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MADRASAH PRINCIPALS AS EDUCATIONAL SUPERVISORS IN IMPROVING TEACHER PERFORMANC

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ABSTRAK

Kepala madrasah memiliki peran penting dalam meningkatkan kualitas pembelajaran melalui kegiatan supervisi pendidikan yang bertujuan membina profesionalitas guru. Artikel ini bertujuan untuk menganalisis peran kepala madrasah sebagai supervisor pendidikan dalam meningkatkan kinerja guru di madrasah. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kepustakaan (*library research*). Data diperoleh dari berbagai literatur ilmiah berupa buku, artikel jurnal, dan hasil penelitian yang relevan dengan supervisi pendidikan, kepemimpinan kepala madrasah, dan kinerja guru yang dipublikasikan dalam lima hingga sepuluh tahun terakhir. Teknik analisis data dilakukan melalui tiga tahapan, yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Hasil kajian menunjukkan bahwa supervisi pendidikan yang dilaksanakan kepala madrasah secara sistematis dan berkelanjutan memiliki kontribusi penting dalam meningkatkan kinerja guru. Kegiatan supervisi meliputi perencanaan supervisi, observasi pembelajaran, pemberian umpan balik, serta pembinaan profesional melalui diskusi reflektif dan kolaboratif. Pelaksanaan supervisi yang efektif tidak hanya berfungsi sebagai evaluasi kinerja guru, tetapi juga sebagai proses pembinaan profesional yang membantu guru meningkatkan kompetensi pedagogik, profesional, sosial, dan kepribadian. Dengan demikian, optimalisasi peran kepala madrasah sebagai supervisor pendidikan menjadi faktor penting dalam meningkatkan kualitas pembelajaran dan profesionalitas guru di madrasah.

kata kunci: kepala madrasah, supervisi pendidikan, kinerja guru, profesionalitas guru, manajemen pendidikan.

ABSTRACT

Madrasah principals play a crucial role in improving the quality of learning through educational supervision activities aimed at fostering teacher professionalism. This article aims to analyze the role of madrasah principals as educational supervisors in improving teacher performance at madrasahs. This study employs a qualitative approach using the

library research method. Data were obtained from various scientific sources, including books, journal articles, and research findings relevant to educational supervision, madrasah principal leadership, and teacher performance published within the last five to ten years. Data analysis was conducted in three stages: data reduction, data presentation, and drawing conclusions. The results of the study indicate that educational supervision carried out systematically and continuously by madrasah principals makes a significant contribution to improving teacher performance. Supervision activities include supervision planning, classroom observations, providing feedback, and professional development through reflective and collaborative discussions. Effective supervision serves not only as an evaluation of teacher performance but also as a professional development process that helps teachers enhance their pedagogical, professional, social, and personal competencies. Thus, optimizing the role of the madrasah principal as an educational supervisor is a key factor in improving the quality of learning and the professionalism of teachers at madrasahs.

***Keywords**: madrasa principal, educational supervision, teacher performance, teacher professionalism, educational management.*

INTRODUCTION

The madrasah principal plays a strategic role in the delivery of education, particularly in guiding the learning process and fostering teacher professionalism. Within the educational management system, the madrasah principal is not only responsible for the administrative aspects of the institution but also serves as an academic leader who ensures the learning process runs effectively. One of the key roles inherent in the position of madrasah principal is that of an educational supervisor tasked with providing guidance to teachers in carrying out instructional activities. Through educational supervision, the madrasah principal is expected to help teachers enhance their professional competencies and improve classroom teaching practices(Azizah & Apdila, 2021; Laksono, 2021).

Educational supervision is essentially a systematic professional development process designed to help teachers improve the quality of instruction. From an educational management perspective, supervision is not merely understood as administrative oversight of teachers' duties but also as a professional mentoring process aimed at enhancing teachers' pedagogical, professional, social, and personal competencies. Supervision activities typically include supervision planning, classroom observation, analysis of the learning process, and the provision of feedback to teachers as part of efforts to improve learning (H. Hasan, 2022; Sirojuddin et al., 2021).

Various studies show that educational supervision by madrasah principals plays a significant role in improving teacher performance. Systematic supervision can help teachers refine their lesson plans, enhance the effectiveness of their teaching strategies, and develop their ability to evaluate student learning. Thus, supervision serves not only as a mechanism for evaluating teacher performance but also

as a means of professional development that supports the improvement of the quality of learning in madrasahs (Murtafiah, 2022; Usman et al., 2022).

Teacher performance itself is one of the key indicators in assessing the success of the educational process. Teachers who perform well are able to design lessons systematically, deliver instruction effectively, and conduct comprehensive assessments of student learning. Conversely, poor teacher performance can result in suboptimal learning processes in the classroom. Therefore, the role of the madrasah principal as an educational supervisor is crucial in promoting improvements in teacher performance through ongoing professional development. (Aidin et al., 2023; Nilda et al., 2020).

Although various studies have highlighted the importance of educational supervision in enhancing teacher professionalism, some studies still focus more on the general aspects of supervision implementation without providing a more in-depth analysis of how the role of the madrasah principal as a supervisor can directly contribute to improving teacher performance in teaching practice. Furthermore, some studies tend to view supervision as an evaluative, administrative activity, while the reflective and collaborative dimensions of professional development have not yet been comprehensively analyzed.

On the other hand, although educational supervision has been extensively studied in various research, studies that specifically examine the role of the madrasah principal as a supervisor in improving teacher performance through a literature review approach remain relatively limited. This situation indicates a research gap that needs to be addressed to gain a deeper understanding of the contribution of the madrasah principal as an educational supervisor in improving teacher performance through a conceptual perspective and systematic literature analysis.

Based on the above discussion, the main issue in this study is the role of the madrasah principal as an educational supervisor in improving teacher performance. This study employs a conceptual approach through an analysis of various relevant literature on educational supervision, madrasah principal leadership, and teacher performance. The analytical framework in this article focuses on several key aspects, namely the concept of educational supervision, the forms of supervision carried out by madrasah principals, and the implications of supervision for improving teacher performance in the learning process at madrasahs. Thus, the purpose of this article is to analyze the role of the madrasah principal as an educational supervisor in improving teacher performance through systematic and continuous supervision practices within the madrasah environment.

METHOD

This study employs a qualitative approach using the library research method. This approach was chosen because the study focuses on a conceptual analysis of the role of madrasah principals as educational supervisors in improving teacher performance. Through this approach, the author examines

various theories, concepts, and research findings related to educational supervision, madrasah principal leadership, and teacher performance. Data sources were obtained from various relevant literature, such as reference books, scientific journal articles, and research findings discussing educational supervision and teacher performance development. The literature used primarily consists of scientific publications from the past five to ten years to align with the latest developments in the field of educational management.

Data analysis was conducted in three stages: data reduction, data presentation, and drawing conclusions. Data reduction was carried out by selecting literature relevant to the research focus. Next, the data were presented systematically to examine the relationship between the concept of madrasah principal supervision and teacher performance. The final stage involved drawing conclusions through the interpretation of various findings from the literature, thereby providing a comprehensive understanding of the role of madrasah principal supervision in improving teacher performance.

RESULTS AND DISCUSSION

Madrasah principals play a strategic role in improving the quality of learning through educational supervision of teachers. In the context of educational management, madrasah principals serve not only as institutional administrators but also as academic supervisors responsible for providing professional development to teachers. This role is crucial because the quality of learning in madrasahs is heavily influenced by teachers' performance in planning, implementing, and evaluating the learning process. Therefore, effective supervision by the madrasah principal can serve as a key strategy for improving teacher performance (Azizah & Apdila, 2021; Laksono, 2021).

As educational supervisors, madrasah principals are responsible for guiding teachers to enhance their professional competencies. Educational supervision is not merely an administrative oversight activity but rather a developmental process aimed at helping teachers improve their teaching practices. Through planned and systematic supervision, madrasah principals can identify various challenges teachers face in the learning process and provide constructive guidance to improve the quality of learning. Thus, educational supervision serves as a vital tool that directly contributes to enhancing teacher performance (Hasan, 2022; Sirojuddin et al., 2021).

Teacher performance is one of the key indicators in determining the success of the educational process at madrasahs. Teachers who perform well are able to design lessons systematically, use effective teaching strategies, and conduct comprehensive assessments of student learning. Conversely, poor teacher performance can lead to a suboptimal learning process. In this regard, the role of the madrasah

principal as an educational supervisor is crucial because, through supervisory activities, the principal can provide professional guidance that helps teachers improve the quality of classroom instruction (Nilda et al., 2020; Harahap et al., 2023).

Supervision by the madrasah principal is typically carried out through several stages: planning the supervision, conducting classroom observations, analyzing the observation results, and providing feedback to teachers. These stages allow the principal to gain a firsthand understanding of the quality of instruction provided by teachers in the classroom. Based on the results of these observations, the madrasah principal can provide input regarding the teaching strategies, classroom management, and assessment techniques used by teachers. This constructive feedback plays a crucial role in efforts to improve teacher performance because it helps teachers understand the strengths and weaknesses in their teaching practices (Usman et al., 2022; Murtafiah, 2022).

Classroom observation is one of the most effective forms of supervision for improving teacher performance. Through this activity, the madrasah principal can directly observe how teachers plan and conduct lessons. The results of these observations are then analyzed to identify various aspects of the learning process that need improvement. This process is typically followed by a reflective discussion between the madrasah principal and the teacher to discuss possible improvement strategies. This reflective approach is considered more effective in improving teacher performance because it focuses not only on evaluation but also on teachers' professional development (Sunaedi & Rudji, 2023; Susanti et al., 2022).

In addition to classroom observations, the principal's role as a supervisor can also be fulfilled through professional development activities for teachers. Such development can take the form of academic discussions, teacher training, or collaborative reflection sessions aimed at enhancing teachers' pedagogical and professional competencies. Through these activities, teachers gain the opportunity to develop their abilities to design and implement more effective instruction. Thus, educational supervision serves not only as an evaluation of teacher performance but also as a means of continuous professional development (Batubara, 2020).

The effectiveness of supervision carried out by madrasah principals is also greatly influenced by the quality of their leadership. Madrasah principals with strong leadership competencies tend to be able to create a work environment that supports teachers' professional development. In addition, the managerial abilities of madrasah principals also determine the success of supervision, particularly in terms of planning supervision programs, conducting classroom observations, and following up on supervision results. Effective leadership enables the madrasah principal to serve not only as a supervisor

but also as a professional mentor who helps teachers improve their performance (Kaharudin & Hannah, 2021; Musyadad et al., 2022).

A collaborative approach to supervision is also an effective strategy for improving teacher performance. In this approach, the madrasah principal and teachers work together to evaluate and improve teaching practices. Supervision is viewed as a process of professional dialogue that allows teachers to actively participate in the process of improving learning. With this collaborative approach, supervision is no longer perceived as a controlling monitoring activity but as a shared learning process aimed at continuously improving the quality of learning (Solikhun et al., 2025).

Effective supervision can also foster a culture of professionalism within the madrasah. Teachers who receive ongoing guidance through supervision tend to be more motivated to improve the quality of their teaching. This indicates that educational supervision serves not only as a means of evaluating teacher performance but also as a strategy for human resource development in educational institutions. Thus, supervision consistently carried out by the madrasah principal can have a positive impact on improving teacher performance while simultaneously enhancing the quality of learning at the madrasah. (Usman, 2023).

In the context of Islamic education, the implementation of educational supervision can also be integrated with Islamic values, which form the foundation of education in madrasahs. The integration of these values aims to develop teachers who not only possess professional competence but also moral and spiritual integrity. As educational leaders, madrasah principals have a responsibility to ensure that these values are reflected in the teaching practices of their teachers. Thus, educational supervision is not only focused on improving teachers' academic performance but also on shaping educators' character from an Islamic educational perspective. (Ferdinan et al., 2024).

To provide a more systematic overview of the role of madrasah principals in improving teacher performance through educational supervision, several key aspects of supervision are summarized in the following table.

Table 1. The Role of Madrasah Principals in Educational Supervision to Improve Teacher

Supervision Aspect	Supervision Activities	Impact on Teacher Performance
Professional Development	Classroom observation and instructional discussions	Enhances pedagogical competence
Learning Evaluation	Assessment of the teaching and learning process and outcomes	Improves instructional strategies

Professional Capacity Building	Teacher training and mentoring	Enhances teacher professionalism
Academic Supervision	Monitoring of instructional planning and teaching documents	Improves the quality of instruction
Performance Assessment	Teacher performance evaluation	Enhances teacher professionalism

The table shows that the role of the madrasah principal as an educational supervisor encompasses various activities directly related to improving teacher performance. Through classroom observations, learning evaluations, professional development, and teacher performance assessments, the madrasah principal can help teachers continuously improve their professional competencies. Thus, educational supervision is an important tool for improving the quality of learning in madrasahs.

Based on this discussion, it is clear that the role of the madrasah principal as an educational supervisor makes a significant contribution to improving teacher performance. Supervision carried out in a systematic, reflective, and collaborative manner can help teachers improve their pedagogical and professional competencies, thereby ensuring that the quality of learning in madrasahs continues to improve.

CONCLUSION

Based on the results of the study, it can be concluded that madrasah principals play a strategic role as educational supervisors in improving teacher performance. Through supervision activities carried out in a planned and systematic manner, madrasah principals can provide professional guidance that helps teachers improve and develop the quality of their teaching. Educational supervision serves not only as an evaluation of teaching practices but also as a coaching process aimed at enhancing teachers' pedagogical, professional, social, and personal competencies.

Effective educational supervision involves several stages, namely supervision planning, classroom observation, providing feedback, and professional development through reflective and collaborative discussions. These activities provide teachers with opportunities to receive guidance and support in improving the quality of the learning process in the classroom. Thus, optimizing the role of the madrasah principal as an educational supervisor is a crucial factor in improving teacher performance while simultaneously promoting higher-quality learning in madrasahs.

RECOMMENDATIONS

Madrasah principals are expected to conduct educational supervision in a more planned, sustained, and developmental manner so that supervisory activities serve not only as an assessment of teacher performance but also as a means of professional development for teachers. A collaborative and reflective approach to supervision needs to be continuously developed to foster constructive professional relationships between madrasah principals and teachers in improving the quality of learning. Furthermore, future research is expected to build upon this study through empirical field research to obtain a more comprehensive picture of the implementation of educational supervision by madrasah principals and its impact on improving teacher performance and the quality of learning in madrasahs..

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