

The Influence of Madrasah Head Supervision on Teacher Performance

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Abstract: *The goal of this study was to ascertain how the madrasah principal's supervision affected the performance of the teachers at Madrasah Tsanawiyah Negeri 3 Palu City. The methodology utilised in this investigation was quantitative. The study population consisted of forty instructors from Madrasah Tsanawiyah Negeri 3 Palu City. Because saturated sampling was the sampling approach employed, the entire population served as the research sample. In order to gather data for this study, questionnaires were distributed. Data analysis and instrument testing were conducted using SPSS Statistics software. Data analysis techniques included descriptive analysis, inferential statistical analysis (normality and linearity tests), simple linear regression testing, hypothesis testing, and determination coefficient testing. The study's findings demonstrated that the madrasah principal's oversight had a major impact on teachers' performance. This was demonstrated by the R Square value of 0.340, which showed that the madrasah principal's supervision had an impact on 34% of teacher performance, while other factors not covered in this study had an impact on the remaining 66%. These results demonstrate that teacher performance at Madrasah Tsanawiyah Negeri 3 Kota Palu is greatly enhanced by the principal's supervision.*

Keywords : *Supervision of madrasah principals; teacher performance; Quantitative Research.*

Abstrak: *Tujuan penelitian ini ialah untuk mengetahui bagaimana pengawasan kepala madrasah memengaruhi kinerja guru di Madrasah Tsanawiyah Negeri 3 Kota Palu. Metodologi yang digunakan dalam penelitian ini ialah kuantitatif. Populasi penelitian terdiri dari empat puluh instruktur dari Madrasah Tsanawiyah Negeri 3 Kota Palu. Karena pengambilan sampel yang digunakan ialah pengambilan sampel jenuh, seluruh populasi dijadikan sampel penelitian. Untuk mengumpulkan data penelitian ini, kuesioner didistribusikan. Analisis data dan pengujian instrumen dilakukan menggunakan perangkat lunak SPSS Statistics. Teknik analisis data meliputi analisis deskriptif, analisis statistik inferensial (uji normalitas dan linearitas), pengujian regresi linier sederhana, pengujian hipotesis, dan pengujian koefisien determinasi. Temuan penelitian menunjukkan bahwasanya pengawasan kepala madrasah memiliki dampak besar terhadap kinerja guru. Hal ini ditunjukkan oleh nilai R Kuadrat sebesar 0,340, yang menunjukkan bahwasanya pengawasan kepala madrasah berdampak pada 34% kinerja guru, sedangkan faktor lain yang tidak dibahas dalam penelitian ini berdampak pada 66% sisanya. Hasil tersebut menunjukkan bahwasanya kinerja guru di Madrasah Tsanawiyah Negeri 3 Kota Palu sangat meningkat dengan adanya pengawasan kepala sekolah.*

Kata kunci : *Supervisi Kepala Madrasah; Kinerja Guru; Penelitian Kuantitatif.*

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Introduction

An important component in producing high-quality human resources is education. Education can lead to positive development and transformation, and also help a country achieve success. The role of teachers, who are at the forefront of state education, is crucial to the success of education. As a classroom teaching leader, teachers are essential to the educational process. As a result, one of the most important factors in assessing the quality of education in general is teacher performance.

The importance of the role of teachers in maximizing the quality of education demands a thorough understanding of the procedures to improve quality in education and schools, as well as an awareness of the competencies that must be practiced (Habibah, 2024). The key factor in assessing the caliber of procedures and educational outcomes is teacher performance. In addition to arousing students' enthusiasm for learning, teachers have an important role in conveying information and technology to students so that they can imagine the future (Suryani, 2021).

One of the initiatives implemented by the leaders of educational institutions to improve the teaching standards and effectiveness of teachers in madrasahs is the supervision of madrasah heads. Supervision of the head of the madrasah, according to Restu Catur Pratiwi in (Faiqoh, 2019) is the leadership, coaching, and supervision provided by the head of the madrasah to assist teachers and other school employees in carrying out their duties properly. To increase the effectiveness of teachers, it is believed that the head of the madrasah can act as a role model or offer the best help.

The first step in the supervision process is supervision planning, where the principal creates a supervision program based on the needs of teachers and the school's learning environment. The second step is the implementation of supervision, which involves teachers directly observing the learning process in the classroom. The third step is evaluation and follow-up, which includes providing encouragement, guidance, and feedback to teachers so that they can improve the quality of their teaching. The head of the madrasah can assist the teachers in developing professional, pedagogical, social, and personal abilities through planned and continuous supervision. This will increase the effectiveness of the learning process and maximize the achievement of educational goals (Kurniawan, 2024). Through efficient teacher monitoring, madrasah heads are essential to improve educational standards.

As an effort to realize superior and quality human resources, the government as a regulatory institution, is responsible for producing superior and qualified

teachers. Teachers must have a wide range of talents and abilities to fulfill their roles and obligations, as evidenced by their performance. However, some initiatives are needed to improve teacher performance because not all teachers show high-quality performance (Sanglah, 2021).

The urgency of this research lies in the importance of improving the quality of education through optimizing teacher performance. Teacher performance is the main factor in the success of the learning process and the achievement of educational goals. To improve the standard of education at all levels, it is imperative that teachers perform better. Teacher performance is not something that is formed instantly, the success of teacher performance is the result of a long process that includes mentoring, training, and effective management in the educational environment.

One of the strategic tools in education management that can improve teaching standards in the classroom is education monitoring. This helps educators in recognizing the advantages and disadvantages of teaching methods and finding creative ways to improve them. As a result, supervision now focuses on professional development aimed at improving learning standards, not just administrative control (Rina Murtyaningsih, 2024). In addition to improving teaching skills, the purpose of supervision is to support teachers in creating learning and teaching scenarios in the classroom.

Supervision of madrasah head education is one of the managerial initiatives that contributes to improving teacher performance. However, initial observations at Madrasah Tsanawiyah Negeri 3 Palu City revealed that even though the supervision of the head of the madrasah has been implemented, the implementation has not been optimal. Most teachers said that the supervision of madrasah heads has not been carried out routinely every semester and follow-up in the form of coaching and evaluation is still not consistently carried out by madrasah heads. The results of field observations also showed that some teachers had not received feedback after the supervision took place. This condition has an impact on the non-optimal improvement of the quality of learning in the classroom, especially in the aspects of learning planning, the use of learning media, and the evaluation of student learning outcomes.

These preliminary findings show that the supervision of madrasah heads still tends to be administrative and is not fully oriented towards sustainable professional development of teachers. Therefore, more in-depth research is needed on the influence of supervision of madrasah heads on teacher performance in order to find a more effective supervision model in improving the quality of learning in madrasahs and maximizing the effectiveness of teacher performance.

Classroom supervision is one of the ways madrasah heads can help teachers perform better in the classroom. As a manager, the head of the madrasah is

responsible for supervision. The supervision actions of madrasah heads are needed as a benchmark for teacher performance in handling these changes to overcome changes and continue to improve the quality of education (Gadriaman, 2024). Therefore, efforts to improve teachers' professional competence in carrying out the learning process through supervision support require continuous focus and expert advice from those in charge of education.

The impact of principal supervision on teacher performance has been the subject of much research to date. Research shows that teacher performance is significantly and positively influenced by the principal's supervision and teachers' pedagogical competence (Rusjanto, 2021). According to the study (Antika, 2025) which examined the application of academic supervision in SD Negeri 160 Palembang, supervision can improve teachers' pedagogical competence. According to the research (Usman, 2023), the supervisory work of the principals at MAN Toli-Toli has been well done, as evidenced by their involvement in coaching, inspiring, and improving the professionalism of teachers

This study differs from previous studies, which mostly focused on pedagogical competence and teacher professionalism and exclusively researched public schools. Since most of the previous research has been conducted in public schools or madrasahs at various levels, this study seeks to more precisely investigate the supervision of school principals at Madrasah Tsanawiyah Negeri 3 in Palu City. In addition, this research offers innovations in the context of Islamic junior high schools (madrasah tsanawiyah) in Palu City, a subject that has not received much attention before. This study offers an empirical summary of how the effectiveness of teachers in Islamic junior schools is influenced by the principal's supervision.

This research offers novelty in the aspect of analysis and interpretation of the relationship between variables. In particular, this study not only examines the influence of supervision of madrasah heads on teacher performance, but also analyzes how each stage of academic supervision, from planning, implementation of classroom observation, evaluation, to supervision follow-up, contributes to improving teacher performance. Thus, this study contributes to revealing that the effectiveness of supervision is not only determined by the intensity of supervision, but also by the quality of implementation and the sustainability of the follow-up of coaching carried out by madrasah heads.

In addition, this study presents an empirical context on the tsanawiyah madrasah which has the characteristics of education based on Islamic values and religious guidance, thus providing a different contextual perspective compared to supervision research in public schools. This study also shows that the relationship between the supervision of the head of the madrasah and the performance of teachers is not only understood through statistical significance, but needs to be

analyzed based on the quality of the implementation of academic supervision in educational practices in madrasas.

The novelty of this research is expected to enrich the study of Islamic education management, especially in understanding that the analysis of intervariable relationships is not only oriented to the magnitude of the influence of supervision on teacher performance, but also to how the supervision process is carried out effectively and sustainably in representing empirical conditions in the field.

The principal supervision element is an area of interest for additional studies on teacher effectiveness. The purpose of this study is to find out how the supervision of the principal affects the performance of teachers at Madrasah Negeri Tsanawiyah 3 in Palu City. It is hoped that this research will offer theoretical advantages for the advancement of Islamic education supervision studies as well as practical advantages for school principals in improving the effectiveness of supervision and the quality of teacher performance. The hypothesis of this study is that the performance of teachers at Madrasah Tsanawiyah Negeri 3 Palu City, is positively and significantly influenced by the supervision of the head of the madrasah.

Methods

The methodology used in this study is quantitative (Sugiyono, 2017). The quantitative approach seeks to measure and analyze the relationship or impact between things objectively using statistical analysis of numerical data. In this study, the researcher used two categories of variables: independent variables (factors that affect other variables), such as the supervision of the head of the madrasah (X). In addition, dependent variables are influenced by independent variables such as teacher performance (Y) (Arikunto, 2019).

To collect data for this study, research instruments in the form of questionnaires were distributed using a five-level Likert scale, ranging from strongly agree to strongly disagree. Before being used in the research, the instrument was first tested for validity and reliability using the help of the SPSS Statistics 26 application. The validity test was carried out using Pearson's Product Moment correlation, while the reliability test used Cronbach's Alpha with the provision that the alpha value of > 0.60 was declared reliable.

The population of this study consists of 40 teachers at Madrasah Tsanawiyah Negeri 3 in Palu City where this research was conducted. The sampling technique used is saturated sampling, so that the entire population is used as a research sample. The use of saturated sampling techniques is carried out because the number of population is relatively small and all members of the population are considered to have characteristics that are relevant to the purpose of the study. The number of samples of 40 respondents is considered to still meet the minimum limit in simple quantitative research to carry out limited descriptive and inferential statistical

analysis. The determination of the number of samples refers to the opinion that the minimum sample size in quantitative research is 30 respondents. However, the use of a relatively small sample has limitations on the statistical power and generalization of the research results. With the number of respondents at the minimum limit of simple regression analysis, the stability of the regression coefficient can be affected by changes in the data or characteristics of the respondents. Therefore, the results of this study are more contextual in the environment of Madrasah Tsanawiyah Negeri 3 Palu City and cannot be generalized widely without involving a larger and diverse population.

The data analysis techniques used in this study include descriptive analysis and inferential statistical analysis. Before a simple linear regression analysis is carried out, a classical assumption test is first carried out which includes a normality test and a linearity test. The normality test was performed using the One Sample Kolmogorov-Smirnov to determine whether the data was normally distributed. The linearity test was used to find out whether the relationship between the variables of supervision of madrasah heads and teacher performance was linear. After all assumptions were met, the analysis was continued using simple linear regression, hypothesis test (t-test), and determination coefficient test to determine the magnitude of the influence of the supervision of the madrasah head on teacher performance.

Results And Discussion

Results

Based on the results of the analysis carried out using SPSS Statistic 26 software related to the influence of supervision of madrasah heads on teacher performance, the following research results were obtained:

Table 1. Validity Test of Madrasah Head Supervision Variables

Item	r-count	r-table	Remarks
1.	0.623	0.396	Valid
2.	0.640	0.396	Valid
3.	0.732	0.396	Valid
4.	0.836	0.396	Valid
5.	0.695	0.396	Valid
6.	0.689	0.396	Valid
7.	0.772	0.396	Valid
8.	0.755	0.396	Valid
9.	0.562	0.396	Valid
10.	0.633	0.396	Valid

Table 2. Summary of the Validity Test of Madrasah Head Supervision Variables

Variable	Item	Item Valid	Percentage Valid
Supervision of Madrasah Heads (X)	10	10	100%

Based on Tables 1 and 2. It is known that the r-calculated value for variable X (Madrasah Head Supervision) > at the r-table value, which is 0.396. Therefore, it can be concluded that all question items in variable X (Supervision of Madrasah Heads) are declared valid (100%) and suitable for use in research.

Table 3. Validity Test of Teacher Performance Variables

Item	r-count	r-table	Remarks
1.	0.837	0.396	Valid
2.	0.890	0.396	Valid
3.	0.923	0.396	Valid
4.	0.721	0.396	Valid
5.	0.888	0.396	Valid
6.	0.890	0.396	Valid
7.	0.890	0.396	Valid
8.	0.929	0.396	Valid
9.	0.741	0.396	Valid
10.	0.633	0.396	Valid
11.	0.723	0.396	Valid
12.	0.578	0.396	Valid
13.	0.752	0.396	Valid

Table 4. Summary from the Validity Test of Teacher Performance Variables

Variable	Item	Item Valid	Percentage Valid
Teacher Performance (Y)	13	13	100%

The results of the analysis in tables 3 and 4 were obtained that the r-calculation result of variable Y (Teacher Performance) was > r-table = 0.396. Therefore, it can be concluded that all question items on variable Y (Teacher Performance) were declared valid and suitable for use as a data collection tool in research.

Table 5. Reliability Test

Variable	Cronbach's Alpha	N of Items
Supervision of Madrasah Heads (X)	,866	10
Teacher Performance (Y)	,952	13

IBM SPSS Statistics 26, which offers a tool for assessing reliability using the Cronbach Alpha (α) statistical test, is used for the research reliability test. If the Cronbach Alpha value of a variable > 0.60, then the variable is considered reliable.

Based on the analysis in table 5. The reliability test on variable X (Supervision of the Head of Madrasah) shows that the 10 items of the questionnaire statement all show reliability as evidenced by the results of Alpha Cronbach's calculation, which is 0.866, exceeding the standard number set, which is 0.6, then all statements in variable X are acceptable and considered reliable. Furthermore, the variable Y (Teacher Performance) with 13 questionnaire statements that are considered reliable

with the results of Cronbach's Alpha calculation of 0.952 which also exceeds the standard number of 0.6, then it can be concluded that all statements are acceptable and

No.	Score Score	Categories	Frequency	Introduce yourself
1.	< 41,39	Low	12	30%
2.	41,395 - 47,965	Medium	19	47,5%
3.	> 47,965	Height	9	22,5%

considered reliable.

Table 6. Descriptive Statistical Analysis Results
Descriptive Statistics

	N	Minimum	Maximum	Red	Std. Deviation	Variance
Supervised by Kamad	40	39	50	44,68	3,285	10,789
Teacher Performance	40	51	65	58,53	4,657	21,692
Valid N (listwise)	40					

In table 6. The results of the Descriptive Statistical Analysis are known that the amount of data is 40 with the minimum value in kamad supervision is 39, while in teacher performance is 51. Then the maximum score on kamad supervision is 50 and on teacher performance is 65. The mean or average of the supervision data of the kamad is 44.68 and the average of the teacher performance data is 58.53. Next is the standard deviation (standard deviation) in the kamad supervision variable of 3.285 variance of 10.789, and the teacher performance variable has a standard deviation with 4.657 variance of 21.692.

This section will provide an explanation of the data for each variable based on field data to describe and test the impact of independent variables on the dependent variables in this study. The independent variable (X) and dependent variable (Y) are as follows::

a. Supervision of Madrasah Heads (X)

Based on the results of research at Madrasah Tsanawiyah Negeri 3 Palu City, the results of data collection were obtained through questionnaire instruments distributed to 40 teachers.

Table 7. Frequency distribution of the level of supervision of the head of the madrasah

No.	Score Score	Categories	Frequency	Introduce yourself
1.	< 41.39	Low	12	30%
2.	41,395 - 47,965	Medium	19	47,5%
3.	> 47,965	Height	9	22,5%

In table 7. The results of the calculation of category distribution showed that 12 respondents with a percentage of 30% in the low category, 19 respondents with a percentage of 47.5% in the medium category, 9 respondents with a percentage of 22.5% in the high category. Meanwhile, if viewed from the average score of 44.68% obtained, it can be concluded that the supervision of madrasah heads in this study is in the medium category, so efforts to improve the quality of the implementation of madrasah head supervision need to be improved.

b. Teacher Performance (Y)

Based on the results of the research conducted, the results of data collection were obtained through questionnaire instruments. The following can be described as the distribution of the categories of teacher performance variables.

Table 8. Frequency distribution of teacher performance levels

No.	Score Score	Categories	Frequency	Introduce yourself
1.	< 53,873	Low	11	27,5%
2.	53,873 - 63,187	Medium	20	50%
3.	> 63,187	Height	9	22,5%

In the table above, the results of the calculation of category distribution were obtained from variable Y score data as many as 11 respondents with a percentage of 27.5% in the low category, 20 respondents with a percentage of 50% in the medium category, 9 respondents with a percentage of 22.5% in the high category. When viewed from the mean score obtained 58.8%, it can be concluded that teacher performance is in the medium category and efforts to improve teacher performance need to be improved.

To find out the influence between the two variables, it can be seen through the following prerequisite test:

a. Normality Test

Using SPSS, the Kolmogorov-Smirnov test is performed to ascertain whether the data is distributed regularly. If the significance value > 0.05 , the data is considered to be regularly distributed. In contrast, if the significance value < 0.05 , the data is not distributed regularly.

Table 9. Results of the *Kolmogorov Smirnov* Test on variable X against variable Y

One-Sample Kolmogorov-Smirnov Test		
Unstandardized Residual		
N		40
Normal Parameters, b	Red	,0000000
	Std. Deviation	3,78408481
Most Extreme Differences	Absolute	,120
	Positive	,120
	Negative	-,072
Test Statistic		,120
Asymp. Sig. (2-tailed)		,154c

Based on table 9. above, the value of sig = 0.154 > 0.05 is obtained. Therefore, it is concluded that the data is distributed normally and has met the assumption of normality because the significance value of *Kolmogrov-Smirnov* > 0.05.

b. Linearity Test

The Linearity Test in SPSS with a significance threshold of 0.05 was used to determine whether there was a significant linear relationship between two variables, namely the supervision of the head of the madrasah (X) and the performance of the teacher (Y). If sig, or significant at the Deviation of Linearity > 0.05, the relationship between the variables is linear. Conversely, if Sig or significant at the Deviation from Linearity < 0.05, the relationship between the variables is non-linear. The results of the linearity test using SPSS Statistics are shown in the table below:

Table 10. Results of the Linearity Test of X and Y variables

			ANOVA Table				
			Sum of Squares	df	Red Square	F	Sig.
Y	Between	(Combined)	395,951	11	35,996	2,240	,042
*	Groups	Linearity	287,522	1	287,522	17,889	,000
X		Deviation from Linearity	108,429	10	10,843	,675	,738
	Within Groups		450,024	28	16,072		
	Total		845,975	39			

Based on table 10. Sig. At the Deviation From Linearity of 0.738 > 0.05. then it can be concluded that the variable of the Supervision of the Head of the Madrasah (X) to the variable of Teacher Performance (Y) has a linear relationship, so that the assumption of linearity is fulfilled.

c. Simple Linear Regression Test

The purpose of this study is to find out whether there is a positive or negative relationship between independent variables and dependent variables. The proposed hypothesis was tested in this study using basic linear regression analysis.

Table 11. Simple Linear Regression Test Results

		Coefficient				
Models		Unstandardized Coefficients		Standardize	t	Sig.
		B	Std. Error	d Coefficients Beta		
1	(Constant)	21,595	8,371		2,580	,014
	Xsupervisi	,827	,187	,583	4,423	,000

a. Dependent Variable: Y.

The regression equation is $Y = a + bX$ because the values of Constant (a) = 21.595 and b = 0.827 are obtained from the Table above. As a result, there was a positive correlation

between the Madrasah Head Supervision variable (X) and the Teacher Performance variable (Y). This means that for every one unit increase in Madrasah Head Supervision (X), there will be an increase of 0.827 units in Teacher Performance (Y). The formula for simple linear regression is $Y = 21,595 + 0.827X$.

d. Partial Test (T Test)

To determine whether the supervision variable of the head of the madrasah (X) has a substantial impact on the performance of the individual teacher (Y), the partial test tries to test the regression coefficient. The test results in the Coefficient table produced a t-value of 4.423, a t-table of 2.024, and a p-value (sig.) of $0.00 < 0.05$. The null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted because the t-value = 4.423 > the t-table = 2.024 and the significance value (p-value) is 0.00, which is significantly < the threshold of 0.05. Therefore, it can be said that the performance of teachers at madrasah tsanawiyah negeri 3 in Palu City is significantly influenced by the supervision of the head of the madrasah.

e. Coefficient Determination Test

Next, a determination coefficient test was carried out using *R Square* to find out how much the variable X of the supervision of the head of the madrasah was on the variable Y of teacher performance. The following is the calculation of the determination coefficient:

Table 12. Determination Coefficient Test Results

Model Summary				
Models	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.583a	.340	.322	3,834
a. Predictors: (Constant), Xsupervisi				
b. Dependent Variable : Yperformance				

The correlation value (R), which shows how strongly independent variables (X) and dependent variables (Y) are related, is 0.583 based on the findings in the table Independent variables (principal's supervision) have an impact of 34% on the dependent variable (teacher performance), with the remaining 66% influenced by other factors not included in the study, according to the R-squared value of 0.340.

Discussion

The results of the study showed that the supervision of the head of the madrasah had a positive and significant influence on the performance of teachers at Madrasah Tsanawiyah Negeri 3 Palu City. However, according to a descriptive analysis of data collected through a questionnaire given to 40 teachers, as many as 47.5% of respondents assessed the supervision of madrasah heads at Madrasah Tsanawiyah Negeri 3 in Palu City in the medium category, with an average score of 44.68, and teacher performance was also classified as a medium category with an average score of 58.53. This shows that although most teachers are of the opinion

that monitoring activities have been carried out well, there are still several things that need to be done to improve teacher performance more effectively, such as improving aspects of coaching, evaluation, and supervision follow-up.

The findings show that the improvement of teacher performance is not only determined by the intensity of supervision of the madrasah head alone, but is influenced by various other interrelated factors. This is strengthened by the results of the determination coefficient test which shows an R Square value of 0.340. This value indicates that the supervision of the head of the madrasah contributes 34% to teacher performance, while the remaining 66% is influenced by other factors outside the research. Thus, the supervision of the head of the madrasah cannot be seen as the only main factor that determines the high and low performance of teachers, but as one of the supporting factors in the overall process of improving the quality of education in madrasahs.

The supervision of madrasah heads who are in the medium category can be caused by several factors found in field observations. The implementation of supervision has been carried out but has not been carried out routinely every semester, the follow-up of coaching is still inconsistent, and some teachers have not received written feedback after the learning supervision has taken place. This condition shows that the supervision carried out still tends to be administrative and has not fully developed into professional supervision oriented towards sustainable teacher development. As a result, the influence of supervision on improving the quality of learning and teacher professionalism has not reached the high category.

This result is in line with the idea of Piet A. Sahertian (2010), who states that supervision of madrasah heads includes professional relationships and communication between madrasah heads and instructors in addition to planning, implementation, evaluation, and follow-up supervision. The middle category in this study shows the implementation of these four factors but is still less than ideal so it needs to be strengthened in order to have a greater impact on improving teacher performance (Ayumi & Nasution, 2025).

As professionals, teachers still need supervision and direction to improve the quality of their teaching. Even when teachers are deemed qualified to carry out their duties after meeting certain requirements before being officially hired, they still have to be supervised by various parties, including the head of the madrasah. stated that the main task of the head of the madrasah is to assist the instructor in planning, implementing, and supervising the academic supervision program. The goal is for supervision to develop into a professional service that improves teacher competence and student learning outcomes (Azizah et al., 2025). By providing direction and supervision to educators, the supervision of madrasah heads seeks to improve teacher effectiveness and learning quality. In reality, supervision serves as an act of supervision and an attempt to provide professional support to teachers so that they

can optimize the growth of their abilities. Madrasah administrators must be able to supervise school teachers in addition to carrying out their duties to achieve goals effectively and efficiently. According to Zulfakar in, the purpose of supervision of madrasah heads is to improve the quality of teaching, knowledge, and motivation as well as the quality of teachers in carrying out their duties. The supervision of madrasah heads is very important to improve the quality of teacher teaching, therefore it must be continuously improved to achieve a higher level of teacher performance. (Awari, 2025)(Juana, 2023)(Hafid, 2024)

This shows that improving teacher performance requires a multidimensional approach and cannot depend solely on the supervision of the head of the madrasah alone. When compared to previous research, the results of this study show that there are similarities as well as differences that contribute new to the study of supervision of madrasah heads and teacher performance (Harun & Masrufa, 2023). Several previous studies have stated that the supervision of madrasah heads has a positive effect on improving teacher performance and professionalism. This is evidenced by the results of research that show the significant influence of the supervision of the head of the madrasah on the performance of teachers at Madrasah Tsanawiyah Negeri 3 Palu City.

However, the main difference in this study lies in the level of supervision contribution obtained. If some previous studies showed that the supervision of the principal had a dominant influence on teacher performance, this study showed that the influence of supervision was in the medium category with a contribution of 34%. These findings confirm that the supervision of madrasah heads is not the only main factor that determines teacher performance, but only one of the supporting factors among various other factors such as work motivation, pedagogic competence, school organizational culture, and work environment.

In addition, this study places a more critical emphasis on the importance of the quality of supervision follow-up. Previous research generally focused more on the implementation of supervision and classroom observation, while this study shows that the effectiveness of supervision is greatly influenced by the continuity of professional coaching, providing feedback, and mentoring teachers after supervision is carried out. Thus, this study expands the understanding that the success of supervision is not only measured by the intensity of supervision, but also by the quality of continuous coaching.

The difference in the results of this study can also be influenced by the characteristics of the respondents, the condition of the madrasah environment, the culture of the school organization, and the quality of the implementation of supervision that is different in each educational institution. Therefore, this study shows that the relationship between the supervision of madrasah heads and teacher

performance is contextual and multidimensional so that it cannot be generalized absolutely to all school and madrasah conditions.

In closing, this study emphasizes that the relationship between the supervision of madrasah heads and teacher performance is significant, but not entirely dominant. Teacher performance is a multidimensional phenomenon that is influenced by various internal and external factors. This study makes an important contribution by showing that the effectiveness of supervision is not only determined by the intensity of supervision, but also by the quality of supervision implementation, the sustainability of coaching follow-up, and the support of other factors that affect teacher professionalism. Therefore, further research is recommended to use a more comprehensive analysis model by including other variables such as work motivation, school organizational culture, pedagogic competence, and transformational leadership in order to gain a deeper understanding of the factors that affect teacher performance in madrasahs.

Conclusion

The findings of this study show that the supervision of madrasah heads has a fairly important role in improving the quality of teacher performance, although its implementation is still in the medium category. This condition indicates that the implementation of supervision at Madrasah Tsanawiyah Negeri 3 Palu City has been running, but it is not fully optimal in encouraging maximum improvement of teacher professionalism. Supervision that is in the medium category can be affected by several factors, such as the limitation of coaching intensity, and the lack of follow-up on supervision results.

As many as 47.5% of respondents assessed that the implementation of supervision of madrasah heads was at a moderate level, with an average score of 44.68. According to the results of research, data analysis, and discussions on the impact of madrasah head supervision on teacher performance, teacher performance at Madrasah Tsanawiyah Negeri 3 in Palu City is also in the medium category with an average score of 58.53, with 50% of respondents assessing it in this range.

The results of the hypothesis test showed that the supervision of the head of the madrasah had a positive and significant impact on the performance of teachers at Madrasah Tsanawiyah Negeri 3 in Palu City, which showed that the supervision of the head of the madrasah improved the performance of teachers. The significance value of $0.000 < 0.05$ and the calculated t-value of 4.423, which $>$ the table t-value of 2.024, show that the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. Principal supervision had a 34% impact on teacher performance, with other factors not discussed in this study accounting for the remaining 66%, according to an R-squared value of 0.340.

Thus, this study emphasizes that the supervision of madrasah heads has a real contribution to improving teacher performance, so madrasah heads need to

improve the quality of supervision through more intensive coaching, continuous evaluation, and providing constructive feedback so that the quality of learning and the quality of education in madrasas can be optimally improved.

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