Al Qalam: Jurnal Ilmiah Keagamaan dan Kemasyarakatan
https://jurnal.stiq-amuntai.ac.id/index.php/al-qalam
P-ISSN: 1907-4174; E-ISSN: 2621-0681
DOI : 10.35931/aq.v20i6.7602

RECONSTRUCTING ACADEMIC SUPERVISION OF PRINCIPALS IN ENHANCING TEACHERS' PROFESSIONAL COMPETENCE: A MULTI-SITE STUDY AT PRIVATE MADRASAH IBTIDAIYAH IN BANJARMASIN

Amelia Soleha[1], Nurul Listiyani[2], Husnul Madihah[3], GT. Muhammad Irhamna Husin[4]
[1, 2, 3] Universitas Islam Kalimantan Muhammad Arsyad Al Banjari, Banjarmasin, Indonesia
[4] Universitas Lambung Mangkurat, Banjarmasin, Indonesia
[1] ameliasoleha13@gmail.com, [2] nurullistiyani5@gmail.com, [3] madihah.alkareem@gmail.com, [4] irhamna.husin@ulm.ac.id

Abstract

This study was motivated by the practice of principal supervision in Private Madrasah Ibtidaiyah (Islamic elementary schools) in Banjarmasin City, which remains predominantly administrative in nature, resulting in suboptimal professional competence development of teachers in improving instructional quality. This study aims to describe the current condition of principal supervision, analyze the supporting and inhibiting factors, and formulate a reconstruction concept of supervision aligned with the principles of educational reconstructionism and the context of private madrasahs. This research employed a qualitative approach in five purposively selected madrasahs: MIS Ash-Shabirin, MIS Al-Hamid, MIS Darul Ulum, MIS TPI Keramat, and MIS Annuriyah 2. Data were collected through in-depth interviews, observations of supervision practices, and document analysis. The data were analyzed interactively through data reduction, data display, and conclusion drawing, supported by source and technique triangulation to ensure data validity. The findings indicate that supervisory practices across the five madrasahs vary, ranging from structured clinical supervision to informal supervision influenced by leadership style and institutional culture. Supporting factors include the principals' commitment, open communication, supervision teams, and support from teacher working groups and training programs. Inhibiting factors include limited time, inadequate facilities, and uneven administrative and ICT competencies among teachers. The formulated reconstruction concept positions supervision as a systematic, dialogical, and humanistic professional development process through pre-supervision, observation, post-supervision reflective feedback, and continuous follow-up.
Keywords: *Supervision reconstruction, principal supervision, teacher professional competence, teacher development, Private Madrasah Ibtidaiyah.*

Abstrak

Penelitian ini dilatarbelakangi oleh praktik supervisi kepala sekolah di Madrasah Ibtidaiyah Swasta (MIS) Kota Banjarmasin yang masih cenderung administratif, sehingga pembinaan kompetensi profesional guru belum optimal menyentuh kualitas pembelajaran. Penelitian ini bertujuan mendeskripsikan kondisi aktual supervisi, menganalisis faktor pendukung dan penghambat, serta merumuskan konsep rekonstruksi supervisi yang selaras dengan prinsip rekonstruksionisme pendidikan dan konteks madrasah swasta. Penelitian menggunakan pendekatan kualitatif pada lima MIS yang dipilih secara purposif, yaitu MIS Ash-Shabirin, MIS Al-Hamid, MIS Darul Ulum, MIS TPI Keramat, dan MIS Annuriyah 2. Data diperoleh melalui wawancara mendalam, observasi pelaksanaan supervisi, serta telaah dokumen, kemudian dianalisis secara interaktif melalui reduksi, penyajian, dan penarikan kesimpulan

dengan triangulasi untuk menjaga keabsahan data. Hasil penelitian menunjukkan bahwa praktik supervisi di lima MIS bervariasi, mulai dari supervisi klinis yang terstruktur hingga supervisi informal yang dipengaruhi gaya kepemimpinan dan budaya madrasah. Faktor pendukung meliputi komitmen kepala madrasah, komunikasi terbuka, tim supervisi, serta dukungan KKG dan pelatihan. Faktor penghambat mencakup keterbatasan waktu, sarana, serta kompetensi administrasi dan TIK guru yang belum merata. Konsep rekonstruksi yang dirumuskan menempatkan supervisi sebagai proses pembinaan profesional yang sistematis, dialogis, dan humanis melalui tahapan pra-supervisi, observasi, refleksi pasca-supervisi, dan tindak lanjut pembinaan.

Kata Kunci: *Rekonstruksi supervisi, supervisi kepala sekolah, kompetensi profesional guru, pembinaan guru, Madrasah Ibtidaiyah Swasta.*

© Author(s) 2026
This work is licensed under a Creative Commons Attribution 4.0 International License.

INTRODUCTION

Education plays a strategic role as the foundation of national development because it determines the quality of human resources who are knowledgeable, virtuous, and capable of making meaningful contributions across various sectors, including social, economic, and cultural fields.[1] This aligns with Tilaar's assertion that education serves as a strategic instrument in creating high-quality human resources, which constitute the primary capital for national development.[2] Human resource development in the educational context encompasses the enhancement of teachers' professional competence, pedagogical skills, and leadership character, all of which support the establishment of a sustainable learning culture in schools.[3] Professional teachers act as the main drivers of improved learning quality and institutional productivity, making human resource strengthening a central focus in national education development strategies.

Entering the digital era and the development of artificial intelligence (AI) technology, the education system is compelled to transform toward a more flexible, contextual, and learner-centered learning model. The Merdeka Belajar policy launched by the Ministry of Education, Culture, Research, and Technology emphasizes the importance of shifting the learning paradigm so that learners can develop holistically, creatively, and independently.[4] This aligns with Law No. 20 of 2003 on the National Education System, which emphasizes education's objectives as a

[1] N. A. Salim et al., *Dasar-Dasar Pendidikan Karakter* (Medan: Yayasan Kita Menulis, 2022), 45.
[2] H. A. R. Tilaar, *Pendidikan, Kebudayaan dan Masyarakat Madani* (Bandung: Remaja Rosdakarya, 2019), 67–72.
[3] Madihah and Jarkawi Jarkawi, "Manajemen Sumber Daya (MSD) Bimbingan dan Konseling pada Satuan Pendidikan Formal," *Bulletin of Counseling and Psychotherapy* 4, no. 2 (2022): 524–32.
[4] Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, *Merdeka Belajar: Transformasi Pendidikan untuk Indonesia Maju* (Jakarta: Kemendikbudristek, 2020).

process of developing learners' potential to become faithful, pious, knowledgeable, skilled, creative, and responsible individuals.[5] In the operational context of schools, teachers are the primary implementers of learning who hold professional responsibilities in designing, implementing, and evaluating the teaching and learning process. Law Number 14 of 2005 on Teachers and Lecturers mandates that teachers must continuously develop their competencies.[6] However, in practice, efforts to develop teacher competencies often do not run optimally without effective instructional leadership support from the school principal.[7]

Educational supervision becomes one of the strategic instruments used by the school principal to enhance teacher professionalism and learning quality, not merely as an administrative procedure or compliance with formal documents. Effective supervision must shift from a control approach to a collaborative coaching approach based on classroom data, joint reflection, and clear follow-up at the levels of planning, implementation, and assessment of learning. Thus, supervision becomes a forum for developing teachers' professional competencies, encouraging student-centered teaching practices, and strengthening the professional learning culture in schools.[8]

Based on the school's online database referring to DAPODIK, the number of operational Madrasah Ibtidaiyah (MI) in the City of Banjarmasin reaches 65 schools. Of this total, 60 schools or about 92.31% are private, while only 5 schools or 7.69% are public. From an accreditation perspective, 15 madrasahs (23.08%) have A accreditation, 40 madrasahs (61.54%) have B accreditation, and 8 madrasahs (12.31%) have C accreditation, while the rest are still unaccredited. This composition indicates that the majority of MI in Banjarmasin City are private schools that generally require strengthened professional teacher coaching and effective, ongoing supervision to maintain learning quality.[9]

Field realities confirm a gap between the ideal theory of educational supervision and its actual practice. In many educational units, including private madrasah ibtidaiyah, supervision implementation still tends to emphasize administrative checks such as document completeness and compliance with formats. This type of supervision pattern results in the neglect of substantive coaching that should address the quality of classroom learning practices. In several private MI in

[5] Republik Indonesia, *Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional* (Jakarta: Sekretariat Negara, 2003).

[6] Republik Indonesia, *Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen* (Jakarta: Sekretariat Negara, 2005).

[7] E. Mulyasa, *Manajemen dan Kepemimpinan Kepala Sekolah* (Jakarta: Bumi Aksara, 2013), 112–15.

[8] Jamal Ma'mur Asmani, *Tips Efektif Supervisi Pendidikan Sekolah* (Yogyakarta: Diva Press, 2020), 45–52.

[9] Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, *Data Pokok Pendidikan (DAPODIK) Kota Banjarmasin Tahun 2024* (Jakarta: Kemendikbudristek, 2024).

Banjarmasin City, such administrative supervision practices limit opportunities for teachers to engage in pedagogical reflection, develop instructional coaching, and receive systematic supervision follow-up tailored to their professional needs.

RESEARCH METHODS

This research employs a qualitative approach with a multi-site design to explore the school principals' supervision practices in developing teachers' professional competencies at Private Madrasah Ibtidaiyah (MIS) in Banjarmasin City. The research was conducted at five MIS, namely MIS Ash-Shabirin, MIS Al-Hamid, MIS Darul Ulum, MIS TPI Keramat, and MIS Annuriyah 2. Site selection was done purposively, considering variations in madrasah characteristics and applied supervision practices. Research informants consisted of madrasah principals and teachers involved in supervision implementation. Data were collected through in-depth semi-structured interviews, participatory observation, and document studies. Data analysis was conducted interactively through stages of data reduction, data presentation, and drawing conclusions. Data validity was ensured through source, method, and time triangulation to obtain valid and comprehensive findings regarding the reconstruction of school principals' supervision in the context of private madrasahs.

RESULTS AND DISCUSSION

Actual Conditions of School Principals' Supervision

The actual conditions of school principals' supervision in the five Private Madrasah Ibtidaiyah (MIS) in Banjarmasin City have been integrated into the routine management of learning, with significant variations across madrasahs based on findings from in-depth interviews and direct observations at MIS Ash-Shabirin, MIS Al-Hamid, MIS Darul Ulum, MIS TPI Keramat, and MIS Annuriyah 2. At MIS Ash-Shabirin, supervision runs in a structured manner through pre-supervision stages involving schedule agreements as well as checks on lesson plans (RPP) and media, followed by complete observation from the beginning to the end of learning, and post-supervision dialogic discussions addressing strengths and areas for improvement, with a frequency of 1-2 times per semester according to the initial schedule; teachers perceive it as an active collaborative process. In contrast, at MIS Al-Hamid, supervision is conducted by a team formed at the start of the academic year with a semester schedule communicated early, using standard observation sheets returned with written notes and suggestions, where oral feedback is limited without in-depth discussions despite additions for new teachers.

Meanwhile, MIS Darul Ulum applies a flexible approach with a minimum of twice per academic year (odd-even semesters plus spot observations if needed), using simple instruments to

assess teacher readiness, learning flow, and student engagement, followed by direct oral input in an open atmosphere. An informal pattern dominates at MIS TPI Keramat, where the principal enters classrooms spontaneously without written instruments, conducts brief observations, then provides oral feedback through casual conversations in the teachers' room, which teachers interpret as personal attention without fixed schedules or documentation. Similarly, at MIS Annuriyah 2, supervision is sudden without schedule announcements, so the principal conducts surprise inspections at any time, calling teachers privately for familial and motivational oral guidance that keeps teachers constantly prepared to teach despite the lack of written notes.

Overall, feedback varies from mixed oral-written in the earlier madrasahs to purely informal oral in the later ones, while a humanistic-collaborative approach remains consistent through dialogic-partner interactions at Ash-Shabirin, team deliberation at Al-Hamid, solution-oriented familiality at Darul Ulum, friendly personal engagement at TPI Keramat, and moral-spiritual reinforcement at Annuriyah 2. To understand the actual conditions of school principals' supervision implementation in the five Madrasah Ibtidaiyah in Banjarmasin City, the results of observations and interviews are presented concisely in Table 1.

Table 1**.** Analysis of Actual Supervision Conditions at Private Madrasah Ibtidaiyah in Banjarmasin City

Aspect	MIS Ash-Shabirin	MIS Al-Hamid	MIS Darul Ulum	MIS TPI Keramat	MIS Annuriyah 2
Planning	Written supervision program and schedule; mandatory pre-supervision with RPP and media checks.	Annual/semester program by team; pre-supervision via meetings and general guidance.	Routine program with more oral guidance and teaching aid assistance.	Simple planning, mostly oral notifications without special documents.	No formal planning; supervision more like sudden spot checks based on principal's and class conditions.
Frequency and Schedule	1–2 times per semester per teacher, fairly regular schedule.	Minimum 1 time per semester, additional for certain teachers.	Minimum 2 times per year, can be added as needed.	Spontaneous and incidental, without fixed schedule.	Irregular frequency; supervision done suddenly without written schedule.
Feedback	Oral and brief written notes during post-supervision.	Written notes on forms and brief oral explanation.	Detailed oral, sometimes with written notes.	Oral, informal, in a familial atmosphere.	Oral, advisory and reinforcing after spot checks.
Humanistic and Collaborative	Dialogic, teachers positioned as partners.	Deliberative, efforts to reduce teacher tension.	Familial atmosphere, joint solution discussions.	Very friendly, teachers feel safe to share.	Familial, deliberative, and moral-spiritual reinforcement, despite spontaneous spot checks

Source: Results of interviews and observations at the five MIS, processed by the authors.

Table 1 shows that the implementation of school principals' supervision in the five Private Madrasah Ibtidaiyah in Banjarmasin City has diverse characteristics, particularly in planning, frequency, and feedback forms. Although there are differences in formality levels and implementation consistency, the humanistic approach and dialogic relationships between madrasah principals and teachers appear as a relatively consistent common thread. These variations indicate that actual supervision conditions are more determined by each madrasah's leadership style and internal culture than by uniform procedural patterns.

Factors Affecting Supervision

The implementation of school principals' supervision in developing teachers' professional competencies at the five Private Madrasah Ibtidaiyah (MIS) in Banjarmasin City is influenced by various interrelated factors, such as school principals' leadership, teachers' attitudes, madrasah culture, supervision competencies, facilities and infrastructure, institutional support, and time management. Research findings indicate that factors affecting supervision implementation are not always singular but interact with each other, forming complex conditions in each madrasah. In practice, these factors can function as both supporters and inhibitors, depending on the madrasah's context and conditions.

1. **Supporting Factors for Supervision**

   The implementation of school principals' supervision in developing teachers' professional competencies demonstrates synergistic interactions among factors, creating conducive conditions for supervision effectiveness in the Private Madrasah Ibtidaiyah environment of Banjarmasin City. School principals' leadership serves as the primary foundation for supervision success. At MIS Ash-Shabirin, supervision is conducted in a planned and consistent manner, with special attention to teachers' needs, so guidance can be clearly followed. MIS Al-Hamid adopts a collective team-based approach, involving teachers in every supervision process, which strengthens shared responsibility and collaborative spirit. At MIS Darul Ulum, a personal approach and close communication make teachers feel comfortable expressing challenges. MIS TPI Keramat highlights a familial atmosphere, providing moral encouragement and personal reinforcement despite informal supervision. Meanwhile, at MIS Annuriyah 2, supervision is carried out flexibly while emphasizing learning quality and teacher welfare, thus maintaining harmonious relationships between the principal and teachers.

   In addition to leadership, teachers' attitudes toward supervision also determine coaching success. At MIS Ash-Shabirin, teachers are open and prepare teaching tools; at MIS Al-Hamid, teachers gradually accept guidance and adjust strategies; at MIS Darul Ulum,

teachers are enthusiastic in turning supervision into a shared learning space; at MIS TPI Keramat, teachers feel comfortable and trust the principal, so coaching is naturally accepted; while at MIS Annuriyah 2, teachers adapt to spontaneous supervision while maintaining teaching readiness and a conducive classroom. These conditions affirm that teachers' motivation, openness, and adaptability are the main drivers of supervision success.

The next supporting factor for supervision is madrasah culture and principals' competencies. The dialogic culture at MIS Ash-Shabirin, team deliberation at MIS Al-Hamid, and familial atmosphere at MIS Darul Ulum and TPI Keramat strengthen acceptance of guidance and teacher collaboration. MIS Annuriyah 2 adds a moral-spiritual dimension, maintaining teacher motivation and professional responsibility. Principals' competencies are evident in their ability to tailor supervision to teachers' conditions, master basic procedures, and provide relevant, applicable guidance in learning practices. Facilities and infrastructure, institutional support, and supervision time management further strengthen the coaching process. Madrasahs with adequate facilities support observations and learning, while those with limited resources maximize classroom interactions and simple administration. Foundation and supervisor support reinforces supervision legitimacy, while flexible or regular supervision schedules help align activities with teachers' readiness.

Collaboration among teachers, administration management, and integration of madrasah values serve as additional pillars. Teachers are accustomed to sharing experiences and discussing learning challenges, while administration and supervision instruments are used adaptively according to madrasah conditions. Values of togetherness, mutual cooperation, and moral-spiritual reinforcement are integrated into every process, making supervision not merely a formality but seamlessly integrated into daily madrasah life.

Thus, the effectiveness of supervision in the five Private Madrasah Ibtidaiyah in Banjarmasin City is influenced not only by adaptive leadership and conducive madrasah culture but also by teacher motivation, principals' competencies, and support from facilities and institutions. Although the characteristics of support vary across madrasahs, the overall findings show dynamic interactions among supporting factors, forming the foundation for academic supervision success.

2. **Inhibiting Factors for Supervision**

In addition to supporting factors, the implementation of school principals' supervision also faces various obstacles that affect the effectiveness of developing teachers' professional competencies at Private Madrasah Ibtidaiyah in Banjarmasin City. One main constraint stems from foundation bureaucracy and principals' administrative burdens. At MIS Ash-Shabirin, although the principal has full authority, heavy administrative loads limit supervision focus,

making follow-up not always systematic. MIS Al-Hamid must align supervision with general foundation policies, so supervision often remains limited to fulfilling formal obligations. At MIS Darul Ulum, limited strategic authority makes supervision adjust to workload intensity. MIS TPI Keramat faces consistency obstacles due to various daily operational matters, making supervision tend to be incidental. Meanwhile, at MIS Annuriyah 2, foundation bureaucracy and high administrative burdens make supervision more often spontaneous, thus teacher professional coaching remains suboptimal.

Teachers' attitudes and perceptions toward supervision also act as inhibitors. At MIS Ash-Shabirin, some teachers remain cautious and closed, so the principal doesn't fully know their difficulties. At MIS Al-Hamid, some teachers view supervision merely as performance evaluation, making interactions formal. At MIS Darul Ulum, low teacher motivation makes supervision sometimes seen only as administrative duty. MIS TPI Keramat faces defensive teacher attitudes due to spontaneous supervision, while at MIS Annuriyah 2, some teachers still perceive supervision as sudden inspections, limiting openness for coaching.

Madrasah work culture also influences supervision effectiveness. MIS Ash-Shabirin has good inter-member relationships, but differences in background and seniority sometimes create communication discomfort. MIS Al-Hamid shows social jealousy affecting work harmony, while MIS Darul Ulum faces inter-teacher competition limiting collaboration. At MIS TPI Keramat, small cliques limit harmonious interactions, and at MIS Annuriyah 2, comparative dynamics among teachers affect trust, making supervision less open.

Limited principals' competencies and advanced training opportunities further strengthen obstacles. At MIS Ash-Shabirin, the principal still relies on personal experience, limiting supervision innovation. MIS Al-Hamid faces training limitations restricting supervision strategies, though routine activities continue. MIS Darul Ulum relies more on practical experience than new approaches, MIS TPI Keramat has almost no special training, and at MIS Annuriyah 2, supervision largely follows habits, limiting teacher professional development. Facilities and technology also inhibit. MIS Ash-Shabirin has basic facilities but uneven technology utilization. At MIS Al-Hamid, some teachers aren't accustomed to technology-based media. MIS Darul Ulum and TPI Keramat have limited facilities, focusing supervision on basic standards, while MIS Annuriyah 2 is limited to learning management and classroom discipline. Time constraints, inconsistent supervision schedules, and minimal institutional support add complexity to obstacles. Collectively, these impact coaching consistency and depth, so although supervision continues, its effectiveness isn't fully optimal. Overall, these inhibiting factors create complex dynamics and highlight the need for more

systematic, structured, and sustainable supervision approaches across all Private Madrasah Ibtidaiyah in Banjarmasin City.

School Principals' Supervision Reconstruction Concept

Based on findings from actual supervision conditions and supporting/inhibiting factors at the five Private Madrasah Ibtidaiyah in Banjarmasin City, supervision reconstruction emerges as a strategic need to strengthen more directed and meaningful teacher professional competency development. At MIS Ash-Shabirin, teachers and the principal emphasize the need for more planned supervision with clear schedules, initial socialization, and post-supervision dialogue enabling teachers to receive guidance while reflecting on learning practices. Meanwhile, at MIS Al-Hamid, supervision reconstruction is expected to emphasize team-based collaboration, involving teachers from the planning stage with limited but continuous discussion feedback for gradual teacher professional development.

At MIS Darul Ulum, flexible and humanistic supervision needs strengthening with more systematic classroom observations, so even if informal in nature, the principal can provide relevant input supporting learning quality improvement. MIS TPI Keramat requires reconstruction maintaining personal and familial approaches while adding more concrete follow-up aspects to ensure supervision guidance implementation. At MIS Annuriyah 2, spontaneous and sudden supervision needs combining with minimal structure like written guidance and joint teacher reflection, maintaining coaching quality without reducing the madrasah's characteristic flexibility.

Supervision planning becomes a key reconstruction component, and strengthening teachers' roles in this stage is deemed important across all madrasahs. Teachers at MIS Ash-Shabirin state that clear planning makes them more prepared for supervision, while at MIS Al-Hamid, team planning enables new teachers to understand the supervision process faster. At MIS Darul Ulum, planning accompanied by simple instruments helps teachers prepare learning practices meeting standards, while at MIS TPI Keramat and MIS Annuriyah 2, although supervision is more spontaneous, teachers assess that minimal prior guidance would increase received feedback effectiveness. Thus, each madrasah has reconstruction needs tailored to their supervision characteristics and teacher readiness, so supervision is no longer perceived merely as formal obligation but as concrete professional learning process.

Supervision implementation in reconstruction is expected to prioritize direct observation of classroom learning practices. At MIS Ash-Shabirin, the principal conducts complete observations from start to end of learning, so teachers receive relevant and comprehensive feedback. MIS Al-Hamid needs team-based supervision with focused observations, while MIS Darul Ulum emphasizes informal observations still targeting actual practice evaluation. At MIS

TPI Keramat, spontaneous observations with casual teachers' room discussions need enriching with written reflection, and at MIS Annuriyah 2, sudden observations combine with personal guidance sessions so supervision remains impactful on teacher professionalism improvement. These overall practices show that supervision reconstruction must consider each madrasah's unique characteristics to be more contextual and applicable.

Humanistic and collaborative approaches become the reconstruction focus. Teachers at MIS Ash-Shabirin emphasize open dialogue as shared learning space, MIS Al-Hamid prioritizes team deliberation, MIS Darul Ulum values solution-oriented familiality for accepting guidance, MIS TPI Keramat emphasizes comfortable personal relationships, and MIS Annuriyah 2 combines familiality with moral-spiritual reinforcement. Used supervision instruments also adapt; MIS Ash-Shabirin and Al-Hamid use more structural yet simple instruments, Darul Ulum emphasizes minimal and relevant instruments, TPI Keramat prioritizes direct observation without written instruments, and Annuriyah 2 needs flexible instruments supporting spontaneous yet meaningful supervision. Follow-up and supervision monitoring become integral aspects highlighted by all madrasahs. Teachers at MIS Ash-Shabirin and Al-Hamid state the need for continued guidance and reflective discussion, Darul Ulum and TPI Keramat emphasize experience sharing and personal guidance practices, while Annuriyah 2 values moral-spiritual reinforcement as follow-up part. Principals at each madrasah affirm that continuous monitoring is needed to ensure supervision recommendation implementation, making the coaching process continuous and having real impact on teacher professional competency improvement.

Overall, the proposed school principals' supervision reconstruction reflects the need for planned, contextual, collaborative supervision oriented toward teacher professional competency development by adapting to each madrasah's unique characteristics. This approach not only strengthens technical supervision implementation aspects but also builds sustainable teacher professional culture, where every element from planning, implementation, approaches, instruments, to follow-up works integrally to improve education quality at the five Private Madrasah Ibtidaiyah in Banjarmasin City.

Discussion

Actual Conditions of School Principals' Supervision in Banjarmasin City

The actual conditions of school principals' supervision at Private Madrasah Ibtidaiyah in Banjarmasin City show variations in practices ranging between structured patterns and more flexible contextual approaches. These variations are reflected in planning, implementation intensity, feedback forms, and professional relationships between principals and teachers. Overall,

supervision has become part of madrasah managerial dynamics, although not yet fully integrated as a sustainable professional coaching system.[10]

The differences in these practices are most evident in how supervision is planned. In madrasahs with documented planning, supervision is more directed and provides systematic reflection opportunities for teachers. Transparency in the supervision schedule and objectives helps teachers understand the process as coaching, rather than mere evaluation. This aligns with the view that academic supervision is a structured and continuous instrument for professional development.[11] Conversely, when planning is minimal and undocumented, supervision tends to be situational and less connected to the overall quality improvement program.[12] The intensity and consistency of implementation also affect the depth of coaching. Supervision conducted periodically allows monitoring of teachers' progress over time. Nevertheless, the flexibility applied in some contexts demonstrates efforts to adapt to school dynamics. This condition shows that supervision practices are in negotiation between the need for structure and the demands of the field context.[13]

The quality of feedback becomes a determining factor in the meaning of supervision for teachers. Dialogic and reflective feedback encourages openness and professional awareness, while an overly administrative approach risks diminishing its pedagogical dimension. Supervision is fundamentally a professional interaction process that positions the principal as both a coach and a partner in learning development.[14] In addition, the humanistic and collaborative approaches emerging in supervision practices demonstrate efforts to build a psychologically safe work climate. Teachers are more open when professional relationships are built on the basis of partnership and mutual respect. However, without a clear follow-up system, such approaches may not necessarily result in significant changes in teaching practices. Therefore, the effectiveness of supervision requires a balance between interpersonal empathy and professional assertiveness in driving improvements in learning quality.[15]

---

[10] H. M. Daryanto and M. Farid, *Supervisi Pendidikan* (Yogyakarta: Gava Media, 2013), 23–45.

[11] Carl D. Glickman, Stephen P. Gordon, and Jovita M. Ross-Gordon, *SuperVision and Instructional Leadership: A Developmental Approach*, 10th ed. (Boston: Pearson, 2018), 146–67.

[12] Piet A. Sahertian, *Konsep Dasar dan Teknik Supervisi Pendidikan* (Jakarta: Rineka Cipta, 2010), 34–52.

[13] Kim Marshall, *Rethinking Teacher Supervision and Evaluation* (San Francisco: Jossey-Bass, 2009), 67–89.

[14] Thomas J. Sergiovanni, *The Principalship: A Reflective Practice Perspective* (Boston: Allyn & Bacon, 2009), 212–35.

[15] John W. Santrock, *Educational Psychology* (New York: McGraw-Hill, 2011), 378–402.

Overall, the supervision practices found indicate that the coaching function is underway, but still requires strengthening in program integration and follow-up continuity to truly serve as a systematic mechanism for enhancing teachers' professional competence.[16]

Factors Influencing School Principal Supervision in Banjarmasin City

Research findings indicate that school principal supervision in developing teachers' professional competence at MIS in Banjarmasin City is influenced by seven interrelated aspects. These seven aspects do not stand dichotomously as supporting or inhibiting factors, but rather form a spectrum of conditions that, in practice, can either strengthen or limit the effectiveness of supervision.

1. **School Principal Leadership**

   At MIS in Banjarmasin City, school principal leadership appears to be the primary determinant in driving academic supervision. Support for improving the school community's quality of life and commitment to teachers' professional development demonstrate a relatively constructive leadership orientation. Supervision is not only positioned as evaluation but as a form of coaching. However, findings also reveal that heavy administrative burdens and bureaucracy between the foundation and school institutions often limit the intensity of academic mentoring. This condition indicates tension between the managerial and pedagogical functions of the school principal. From a transformational leadership perspective, a leader's effectiveness greatly depends on systemic support that enables focus on human resource development.[17]

2. **Teachers**

   Teachers at MIS in Banjarmasin City show varied responses to supervision. Some teachers demonstrate openness and motivation to improve their professional competence. In this context, supervision is understood as a space for academic dialogue and reflection on teaching practices. Nevertheless, there are also teachers who still view supervision as a formal assessment activity with implications for performance evaluation. This perception creates defensive attitudes and limits the depth of pedagogical reflection. These findings indicate that supervision effectiveness is heavily influenced by the meaning constructed by teachers regarding the coaching practice.[18]

[16] Glickman, Gordon, and Ross-Gordon, *SuperVision and Instructional Leadership*, 10th ed., 145–67.

[17] James MacGregor Burns, *Leadership* (New York: Harper & Row, 1978), 18–34.

[18] Abraham Maslow, *Motivation and Personality* (New York: Harper & Row, 1954), 92–115.

3. **Madrasah Culture**

The madrasah culture at MIS in Banjarmasin City is generally characterized by harmonious working relationships with a familial atmosphere. Values of mutual cooperation and collaboration facilitate communication processes in supervision. This climate serves as a supporting factor that creates a sense of safety for teachers to receive feedback. However, within the internal organizational dynamics, the potential for rivalry or jealousy among individuals cannot be ignored. If not managed well, such situations can affect perceptions of supervision objectivity. These findings reinforce the view that organizational culture plays a central role in determining the effectiveness of professional interactions in educational institutions.[19]

4. **Supervisor Competence**

The school principal's ability to master the basics of academic supervision serves as a supporting factor in implementing coaching at MIS in Banjarmasin City. Lesson observations and feedback provision have been conducted with a relatively systematic approach. However, limited opportunities to attend advanced supervision training may restrict innovation in coaching approaches. Qualitatively, this condition shows that supervisor competence is dynamic and requires continuous strengthening so that supervision does not fall into administrative routines.[20]

5. **Facilities and Infrastructure**

At MIS in Banjarmasin City, the availability of basic learning facilities serves as a supporting factor in following up on academic supervision results. Relatively adequate facilities enable teachers to implement coaching recommendations more concretely in teaching practices. Nevertheless, limitations in certain learning media and suboptimal utilization of information and communication technology in some MIS in Banjarmasin City indicate structural barriers to improving learning quality. This condition affirms that academic supervision effectiveness is not only determined by coaching quality but also by facility support as part of the education quality system.[21]

6. **Institutional Support**

Support from foundations and supervisors at MIS in Banjarmasin City provides structural legitimacy for academic supervision implementation. When institutional policies align with madrasah needs, principals have greater leeway to design coaching programs,

[19] Edgar H. Schein, *Organizational Culture and Leadership* (San Francisco: Jossey-Bass, 2010), 41–68.

[20] Thomas J. Sergiovanni, *Supervision of Teaching* (New York: McGraw-Hill, 1987), 78–102.

[21] Nanang Fattah, *Landasan Manajemen Pendidikan* (Bandung: Remaja Rosdakarya, 2013), 156–89.

follow up on supervision results, and systematically drive teachers' professional development. From an education management perspective, alignment between institutional policies and school leadership practices is a crucial prerequisite for quality improvement program success.[22] Conversely, foundation policies that are not fully responsive to madrasahs' real needs, minimal training programs from foundations or the ministry, and delays in training implementation when new policies emerge become limiting factors in sustaining competence development. This condition demonstrates that supervision does not only depend on the individual capacity of the school principal but also on the supporting institutional system.

7. **Implementation Time**

Supervision at MIS in Banjarmasin City is scheduled every semester, indicating institutional commitment to periodic and continuous coaching. This scheduling functions as a supporting factor by providing a clear timeframe for observation, feedback, and learning reflection processes. Within the school management framework, systematic time planning is an integral part of educational program effectiveness.[23] However, the principal's limited time due to administrative burdens and other managerial responsibilities causes supervision implementation to not always be optimal. This situation reaffirms the tension between managerial and pedagogical functions of the school principal. Thus, time management is not merely a technical issue but a strategic variable that directly influences the quality and intensity of academic supervision.

The seven aspects discussed demonstrate how each factor can function as both a supporter and inhibitor, depending on its implementation context. For a more systematic overview, a synthesis of these factors is presented in Table 2.

Table 2**.** Factors Influencing School Principal Supervision in Banjarmasin City

Aspect	Supporting Factors	Inhibiting Factors
School Principal Leadership	1. Principal's support in improving the school community's quality of life. 2. Support for developing principal's professional competence.	1. Inefficient bureaucracy between the foundation and school institutions. 2. Relatively high administrative workload for the principal.
Teachers	1. Principal's commitment and active role in teacher professional development. 2. Teachers' openness and willingness to be coached and self-develop. 3. Teachers' motivation to improve performance quality.	1. Some teachers' closed attitude toward coaching. 2. Low motivation among some teachers to become more professional. 3. Perception of supervision still viewed merely as an assessment activity.

[22] E. Mulyasa, *Menjadi Kepala Sekolah Profesional* (Bandung: Remaja Rosdakarya, 2013), 112–38.

[23] Fattah, *Landasan Manajemen Pendidikan*, 201–25.

Aspect	Supporting Factors	Inhibiting Factors
Madrasah Culture	1. Harmonious working relationships with a familial atmosphere. 2. Reinforcement of mutual cooperation principles in task implementation.	1. Unhealthy (toxic) work culture. 2. Presence of rivalry or jealousy in the work environment.
Supervisor Competence	Mastery of academic supervision basics.	Limited opportunities to attend advanced supervision training.
Facilities and Infrastructure	Availability of basic learning facilities supporting the learning process.	Limitations in learning media and utilization of information and communication technology.
Institutional Support	Support from foundations and supervisors for madrasah program implementation.	1. Foundation policies not fully optimal for educational institution development. 2. Minimal training programs from foundations or the ministry. 3. Delays in training implementation when new policies emerge.
Implementation Time	Scheduled academic supervision every semester.	1. Principal's limited time to conduct supervision optimally. 2. Inconsistent supervision schedules each semester.

Source: Synthesis of research findings, processed by the authors.

This table provides a systematic synthesis of the seven interrelated factors influencing supervision effectiveness at MIS (Private Elementary Madrasahs) in Banjarmasin City, showing how each aspect can serve as both a supporting and inhibiting factor depending on implementation context.

Relevant School Principal Supervision Reconstruction Concept in Banjarmasin City

Field findings from Private Elementary Madrasahs (MIS) in Banjarmasin City form the basis for reconstructing school principal supervision. This reconstruction restructures previously administrative-focused practices toward a more reflective, humanistic model oriented toward enhancing teachers' professional competence. It considers actual supervision conditions while integrating supporting and inhibiting factors affecting effectiveness. The following discussion systematically addresses six main aspects identified in this research.

1. **Supervision Planning**

Supervision planning at MIS in Banjarmasin City shows varying formality levels across madrasahs. Some have developed written programs and structured schedules, while others still use oral and situational approaches. These differences indicate that supervision is not yet fully understood as a planned quality system but evolves according to each madrasah's organizational culture. From Theodore Brameld's reconstructionism perspective, education must be directed toward consciously and systematically designed social change.[24] Thus,

[24] Theodore Brameld, *Education as Power* (New York: Holt, Rinehart and Winston, 1965), 72.

supervision planning is not merely technical arrangement but a strategic step for directed renewal of teaching practices.

2. **Supervision Frequency**

Supervision frequency at MIS in Banjarmasin City is generally conducted at least once per semester, demonstrating periodic coaching commitment. However, implementation consistency remains influenced by principals' administrative burdens and internal madrasah dynamics. Continuous supervision is crucial because teacher professional improvement does not occur instantly but through systematic, gradual coaching processes.[25] Therefore, consistent supervision frequency serves as a key indicator for maintaining learning quality improvement continuity.

3. **Feedback Mechanisms**

Feedback mechanisms at MIS in Banjarmasin City are dominated by dialogic oral communication, though some madrasahs also use written notes to reinforce supervision results. This pattern shows a shift from inspection to professional coaching approaches. The dialogic approach aligns with clinical supervision concepts emphasizing joint reflection between supervisor and teacher.[26] In supervision reconstruction context, feedback is no longer understood as unilateral correction but as a discussion space encouraging conscious teacher improvement.

4. **Addressing Internal Barriers**

Internal barriers found include teacher readiness, supervision perceptions, and learning equipment completeness. Some teachers still feel tense during supervision, perceiving it as formal assessment. Principals tend to use persuasive and personal communication approaches to address this. These strategies indicate a relational shift from authoritative to more humanistic and supportive dynamics. Academic supervision is fundamentally a professional coaching process to enhance learning quality, not merely administrative evaluation.[27]

5. **Addressing External Barriers**

External barriers such as facility limitations, institutional support, and principals' administrative burdens also affect supervision effectiveness at MIS in Banjarmasin City. This condition shows supervision does not stand alone but exists within a broader organizational

[25] Carl D. Glickman, Stephen P. Gordon, and Jovita M. Ross-Gordon, *SuperVision and Instructional Leadership: A Developmental Approach*, 9th ed. (Boston: Pearson, 2014), 8.

[26] Morris L. Cogan, *Clinical Supervision* (Boston: Houghton Mifflin, 1973), 15.

[27] Thomas J. Sergiovanni and Robert J. Starratt, *Supervision: A Redefinition*, 8th ed. (New York: McGraw-Hill, 2007), 3.

system.[28] Efforts focus on maximizing available resources and adapting coaching strategies to madrasah conditions. Reconstruction in this context means the madrasah's strategic adaptation ability to structural limitations without neglecting quality improvement goals.

6. **Humanistic and Collaborative Approach**

Humanistic and collaborative approaches characterize supervision implementation at MIS in Banjarmasin City. Relationships built tend to be dialogic, consultation-based, and position teachers as professional partners. This approach strengthens reflection culture and shared responsibility for improving education quality.[29] Within reconstructionism framework, this reflects efforts to build collective awareness that educational change is the shared responsibility of the entire madrasah community.

The six supervision aspects discussed conclude that practices at Private Elementary Madrasahs in Banjarmasin City still require systematic restructuring. The proposed reconstruction is not merely technical improvement but renewal efforts touching planning, implementation, evaluation, and strengthening of internal and external supporting factors. As conceptual synthesis of field findings and dialogue with reconstructionism theoretical framework, school principal supervision reconstruction is formulated in Table 3.

Table 3**.** Relevant School Principal Supervision Reconstruction Concept in Banjarmasin City

No	Aspect	Required Reconstruction
1	Supervision Planning	a. Develop annual & semester programs (standard schedules & instruments). b. Mandate pre-supervision (initial RPP & method preparation discussion). c. Standardize supervision documents across madrasahs under the same supervisor.
2	Supervision Frequency	a. Set minimum standard of 2x per semester (formative & summative). b. Add coaching sessions (special mentoring for those in need). c. Conduct planned walkthroughs (brief monitoring, not impromptu).
3	Feedback Mechanisms	a. Require written feedback (notes on strengths & recommendations). b. Hold post-supervision reflective dialogues. c. Develop follow-up action plans (RTL) jointly with teachers.
4	Addressing Internal Barriers	a. Provide internal ICT training for teachers. b. Supply standardized supervision instruments (ready-to-use formats & rubrics). c. Reorganize madrasah principal schedules (prioritize supervision over admin). d. Implement structured mentoring for planning & assessment.

[28] Glickman, Gordon, and Ross-Gordon, *SuperVision and Instructional Leadership*, 10th ed., 112.
[29] Michael Fullan, *The New Meaning of Educational Change*, 5th ed. (New York: Teachers College Press, 2016), 132.

No	Aspect	Required Reconstruction
5	Addressing External Barriers	a. Enhance ICT facilities through committee partnerships. b. Build external collaborations (Kemenag/Universities) for workshops. c. Gradually complete learning media resources. d. Optimize PKB programs (Continuous Professional Development).
6	Humanistic and Collaborative Approach	a. Implement partner-based supervision (not top-down control). b. Prioritize reflective dialogue in problem analysis. c. Strengthen Islamic values as motivation foundation. d. Create psychologically safe environments (free from threat perception).

Source: Synthesis of field findings and the reconstructionism framework, processed by the authors.

The table demonstrates that school principal supervision reconstruction at Private Elementary Madrasahs (MIS) in Banjarmasin City extends beyond administrative aspects to encompass planning dimensions, sustainability, reflective feedback, strengthening of support systems, and humanistic-collaborative approaches. This reconstruction offers a comprehensive and systemic approach, simultaneously addressing technical, managerial, and psychological dimensions.

CONCLUSION

Research findings and discussions conclude that school principal supervision has shifted from mere administrative oversight to a professional teacher coaching instrument. Practices at Private Elementary Madrasahs (MIS) in Banjarmasin City vary significantly: some implement systematic clinical supervision through pre-supervision, observation, and post-supervision cycles, while others emphasize planning and written instruments, and some rely on informal supervision based on personal relationships and familial atmospheres.

Factors influencing supervision effectiveness include the existence of scheduled supervision programs, formation of supervision teams, open communication culture, and support from forums and training including digital training that support teacher competence development. Conversely, inhibiting factors that slow the supervision process include principals' time limitations due to administrative burdens, uneven teacher administrative readiness and ICT competence, limited facilities and infrastructure, principals' physical conditions, and the absence of written instruments and schedules in informal supervision.

From these findings, a supervision reconstruction concept is formulated, emphasizing six main aspects: clear supervision planning, consistent frequency, written feedback, enhancing internal readiness through competence and instruments, strengthening external support, and humanistic-collaborative approaches. This concept aims to make supervision more structured, effective, and capable of optimally supporting teachers' professional competence improvement.

BIBLIOGRAPHY

Asmani, Jamal Ma'mur. *Tips Efektif Supervisi Pendidikan Sekolah*. Yogyakarta: Diva Press, 2020.

Brameld, Theodore. *Education as Power*. New York: Holt, Rinehart and Winston, 1965.

Burns, James MacGregor. *Leadership*. New York: Harper & Row, 1978.

Cogan, Morris L. *Clinical Supervision*. Boston: Houghton Mifflin, 1973.

Daryanto, H. M., and M. Farid. *Supervisi Pendidikan*. Yogyakarta: Gava Media, 2013.

Fattah, Nanang. *Landasan Manajemen Pendidikan*. Bandung: Remaja Rosdakarya, 2013.

Fullan, Michael. *The New Meaning of Educational Change*. 5th ed. New York: Teachers College Press, 2016.

Glickman, Carl D., Stephen P. Gordon, and Jovita M. Ross-Gordon. *SuperVision and Instructional Leadership: A Developmental Approach*. 9th ed. Boston: Pearson, 2014.

Glickman, Carl D., Stephen P. Gordon, and Jovita M. Ross-Gordon. *SuperVision and Instructional Leadership: A Developmental Approach*. 10th ed. Boston: Pearson, 2018.

Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. *Data Pokok Pendidikan (DAPODIK) Kota Banjarmasin Tahun 2024*. Jakarta: Kemendikbudristek, 2024.

Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. *Merdeka Belajar: Transformasi Pendidikan untuk Indonesia Maju*. Jakarta: Kemendikbudristek, 2020.

Madihah and Jarkawi Jarkawi. "Manajemen Sumber Daya (MSD) Bimbingan dan Konseling pada Satuan Pendidikan Formal." *Bulletin of Counseling and Psychotherapy* 4, no. 2 (2022): 524–32.

Marshall, Kim. *Rethinking Teacher Supervision and Evaluation*. San Francisco: Jossey-Bass, 2009.

Maslow, Abraham. *Motivation and Personality*. New York: Harper & Row, 1954.

Mulyasa, E. *Manajemen dan Kepemimpinan Kepala Sekolah*. Jakarta: Bumi Aksara, 2013.

Mulyasa, E. *Menjadi Kepala Sekolah Profesional*. Bandung: Remaja Rosdakarya, 2013.

Republik Indonesia. *Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen*. Jakarta: Sekretariat Negara, 2005.

Republik Indonesia. *Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*. Jakarta: Sekretariat Negara, 2003.

Sahertian, Piet A. *Konsep Dasar dan Teknik Supervisi Pendidikan*. Jakarta: Rineka Cipta, 2010.

Salim, N. A., et al. *Dasar-Dasar Pendidikan Karakter*. Medan: Yayasan Kita Menulis, 2022.

Santrock, John W. *Educational Psychology*. New York: McGraw-Hill, 2011.

Schein, Edgar H. *Organizational Culture and Leadership*. San Francisco: Jossey-Bass, 2010.

Sergiovanni, Thomas J. *Supervision of Teaching*. New York: McGraw-Hill, 1987.

Sergiovanni, Thomas J. *The Principalship: A Reflective Practice Perspective*. Boston: Allyn & Bacon, 2009.

Sergiovanni, Thomas J., and Robert J. Starratt. *Supervision: A Redefinition*. 8th ed. New York: McGraw-Hill, 2007.

Tilaar, H. A. R. *Pendidikan, Kebudayaan dan Masyarakat Madani*. Bandung: Remaja Rosdakarya, 2019.