Integrating Pesantren Values into Academic Supervision: A Model for Enhancing Madrasah Teacher Professionalism

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Abstract

This study examines the implementation of a pesantren values based academic supervision system at MTs Al Rosyid Bojonegoro, an Islamic junior secondary school integrated with an Islamic boarding school environment. Although academic supervision is widely applied in madrasahs, many practices still rely on conventional administrative approaches and have not fully integrated the distinctive cultural and spiritual values of pesantren education. This study therefore aims to analyze how supervision is organized and implemented within a pesantren context and how it contributes to strengthening teacher professionalism. A qualitative case study design was employed. Data were collected through observations, in depth interviews, and documentation involving the principal, teachers, and administrative staff. The data were analyzed using the interactive model of Miles and Huberman, including data condensation, data display, and conclusion drawing and verification. The findings reveal a dual supervision system consisting of academic and non academic monitoring implemented within a twenty four hour boarding school environment. Supervision is conducted collaboratively by the principal, teacher supervisors, and staff through structured daily, weekly, monthly, semester, and annual evaluations. The process integrates classroom observation, performance assessment, reporting, and continuous coaching, which collectively enhance teachers' pedagogical competence, discipline, and professional responsibility. This study proposes a contextual model of academic supervision that integrates managerial procedures with pesantren values and offers an alternative framework for improving teacher professionalism and educational quality in Islamic educational institutions.

Keywords: academic supervision, pesantren values, teacher professionalism, madrasah management, Islamic education

Introduction

Academic supervision is widely recognized as a strategic mechanism for improving educational quality, particularly in strengthening instructional practices and enhancing teacher professionalism. Within the framework of instructional leadership, supervision functions not merely as an evaluative tool but also as a continuous process of professional assistance, mentoring, and reflective development that enables teachers to improve pedagogical competence, classroom management, and instructional innovation (Suhardan, 2010; Hasan, 2022). Effective supervision encourages collaboration, promotes reflective teaching, and ensures that learning

activities are aligned with institutional standards and educational goals. Consequently, academic supervision has become a core element of quality assurance and sustainable teacher development in schools.

In Islamic educational institutions, however, the function of supervision extends beyond academic matters. Madrasahs carry a dual mandate by delivering formal knowledge while simultaneously cultivating religious values, morality, and spiritual awareness among students (Machsun, 2017). Teachers are therefore expected not only to demonstrate instructional competence but also to serve as moral exemplars who embody Islamic ethics in everyday practice. This dual responsibility requires a supervision approach that integrates pedagogical improvement with character formation, making the supervision system in Islamic schools fundamentally different from that of general educational institutions.

Madrasahs integrated with pesantren or Islamic boarding schools present distinctive characteristics that further complicate the supervision process. The boarding system creates a twenty four hour educational environment in which formal learning, religious habituation, mentoring, and social interaction occur continuously. Educational processes are embedded in daily life through discipline, ukhuwah or Islamic brotherhood, worship practices, and close teacher student relationships. Research indicates that teacher development in pesantren contexts is strongly shaped by commitment, collective culture, and value internalization rather than purely administrative control (Fauzi et al., 2022). Likewise, integrative leadership in pesantren based madrasahs has been shown to foster holistic learning by harmonizing academic instruction with spiritual and moral guidance (Fauzi, 2020).

A growing body of literature further demonstrates that religious culture and character based programs significantly contribute to the effectiveness of Islamic education. The internalization of religious practices, communal service, and moral habituation strengthens discipline, empathy, and ethical responsibility within the school community (Samsul, 2018; Lailan, 2024). Moreover, hidden curricula and pesantren traditions have proven effective in shaping moderate character, social awareness, and positive behavior among students and teachers (Salim et al., 2024). These findings imply that institutional management systems in Islamic education, including supervision, should incorporate moral and spiritual dimensions as foundational principles rather than supplementary components.

From the perspective of educational management, strengthening teacher professionalism requires structured leadership, systematic evaluation, and continuous human resource development. Several studies emphasize that principal managerial competence, performance assessment, and mentoring systems significantly influence teacher effectiveness and institutional quality (Sukardi, 2012; Widiyanto, 2018). Contemporary reforms in Islamic educational institutions also highlight the importance of integrating quality assurance systems with local wisdom and religious values to achieve sustainable improvement (Rodliyah et al., 2024; Mulyasa, 2009). These

perspectives collectively suggest that professional growth is inseparable from contextual culture and value based governance.

Despite these developments, many supervision practices in madrasahs still rely on conventional school based models that emphasize administrative compliance, documentation, and periodic classroom observation. Such approaches often neglect the socio religious ecology of pesantren, where mentoring, exemplary conduct, and continuous character guidance play central roles. As a result, supervision frequently becomes procedural rather than transformative. Empirical research that explicitly conceptualizes academic supervision as a value based process grounded in pesantren traditions remains limited. This gap indicates the need for a contextual and integrative supervision framework that connects instructional monitoring with moral and spiritual development (Fauzi et al., 2024).

Therefore, developing an academic supervision model that integrates pesantren values is both theoretically and practically urgent. A value based supervision framework is expected to bridge formal instructional supervision with the moral spiritual traditions of pesantren, thereby fostering holistic teacher professionalism that encompasses pedagogical competence, ethical behavior, discipline, and religious commitment. Accordingly, this study aims to formulate and analyze a pesantren values based academic supervision model implemented at MTs Al Rosyid Bojonegoro. By proposing this integrative model, the study seeks to contribute to the discourse of Islamic education management and to offer a contextual alternative for strengthening teacher professionalism in madrasahs and pesantren based educational institutions.

Method

This study employed a qualitative descriptive approach with a case study design to investigate the implementation of a pesantren values based academic supervision system at MTs Al Rosyid Bojonegoro. A qualitative approach was selected because the focus of the study concerns processes, interactions, institutional culture, and the internalization of religious values, all of which require in depth interpretation within their natural context. Rather than measuring variables statistically, qualitative inquiry allows researchers to explore meanings, experiences, and social dynamics that shape educational practices. This approach is considered appropriate for understanding complex phenomena holistically and contextually, particularly within Islamic educational institutions that integrate formal instruction with moral and spiritual development (Sugiyono, 2016; Creswell, 2018). Furthermore, the case study design enabled the researchers to examine intensively a single institution with unique characteristics, since MTs Al Rosyid operates within a pesantren boarding school environment that applies continuous supervision and value based educational practices. Case studies are widely used to analyze contemporary educational processes within real life settings where contextual factors strongly influence organizational behavior (Yin, 2018).

The research was conducted at MTs Al Rosyid Bojonegoro, an Islamic junior secondary school integrated with a pesantren system that organizes students' academic and non academic activities within a twenty four hour educational environment. This setting was purposively selected because it represents a distinctive model of madrasah management that combines formal schooling with boarding based character formation and continuous mentoring. Participants were determined using purposive sampling to ensure that only individuals directly involved in the supervision process were included. The participants consisted of the principal, several teachers, and administrative staff who play active roles in planning, implementing, and evaluating academic supervision. Their involvement provided comprehensive insights into the managerial and instructional dimensions of supervision practices.

Data were obtained from both primary and secondary sources to ensure completeness and depth of information. Primary data were collected directly from the field through interviews, observations, and documentation. Interviews were conducted in a semi structured manner to allow participants to share their experiences, perceptions, and reflections regarding the supervision system while still maintaining focus on the research objectives. Observations were carried out during classroom activities, supervision sessions, and institutional meetings in order to capture authentic practices and interactions among supervisors and teachers. Documentation was also examined, including supervision schedules, evaluation reports, meeting minutes, and institutional archives, which served to corroborate findings from interviews and observations. Secondary data were drawn from relevant literature, previous studies, and official documents that supported the theoretical and contextual understanding of academic supervision and Islamic education management. The combination of multiple sources enabled the researchers to obtain rich and triangulated evidence, thereby increasing the depth and reliability of the findings.

The collected data were analyzed using the interactive qualitative analysis model proposed by Miles, Huberman, and Saldaña. The analysis began with data condensation, during which the researchers selected, coded, simplified, and organized raw field data into meaningful categories related to supervision planning, implementation, evaluation, and outcomes. This process was followed by data display, in which the organized information was presented in descriptive narratives, matrices, and thematic groupings to facilitate interpretation and comparison. The final stage involved drawing conclusions and verification, where patterns and relationships were interpreted, tentative findings were developed, and interpretations were continuously checked against the empirical evidence to ensure logical consistency and credibility. These analytical steps were conducted iteratively throughout the research process so that data collection and analysis informed one another, allowing findings to emerge gradually and systematically (Miles et al., 2014).

To ensure the trustworthiness of the study, several strategies were employed to enhance credibility, dependability, and confirmability. Triangulation was carried out by comparing data obtained from different participants and methods, including interviews, observations, and documentation. Member checking was conducted by returning interview summaries to participants to confirm the accuracy of interpretations. In addition, an audit trail was maintained to document research procedures, field notes, coding processes, and analytical decisions, thereby ensuring transparency and methodological rigor. Ethical considerations were also carefully observed throughout the study. All participants were informed about the purpose of the research and provided voluntary consent prior to their involvement. Confidentiality and anonymity were maintained by protecting participants' identities and using the collected data solely for academic purposes.

Results and Discussion

Conceptualization of Academic Supervision in the Pesantren Context

Conceptually, supervision derives from the term "to supervise," which means to monitor and guide. In educational settings, supervision is defined as a planned developmental activity designed to assist teachers and educational staff in performing their duties effectively (Etek, 2008). Academic supervision specifically refers to systematic efforts aimed at improving teaching quality, which consequently influences students' learning outcomes (Suhardan, 2010). Within this framework, supervision is interpreted not merely as inspection but as professional guidance, mentoring, and continuous improvement. This understanding became the conceptual basis for interpreting the empirical data gathered in the present study.

The findings were derived from classroom observations, in depth interviews, and documentation involving the principal, teachers, students, and administrative staff. Observational data confirmed that supervision was embedded in daily routines rather than limited to periodic formal evaluations. Interview data were then used to validate and strengthen the credibility of observational findings. This triangulation indicates that supervision practices at MTs Al Rosyid are experienced as an integral part of institutional culture rather than as external control mechanisms.

Institutional Characteristics of Pesantren Based Supervision

The educational system at MTs Al Rosyid is closely integrated with the pesantren boarding environment, where all students reside within the dormitory and participate in structured educational activities for twenty four hours each day. This system combines academic instruction with non academic character development, religious practices, and behavioral guidance. Observations showed that supervision therefore extends beyond classroom learning to include students' daily conduct, discipline, and worship

routines. Such an arrangement requires more intensive and comprehensive monitoring than is typically found in non boarding schools.

The findings demonstrate that the institutional system is divided into two complementary domains, namely academic supervision conducted during school hours and non academic supervision implemented outside the classroom through dormitory and religious activities. One teacher who simultaneously serves as a dormitory mentor explained the integrated nature of this system as follows:

"Sistem akademik dan non akademik dengan durasi 24 jam penuh yang diselimuti pendidikan disetiap langkah peserta didik membuat sistem pembelajaran itu sendiri dapat berputar dengan saling memotivasi" (P.L/25/10/25).

This statement indicates that academic and non academic activities operate synergistically, creating a continuous cycle of learning and character formation. In practice, theoretical lessons taught in Islamic subjects such as Aqidah Akhlak are directly reinforced through daily behavior in the boarding environment under the guidance of dormitory supervisors. Such integration prevents discrepancies between theory and practice and strengthens value internalization. Similar characteristics of teacher development and mentoring culture have been identified in other pesantren contexts, where commitment and communal guidance play central roles in professional growth (Fauzi et al., 2022).

Structure and Mechanism of the Supervision Model

Supervision responsibilities at MTs Al Rosyid are distributed among several institutional actors, including the principal, teacher supervisors, and administrative staff. This collaborative arrangement ensures that supervision becomes a shared responsibility rather than being concentrated solely in the principal's authority. Daily classroom monitoring is conducted by administrative staff according to predetermined schedules, while the principal periodically visits classes to evaluate teaching performance and attendance. This mechanism creates a consistent monitoring system that operates throughout the school day.

The principal described this process in the following statement:

"Pelaksanaan supervise itu sendiri dilakukan oleh beberapa pihak yaitu saya sendiri kepala madrasah dan staff akademika MTs Al-rosyid. Susunan nya dimulai dari TU atau staff madrasah diberi wewenang untuk mengecek atau mengawasi proses pembelajaran dikelas setiap harinya, para staff diberi jadwal yang telah dibagi rata diantara staff madrasah itu sendiri. Dan untuk beberapa kesempatan kepala madrasah akan melaksanakan supervise di beberapa kelas atau memantau kehadiran guru." (A.B/25/10/25)

This description demonstrates that supervision is systematic, scheduled, and collaborative. In addition, the supervision process follows a structured reporting cycle. One staff member explained:

"Terdapat jadwal paten yang dirancang untuk mempermudah pelaksanaan sistem supervise akademik di MTs Al-Rosyid yang dibagi menjadi lima jenis pengawasan harian, mingguan, bulanan, semester dan tahunan. Namun, waktu laporan hasil supervise pada tiap bagian dan pelaksanaan evaluasi dibagi menjadi tiga yaitu mingguan dari staff madrasah kepada kepala madrasah, dalam rapat bulanan, semester dan tahunan sebagai evaluasi akhir".

These procedures indicate that supervision is not incidental but organized through periodic evaluation and documentation. The structure of this system is illustrated below.
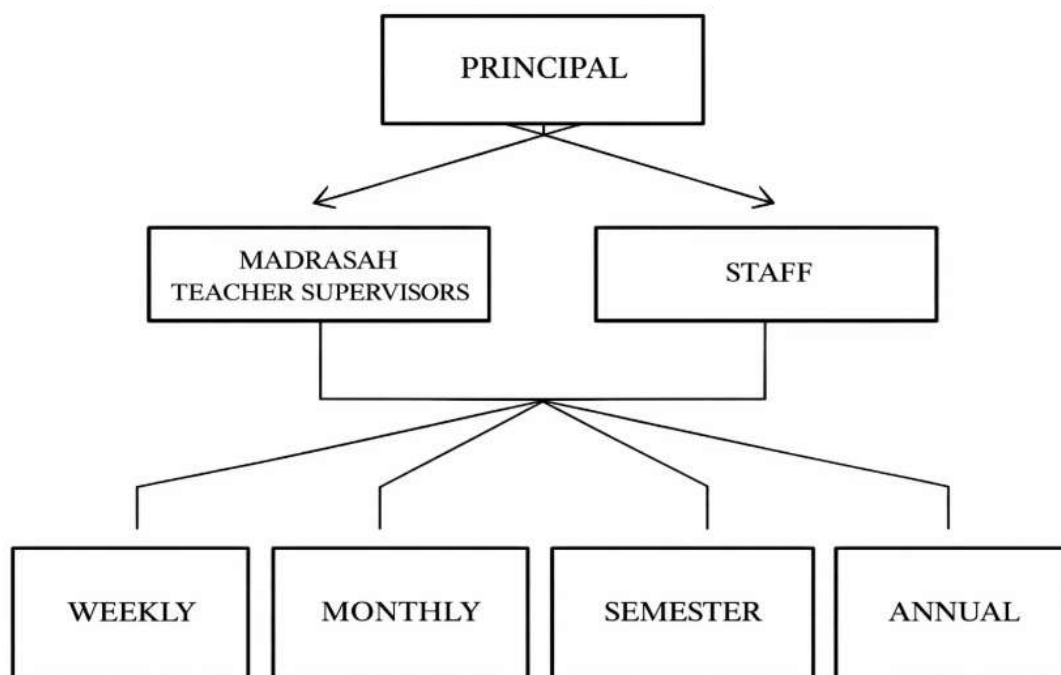

Figure 1. Academic Supervision System at MTs Al Rosyid

The figure shows a hierarchical yet collaborative structure connecting the principal, teacher supervisors, and staff through regular reporting channels. This arrangement integrates observation, assessment, and feedback into a unified supervision cycle.

Supervisory Practices and Teacher Professional Development

Observational findings reveal that each supervision cycle begins with direct observation of classroom instruction or staff performance. Supervisors assess teachers using predetermined criteria, identify strengths and weaknesses, and record their findings for evaluation meetings. Based on these reports, the principal provides feedback and organizes coaching or professional development activities. This process was explained by the principal as follows:

"Rangkaian kegiatan dimulai dari pengawasan guru atau pihak yang disupervisi dari guru saat mengajar atau kinerja staff dengan penilaian yang

telah ditentukan sesuai dengan kualifikasi madrasah, penilaian dilakukan dengan mengarsir kelebihan dan kekurangan, beberapa catatan penilaian dilaporkan kepada saya untuk evaluasi mingguan sehingga pembinaan atau kegiatan perbaikan dapat dilaksanakan. Pembinaan dilakukan untuk memperbaiki celah yang terjadi pada pembelajaran sebelumnya".

Such practices demonstrate that supervision functions as continuous mentoring rather than merely inspection. Teachers reported improvements in lesson planning, classroom management, and instructional preparation as a result of these evaluations. This finding is consistent with the perspective that supervision should directly influence teacher behavior and professional competence (Penulis, 2008). It also aligns with theories of educational evaluation and instructional leadership that emphasize systematic feedback and follow up actions (Sukardi, 2012; Widiyanto, 2018; Wina Sanjaya, 2020; Mulyasa, 2009).

Theoretical Integration and Implications

The overall pattern identified in this study indicates that supervision at MTs Al Rosyid represents an integrative model that combines technical monitoring with pesantren values. Supervision is embedded in daily life, reinforced by communal responsibility, and guided by moral and spiritual principles. This approach contrasts with conventional supervision systems that focus primarily on administrative compliance. Instead, the pesantren model emphasizes mentoring, exemplary conduct, and continuous character formation.

These findings correspond with broader research in Islamic education management, which highlights the importance of religious culture, hidden curricula, and value based leadership in improving institutional effectiveness (Ahmadi, 2018; Lailan, 2024; Fauzi et al., 2025). Contemporary reforms also stress that educational quality assurance should integrate local wisdom and spiritual values alongside managerial procedures (Rodliyah et al., 2024). The supervision system observed at MTs Al Rosyid operationalizes these principles by linking instructional improvement with ethical development.

Therefore, the pesantren values based academic supervision model identified in this study offers both theoretical and practical contributions. Theoretically, it broadens the concept of academic supervision by incorporating moral and spiritual dimensions. Practically, it provides a contextual strategy for strengthening teacher professionalism through continuous mentoring, structured evaluation, and value internalization. This model may serve as a reference for other madrasahs and Islamic boarding schools seeking holistic approaches to teacher development.

This study offers a clear element of novelty by conceptualizing academic supervision not merely as an administrative or instructional control mechanism, but as a value based mentoring system rooted in pesantren traditions. Previous studies on supervision in madrasahs have generally emphasized procedural aspects such as classroom observation, performance

appraisal, and reporting systems, while research on pesantren education has predominantly focused on character formation, leadership, or religious culture. Limited attention has been given to how pesantren values can be systematically integrated into formal academic supervision practices. By bridging these two domains, this research proposes an integrative framework that combines instructional monitoring with moral guidance, continuous mentoring, and twenty four hour character supervision. This approach expands the theoretical understanding of academic supervision within Islamic education by incorporating spiritual, ethical, and communal dimensions that are often absent in conventional supervision models.

In terms of contribution, this study provides both theoretical and practical implications for Islamic education management. Theoretically, it enriches the discourse on supervision by introducing a contextual model that aligns professional development with Islamic values, thereby positioning teacher professionalism as a holistic construct encompassing pedagogical competence, discipline, and moral integrity. Practically, the findings offer an applicable supervision model for madrasahs and pesantren based schools seeking to strengthen teacher performance through structured evaluation, collaborative leadership, and value internalization. The model may serve as a reference for school leaders and policymakers in designing supervision systems that are culturally relevant and sustainable. Consequently, this study contributes not only to the development of supervision theory but also to the improvement of quality assurance practices in Islamic educational institutions.

Conclusion

The findings of this study demonstrate that academic supervision at MTs Al Rosyid, which is integrated within a pesantren boarding school system, functions as a comprehensive and continuous monitoring framework operating within a twenty four hour educational environment. The supervision system is structured into two interconnected domains, namely academic supervision conducted during formal instructional hours and non academic supervision implemented through dormitory life, religious practices, and character mentoring. This dual structure ensures that learning activities are consistently aligned with moral and behavioral guidance, thereby minimizing the gap between theoretical instruction and daily practice. As a result, supervision is not limited to classroom control but becomes an integral part of the overall educational culture.

The implementation of this supervision model involves collaborative participation from multiple stakeholders, including the principal, appointed teacher supervisors, and administrative staff. Supervision activities are systematically organized through daily, weekly, monthly, semester, and annual evaluations, encompassing classroom observation, performance assessment, reporting, and follow up coaching. These continuous and

structured processes directly contribute to improving teachers' instructional competence, classroom management skills, and professional responsibility. At the same time, the integration of pesantren values promotes ethical conduct, discipline, and character development, which together shape a holistic understanding of teacher professionalism.

Theoretically, this study expands the concept of academic supervision within Islamic education by demonstrating that effective supervision should incorporate not only technical and managerial aspects but also spiritual and moral dimensions. Practically, the pesantren values based supervision model provides a contextual and applicable framework for madrasahs and other Islamic boarding school based institutions seeking to strengthen teacher professionalism through continuous mentoring and value internalization. Therefore, this model may serve as an alternative strategy for enhancing educational quality and sustainable teacher development in Islamic educational settings.

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