a response to individual teacher problems.

The organization of supervision involved several actors, including the madrasah head, the deputy head for curriculum, the deputy head for student affairs, and senior teachers. The involvement of these actors shows that academic supervision was perceived as a shared institutional responsibility. The main target of supervision was the teachers at MA Al-Ikhlash, making supervision a mechanism for strengthening teaching preparation and classroom practice. SPV-01 explained that the supervision program consisted of two stages: *"The first stage is administrative supervision, which involves checking the completeness of teachers' administrative tasks in the teaching and learning process. The second stage is classroom supervision, which aims to improve the quality of student learning through teacher coaching."* This finding indicates that supervision at MA Al-Ikhlash had two orientations: checking administrative readiness and coaching classroom instructional practice.

The data also suggest that administrative supervision remained an important entry point. Teachers were expected to prepare teaching documents, instructional modules, learning media, and other supporting materials before classroom observation. However, the findings show that supervision was not limited to document checking. The madrasah had begun to connect administrative readiness with classroom observation and professional feedback, although the follow-up system was not yet fully institutionalized.

Pre-Observation and Instrument-Based Classroom Observation

Before classroom observation was conducted, teachers were informed through preliminary communication. Pre-observation involved providing the schedule, determining the class to be observed, explaining the objectives of supervision, and identifying the teaching materials that needed to be prepared. Teachers prepared instructional modules,

learning resources, media, teaching aids, student worksheets, and learning strategies. One teacher stated, *“I prepare instructional materials or teaching modules for each session. The teaching modules are submitted to the supervisor one day before implementation. I also prepare supporting media, including a laptop, projector, and speakers.”* This statement shows that pre-observation encouraged teachers to prepare both administrative and instructional aspects before entering the classroom.

Classroom observation was conducted using a supervision instrument as the observation guide. The observed aspects included teaching preparation, opening activities, instructional strategies, media use, classroom management, teacher-student interaction, assessment, and closing activities. Teachers understood that the instrument was used to examine the learning process more comprehensively. However, the findings also show that the instrument needed to be applied flexibly. A teacher explained that the observation results were *“partially accurate, but not entirely”* because daily teaching practice had to adjust to time allocation, lesson content, classroom conditions, and facility availability.

Classroom observation also involved psychological experiences for teachers and students. One teacher stated, *“Initially, it felt somewhat tense. Perhaps because there were people observing the instructional process in the classroom. However, as the lesson continued, I gradually became accustomed to it.”* This finding indicates that classroom observation was not yet fully perceived as a natural professional learning process. It still carried an evaluative impression that could influence the atmosphere of learning at the beginning of the observation.

Table 3 describes the main aspects assessed in the learning process supervision instrument.

Table 3. Main Aspects of the Learning Process Supervision Instrument

Supervision Aspect	Assessment Focus	Observed Data	Contextual Notes from the Field
Opening activities	Apperception, motivation, student readiness, and connection with previous learning	Initial classroom activities	Some classes appeared rigid at the beginning because of the supervisor's presence
Content mastery	Alignment of material with learning objectives, integration with relevant knowledge, and systematic presentation	Teacher explanation and material delivery	Teachers adjusted instruction to learning targets, time allocation, and classroom conditions
Learning strategies	Sequence of learning, classroom control, student observation, data collection, information processing, communication, and questioning	Teacher and student activities during the lesson	Not all ideal learning strategies could be implemented in every meeting

Supervision Aspect	Assessment Focus	Observed Data	Contextual Notes from the Field
Authentic assessment and learning resources	Observation of student attitudes, assessment of skills, and use of learning resources or media	Assessment practices and use of media	Projectors and supporting learning facilities remained limited
Student engagement and classroom interaction	Active participation, student responses, openness, personal relationship, and classroom enthusiasm	Interaction patterns between teacher and students	Interaction was influenced by the psychological atmosphere during observation
Language use	Clarity of oral language and accuracy of written language	Teacher's oral and written communication	Language use became part of the observed teaching performance
Closing activities	Reflection, lesson summary, assignments, and follow-up	The way teachers closed the lesson	Implementation depended on the allocated learning time
Supervisor notes	Improvement notes and contextual findings after observation	Written notes in the supervision instrument	Notes indicated facility mismatch with the teaching module and unclear delivery of learning objectives

Table 3 shows that the supervision instrument did not merely assess administrative completeness, but also covered opening activities, content mastery, learning strategies, authentic assessment, student engagement, classroom interaction, language use, closing activities, and supervisor notes. The contextual notes indicate that classroom observation was influenced by time allocation, classroom atmosphere, and limited learning facilities. Therefore, the instrument functioned not only as an assessment tool but also as an empirical source for identifying instructional strengths, constraints, and areas for improvement.

Professional Feedback and Teacher Reflection

Professional feedback was given after classroom observation through dialogue or discussion between the supervisor and the teacher. SPV-01 explained that the supervisor reviewed the observation instrument and factual notes after the classroom observation had been completed. He stated, *“The supervisor reexamined the observation tools and the factual notes gathered during the observation and offered objective feedback.”* This finding indicates that feedback was not based solely on subjective impressions, but was supported by instruments and observable classroom evidence.

Some teachers perceived feedback as useful for understanding the strengths and weaknesses of their instructional practice. Teachers were given opportunities to respond to

the observation results and explain the classroom context. One teacher stated, *“I was given the opportunity to provide feedback and reflect on the observation results. This is important because teachers can explain the conditions present in the classroom.”* This statement shows that the post-observation process had begun to create two-way communication between the supervisor and the teacher.

However, teacher experiences were not entirely consistent. Some teachers had received feedback, either verbally or in writing, while others had not yet received the results of supervision at the time of the interview. One teacher stated, *“Regarding the supervision at MA Al-Ikhlash, I have not yet obtained the feedback.”* This variation indicates that professional feedback had begun to function as part of the supervision cycle, but it was not yet fully standardized, timely, and evenly distributed to all supervised teachers. Thus, feedback delivery remained one of the central issues in the management of academic supervision at MA Al-Ikhlash.

Follow-Up, Constraints, and Instructional Practice Improvement

The follow-up to academic supervision had taken the form of improvement notes and teacher reflection, but it had not yet become a fully systematic institutional program. KM-01 explained that the results of supervision had not always been discussed in relation to each teacher’s specific instructional needs, but were often used as general notes for the madrasah. He stated, *“The outcomes of the supervision yield detailed notes for the madrasah. These notes can serve as a foundation for refining educational activities and improving teachers’ competencies, such as in the formulation of In-House Training (IHT) content.”* This finding shows that the madrasah recognized supervision results as a basis for development, although follow-up had not yet been fully personalized according to individual teacher needs.

The influence of supervision was visible in changes in teachers’ instructional practice, particularly in teaching methods, media use, classroom management, discipline, and the organization of learning activities. One teacher stated, *“After the supervision, I made several changes, including improvements in teaching methods, media utilization, and classroom management to make the learning process more effective.”* This finding suggests that supervision supported instructional practice improvement. However, the improvement identified in this study refers to changes in teachers’ teaching practices and classroom processes, not to a quantitative measurement of student learning outcomes.

The main constraints in the implementation of academic supervision included limited time, inadequate facilities, limited projectors, lack of textbooks, absence of incentives or appreciation, and inconsistent follow-up. Teachers identified limited facilities as one of the major barriers. One teacher explained that the number of projectors in the madrasah was very limited, requiring teachers to take turns using them. From the supervisor's perspective, another issue was related to the culture of supervision. SPV-01 stated that supervision sometimes turned into a "classroom performance," in which teachers showed their best teaching only during observation but returned to previous habits after supervision ended. The supervisor therefore suggested a change in perspective: supervision should not be understood as an audit or fault-finding activity, but as a process for identifying solutions. He also proposed peer supervision to prevent teachers from feeling controlled or overly scrutinized.

Table 4 presents the main empirical findings of academic supervision at MA Al-Ikhlaash.

Table 4. Matrix of Main Findings on Academic Supervision

Theme	Empirical Findings	Supporting Informants	Initial Implications
Supervision planning	Supervision is planned at the beginning of the year and adjusted to the madrasah work program	KM-01	Supervision needs to be maintained as an institutional agenda
Organization	Involves the head of madrasah, deputy head for curriculum, deputy head for student affairs, and senior teachers	KM-01, SPV-01	Supervision implementation can be strengthened through clearer role distribution
Administrative and classroom supervision	Supervision includes checking teaching documents and observing classroom teaching practices	SPV-01	Supervision needs to move from administrative compliance toward professional development
Pre-observation	Teachers receive notification, schedules, and preparation guidance	KM-01, SPV-01, teachers	Pre-observation can be developed into a dialogic space for identifying teacher needs
Classroom observation	Supervisors use instruments to examine teaching practices	SPV-01, teachers	Instruments need to be used objectively and contextually
Feedback	Feedback is given through discussion, but it is not always evenly distributed	SPV-01, teachers	A standard operating procedure for post-observation feedback is needed
Follow-up	Supervision results become material for improvement and in-house training, but they are not yet fully personalized	KM-01, SPV-01	In-house training needs to be based on supervision result mapping

Theme	Empirical Findings	Supporting Informants	Initial Implications
Constraints	Time, facilities, rewards, projectors, textbooks, nervousness, and the risk of classroom performance	KM-01, SPV-01, teachers	Facility support, appreciation, and a more reflective supervision culture are needed
Impact	Teachers improve methods, media use, classroom management, and discipline	Teachers, SPV-01	Supervision strengthens the instructional process
Strengthening strategies	Rapid feedback, in-house training, workshops, peer supervision, and teacher appreciation	KM-01, SPV-01, teachers	Supervision needs to be developed as a professional development cycle

Table 4 summarizes the main findings and shows that academic supervision at MA Al-Ikhlash had been institutionally planned and supported by supervision instruments. However, the matrix also reveals that feedback and follow-up were not yet evenly distributed and fully personalized for all teachers. The central finding is that academic supervision had moved beyond administrative checking, but still required stronger procedures for feedback, supervision-based IHT, peer supervision, teacher appreciation, and institutional follow-up. Thus, the results indicate that academic supervision at MA Al-Ikhlash was developing toward an evidence-based professional development cycle, although several managerial and cultural constraints still needed to be addressed.

DISCUSSION

From Administrative Supervision to Teacher Professional Development

The findings indicate that academic supervision at MA Al-Ikhlash Cicalengka is positioned between administrative compliance and teacher professional development. Supervision begins with the examination of teaching documents, schedules, learning instruments, and the completeness of instructional administration. However, the supervision process does not stop at administrative checking. The madrasah has begun to extend supervision into classroom observation, professional feedback, follow-up notes, and teacher coaching. This pattern shows that administrative supervision remains important as an initial indicator of teacher readiness, but it is not sufficient to represent the quality of instructional practice. The completeness of teaching documents cannot fully capture teacher-student interaction, classroom management, media use, assessment practice, or the adaptability of teaching strategies during instruction.

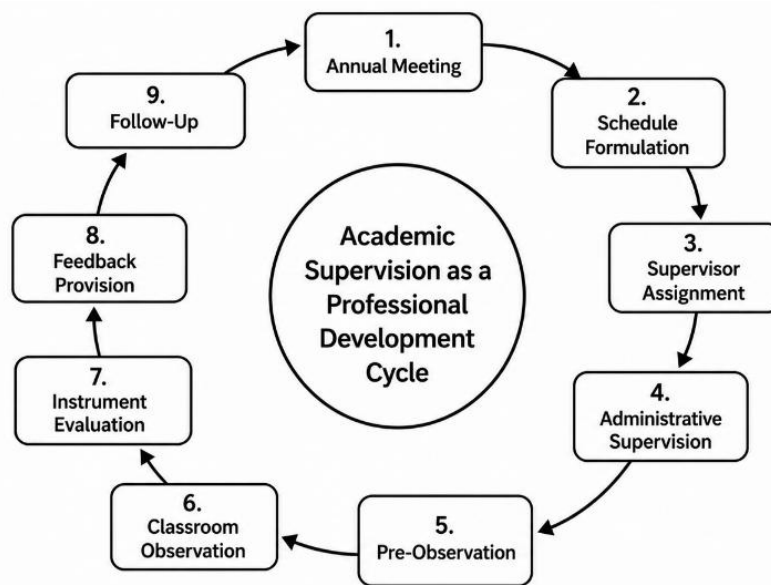


Figure 1. Academic Supervision Cycle at MA Al-Ikhlash

Figure 1 illustrates the academic supervision cycle at MA Al-Ikhlash, beginning with the annual meeting and schedule formulation, followed by supervisor assignment, administrative supervision, pre-observation, classroom observation, instrument evaluation, feedback provision, and follow-up. The figure shows that academic supervision in this madrasah is not a single activity, such as checking documents or visiting classrooms, but a sequence of managerial stages. Its main value lies in the connection between each stage. Planning provides institutional direction, administrative supervision examines teacher readiness, pre-observation prepares the classroom visit, classroom observation generates instructional evidence, and feedback and follow-up create opportunities for professional improvement.

This finding is consistent with Zepeda's (2017) view that instructional supervision should move from pre-observation to classroom observation, post-observation conferences, and subsequent coaching. Glickman et al. (2018) also emphasize that supervision should function as professional support rather than merely as a control mechanism. In the case of MA Al-Ikhlash, the involvement of the madrasah head, deputy head for curriculum, deputy head for student affairs, and senior teachers shows that academic supervision has a managerial foundation. However, this managerial foundation becomes meaningful only when supervision is directed toward teacher learning and instructional practice improvement, not merely toward administrative accountability.

These findings also extend previous studies in madrasah management. Mahmud (2023) shows that the supervision of the madrasah head contributes to teacher professionalism, while Gapari (2021) demonstrates that supervision techniques can improve teacher performance when implemented through appropriate strategies. Wirawan et al. (2023) further argue that improving madrasah quality requires the integration of planning, organizing, motivation, and evaluation. The findings of this study support these arguments, but also specify that academic supervision becomes stronger when administrative readiness is connected to classroom evidence, professional feedback, and institutional follow-up.

From the perspective of Islamic Educational Management, academic supervision should be understood as both a managerial and ethical practice. The madrasah head and supervisor are responsible not only for assessing teachers but also for guiding them through trust, accountability, fairness, and professional respect. Supervision that is too control-oriented may lead teachers to become defensive, while dialogic supervision can foster openness and reflective improvement. Therefore, the transition from administrative supervision to teacher professional development requires a shift in supervision culture: from checking to coaching, from formal compliance to reflective learning, and from individual correction to institutional improvement.

Instrument-Based Classroom Observation as Evidence for Coaching

Instrument-based classroom observation is the central mechanism that enables academic supervision to move beyond administrative inspection. In this study, classroom observation provided evidence of how teachers enacted instructional plans in real classroom situations. Through supervision instruments, supervisors examined opening activities, content mastery, learning strategies, media use, student engagement, classroom interaction, language use, assessment practices, closing activities, and supervisor notes. This indicates that classroom observation was not designed only to confirm the existence of teaching documents, but to understand how teaching was actually implemented.

Catatan:	
- Sarana dan prasarana yang digunakan kurang sesuai dengan yang tertera di modul	
- tujuan pembelajaran tidak di sampaikan secara jelas	

$N = \text{Jumlah Skor} \times 100 \text{ dibagi skor maksimal}$

Mengetahui
Kepala Sekolah

NUPTK.

Cicalengka, 3 februari 2026
Supervisor

.....

INSTRUMEN SUPERVISI PROSES PEMBELAJARAN

Nama Sekolah : *SDN ...*
Nama Guru : *...*
Mapel : *...*
Kelas : *...*
Tanggal : *...*

No	Indikator	Keterangan				
		1	2	3	4	Tdk Ada
A. Kegiatan Pendahuluan						
1	Melakukan apersepsi dan motivasi				✓	
2	Menyiapkan fisik dan psikis peserta dalam mengawali kegiatan pembelajaran			✓		
3	Mengaitkan materi pembelajaran sekarang dengan pengalaman peserta didik dalam perjalanan menuju sekolah atau dengan tema sebelumnya			✓		
4	Mengajukan pertanyaan yang ada keterkaitan dengan tema yang dibelajarkan			✓		
B. Kegiatan Inti						
B1 Guru menguasai materi yang diajarkan						
1	Kemampuan menyesuaikan materi dengan tujuan pembelajaran			✓		
2	Kemampuan mengaitkan materi dengan pengetahuan lain yang diintegrasikan secara relevan dengan perkembangan, lptek, dan kehidupan nyata			✓		
3	Menyajikan materi dalam tema secara sistematis			✓		
B2 Guru menerapkan strategi pembelajaran						
4	Melaksanakan pembelajaran sesuai dengan kompetensi yang akan dicapai			✓		
5	Melakukan pembelajaran secara urut			✓		
6	Menguasai kelas dengan baik			✓		
B3 Guru menerapkan strategi pembelajaran						
7	Menyajikan topik atau materi yang mendorong peserta didik melakukan kegiatan mengamati			✓		
8	Menyajikan kegiatan yang mendorong peserta didik untuk mengumpulkan informasi atau data			✓		
9	Menyajikan kegiatan yang mendorong peserta didik untuk mengasosiasikan/ mengolah informasi			✓		
10	Menyajikan kegiatan yang mendorong peserta didik untuk terampil mengomunikasikan hasil secara lisan maupun tertulis			✓		
11	Merangsang peserta didik untuk bertanya			✓		
B4 Guru melaksanakan penilaian autentik						
13	Mengamati sikap dan perilaku peserta didik dalam mengikuti pelajaran			✓		
14	Melakukan penilaian keterampilan peserta didik dalam melakukan aktivitas individu/kelompok			✓		
15	Guru memanfaatkan sumber belajar/media dalam pembelajaran			✓		
B5 Guru membimbing keterlibatan peserta didik dalam pembelajaran						
16	Menumbuhkan partisipasi aktif peserta didik melalui interaksi guru, peserta didik, dan sumber belajar			✓		
17	Merespons positif partisipasi peserta didik			✓		
18	Menunjukkan sikap terbuka terhadap respons peserta didik.			✓		
19	Menunjukkan hubungan pribadi yang kondusif			✓		
20	Menumbuhkan keceriaan dan antusiasme peserta didik dalam pembelajaran			✓		
B6 Guru menggunakan bahasa yang benar dan tepat dalam pembelajaran						
21	Menggunakan bahasa lisan secara jelas dan lancar			✓		
22	Menggunakan bahasa tulis yang baik dan benar			✓		
C. Penutup						
C1 Guru mengakhiri pembelajaran dengan efektif						
1	Melakukan refleksi secara efektif			✓		
2	Memberikan tindak lanjut			✓		
	Nilai					

Figure 2. Teacher Supervision Instrument Framework

Figure 2 displays the teacher supervision instrument used as documentary evidence in this study. The instrument reflects a structured reading of classroom practice because it covers both instructional components and contextual notes. The supervisor's notes are particularly important because they transform observation from a checklist into a source of evidence for coaching. In this study, the notes identified several contextual issues, such as the mismatch between the facilities stated in the teaching module and those available in the

classroom, as well as the unclear delivery of learning objectives. These findings show that the instrument did not merely evaluate teachers; it also helped identify institutional and pedagogical conditions that affected classroom practice.

This finding supports Bell et al. (2019), who argue that the quality of classroom observation depends on clear instruments, focused observation, and the usefulness of observation results for instructional improvement. Martinez et al. (2016) also describe classroom observation as both an evaluative tool and a mechanism for improving teaching quality. However, the findings at MA Al-Ikhlash also show that supervision instruments must be used contextually. Teachers reported that observation results were “partially accurate, but not entirely” because daily teaching practice must adjust to time allocation, lesson content, classroom conditions, media availability, and student responses. This means that a supervision instrument should preserve objectivity without ignoring contextual flexibility.

The findings also reveal that facility constraints influenced the implementation of instrument-based observation. When projectors, textbooks, or other learning resources are limited, weaknesses in media use cannot be attributed solely to teachers. Classroom observation should therefore be interpreted not only as an assessment of teacher performance but also as a diagnosis of institutional needs. In this sense, observation evidence can inform managerial decisions, such as improving learning facilities, designing media training, or developing supervision-based in-house training.

Another important finding is the psychological atmosphere of classroom observation. Some teachers felt tense at the beginning of the observation because of the supervisor’s presence. SPV-01 also noted the risk of “classroom performance,” in which teachers display their best teaching only during observation and return to previous practices afterward. This finding is critical because it shows that classroom observation can become artificial if teachers perceive it as surveillance. Therefore, instrument-based observation should be embedded in a psychologically safe supervision culture. Teachers need to understand that observation is not a fault-finding process, but a professional opportunity to examine and improve instructional practice.

Ruelmann et al. (2023) note that many classroom observation frameworks do not sufficiently integrate the feedback component. Kraft and Christian (2022) similarly argue that teacher evaluation systems do not automatically improve teaching unless observation

evidence is followed by high-quality feedback. Thus, classroom observation at MA Al-Ikhlash should be seen as an entry point for coaching, not as the final stage of supervision. Instruments produce evidence, but such evidence becomes meaningful only when it is interpreted, communicated, and translated into professional improvement.

Dialogic Feedback and Feedforward as the Core of Teacher Improvement

The findings show that professional feedback is the main bridge between classroom observation and teacher improvement. Classroom observation has limited value if it only produces scores, completed instruments, or written notes. Observation evidence becomes developmental when it is communicated to teachers through clear, objective, dialogic, and actionable feedback. At MA Al-Ikhlash, feedback had begun through post-observation discussions in which the supervisor reviewed the instrument and factual notes before communicating the results to the teacher. This shows that feedback was not based solely on personal impressions, but on evidence gathered during classroom observation.

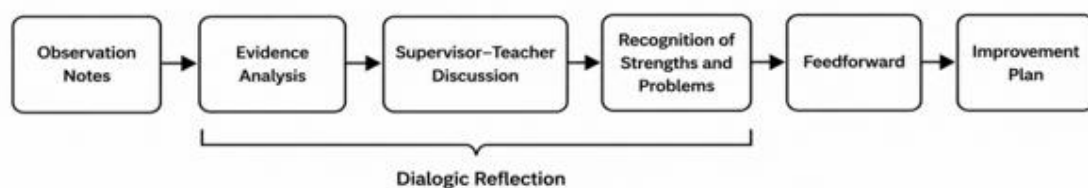


Figure 3. Post-Observation Analysis and Dialogic Feedback

Figure 3 illustrates how post-observation notes are transformed into dialogic feedback. The figure emphasizes that feedback should not be treated as an administrative formality after classroom observation. Instead, it should become a collaborative interpretative process in which the supervisor and teacher review observation evidence, discuss classroom realities, and identify improvement priorities. This process is important because teachers were given opportunities to respond to the observation results and explain the conditions they faced in the classroom. Such dialogue allows feedback to become more contextual, fair, and useful for teacher reflection.

This finding is consistent with Hattie and Timperley (2007), who state that effective feedback helps individuals understand where they are going, how they are progressing, and what they need to do next. Brookhart (2017) also emphasizes that feedback should be specific, evidence-based, and directed toward improvement. In academic supervision, this means that supervisors should not merely identify weaknesses or provide scores. They

should help teachers interpret evidence, reflect on instructional decisions, and formulate concrete next steps. Lavigne et al. (2023) further explain that post-observation conferences are important spaces for transforming observation results into teacher professional learning.

However, feedback at MA Al-Ikhlash was not yet evenly distributed. Some teachers had received feedback verbally or in writing, while others had not yet received the supervision results at the time of the interview. This finding shows that the issue is not only the quality of feedback but also the consistency and timing of its delivery. Kraft and Christian (2022) argue that teacher evaluation systems often fail to generate high-quality feedback when administrators lack time, resources, and procedures. Therefore, MA Al-Ikhlash needs a standard operating procedure for post-observation feedback. Ideally, feedback should be delivered within a clear time frame, such as three to seven days after classroom observation, so that teachers can still connect the feedback to the observed lesson.

The findings also indicate the need to distinguish between feedback and feedforward. Feedback helps teachers understand what happened during instruction, while feedforward provides direction for what should be improved in the next teaching cycle. In this study, feedforward can take the form of improvement agreements, teaching strategy adjustments, media-use planning, classroom management refinement, or follow-up coaching. This distinction is important because feedback without feedforward may end as evaluation, while feedforward transforms feedback into professional action. Therefore, dialogic feedback and feedforward should be treated as the core of teacher improvement in academic supervision.

Institutional Follow-Up, Peer Supervision, and Reflective Madrasah Culture

Follow-up is the stage that determines whether academic supervision becomes a sustainable professional development process or remains a one-time evaluative activity. The findings show that follow-up at MA Al-Ikhlash had begun through improvement notes and teacher reflection, but it had not yet become a fully systematic institutional program. KM-01 explained that supervision results could be used as material for improving educational activities and formulating in-house training content. This indicates that the madrasah recognized the developmental function of supervision results. However, follow-

up was not yet fully personalized according to individual teacher needs and not yet systematically mapped as institutional professional development data.

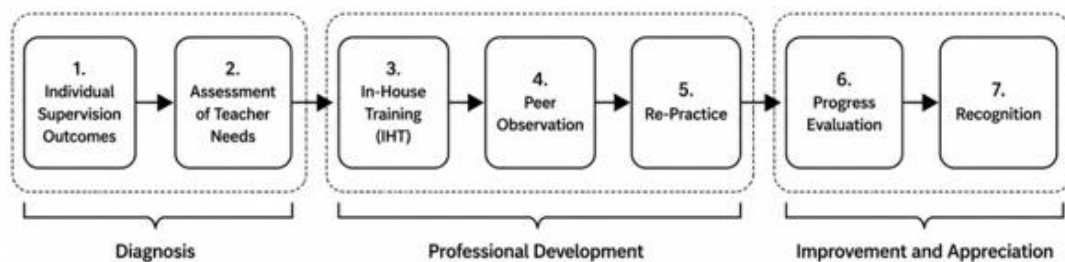


Figure 4. Supervision Follow-up Scheme Utilizing IHT and Peer Oversight

Figure 4 presents the follow-up scheme through in-house training and peer supervision. The figure shows that supervision results should move from individual diagnosis to institutional learning. Observation notes and feedback should not remain as isolated documents; they should become the basis for in-house training, workshops, coaching, mentoring, re-supervision, and teacher forums. This is consistent with Darling-Hammond et al. (2017), who argue that effective professional development should be sustained, collaborative, practice-oriented, and connected to teachers' actual needs. Desimone (2009) also emphasizes the importance of content focus, active learning, coherence, duration, and collective participation in teacher professional development. He et al. (2024) further show that principals' instructional leadership can serve as a predictor of teacher professional development. Therefore, follow-up supervision at MA Al-Ikhlash should not stop at individual teacher correction, but should also be directed toward institutional programs such as data-based in-house training and workshops derived from supervision results. This orientation is important to ensure that supervision outcomes do not remain as paperwork, but become a basis for teacher development policies.

The constraints found in this study include limited time, inadequate projectors, limited textbooks, facility gaps, lack of appreciation, and inconsistent follow-up. These findings show that supervision problems are not only individual teacher problems, but also institutional and managerial issues. When a supervision instrument evaluates media use while projectors are limited, the follow-up cannot merely advise teachers to improve media use. The madrasah also needs to address facility readiness and resource distribution. Wirawan et al. (2023) argue that madrasah quality improvement requires integrated planning, organizing, motivation, and evaluation. Hidayat et al. (2025) also highlight the

importance of madrasah financing management in improving teacher performance in Islamic educational institutions. Thus, supervision data should inform both teacher development and institutional decision-making.

Peer supervision is another important strategy emerging from the findings. SPV-01 suggested peer supervision to reduce the impression that teachers are being controlled or judged. This suggestion responds directly to the psychological tension observed during classroom supervision and the risk of “*classroom performance*.” Peer supervision can reduce hierarchical pressure and create a more collegial learning space. Burgess et al. (2021) show that peer observation can improve school practices when implemented within a supportive environment, while García (2024) emphasizes that peer feedback becomes effective when it is based on trust, clear goals, and collegial relationships. In the context of MA Al-Ikhlash, peer supervision can complement formal supervision by encouraging teachers to learn from one another.

A reflective madrasah culture is therefore essential for sustaining academic supervision. Stoll et al. (2006) explain that professional learning communities develop when teachers share practices, engage in collective reflection, and build shared responsibility for learning. In madrasahs, this reflective culture is also related to Islamic Educational Management values, such as amanah, accountability, professional adab, and mutual improvement. Peer supervision does not weaken the authority of the madrasah head; rather, it expands professional learning opportunities and reduces the perception that supervision is merely hierarchical evaluation.

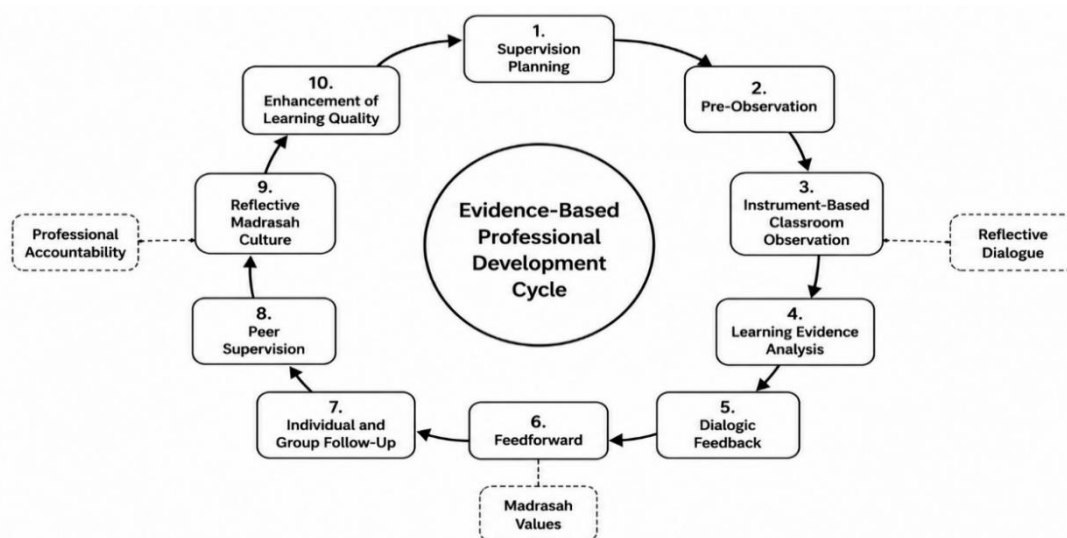


Figure 5. Conceptual Model of the Evidence-Based Professional Development Cycle

Figure 5 presents the conceptual model of the Evidence-Based Professional Development Cycle. Figure 5 represents the main conceptual contribution of this study because it positions academic supervision as a continuous professional development cycle rather than an administrative inspection. The model integrates supervision planning, pre-observation, instrument-based classroom observation, learning evidence analysis, dialogic feedback, feedforward, individual and group follow-up, peer supervision, reflective madrasah culture, and the strengthening of instructional process quality. The model emphasizes that observation evidence should lead to feedback, feedback should lead to feedforward, and feedforward should lead to institutional follow-up. In this way, academic supervision becomes a cycle of professional learning.

This study contributes to Islamic Educational Management by offering an evidence-based academic supervision model that integrates classroom observation, dialogic feedback, feedforward, institutional follow-up, peer supervision, and reflective madrasah culture. The model does not claim direct quantitative improvement in student achievement, but it shows how supervision can strengthen instructional practice and support teacher professional growth. For madrasahs, the implication is clear: supervision should be managed not as an annual administrative requirement, but as a sustained coaching system grounded in evidence, dialogue, institutional learning, and professional trust.

CONCLUSION

This study concludes that academic supervision at MA Al-Ikhlash Cicalengka is managed through a sequence of planning, pre-observation, instrument-based classroom observation, professional feedback, and follow-up. These stages show that academic supervision is not merely an administrative activity for checking teaching documents, but a managerial process for strengthening teachers' instructional practice. Classroom observation provides empirical evidence of teacher preparation, instructional strategies, media use, classroom management, teacher-student interaction, and assessment practices. However, such evidence becomes meaningful only when it is communicated through dialogic professional feedback and translated into feedforward or concrete improvement directions. Therefore, the contribution of supervision in this study should be understood as the strengthening of instructional practice and instructional process quality, rather than as a direct quantitative claim about student learning outcomes.

The main contribution of this study is the development of an Evidence-Based Professional Development Cycle for managing academic supervision in madrasahs. This model integrates supervision planning, pre-observation, classroom observation, learning evidence analysis, dialogic feedback, feedforward, individual and group follow-up, peer supervision, and reflective madrasah culture. Practically, the findings suggest that madrasahs need a clear standard operating procedure for post-observation feedback, data-based in-house training, peer supervision, and teacher appreciation mechanisms to ensure that supervision becomes a sustainable teacher professional development process. This study is limited by its single-case design, the small number of informants, and the absence of quantitative measurement of student learning outcomes. Future research should involve multi-case madrasah settings, repeated classroom observations, student perspectives, and mixed-methods designs to examine more comprehensively how academic supervision influences teacher practice and instructional process quality.

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