

The Role of Madrasah Heads' Academic Supervision in Enhancing Teachers' Creativity

Riska Nur Aulia ¹, Alimulloh ²

¹ Universitas Sains Al-Qur'an (UNSIQ), Wonosobo, Indonesia

² Al-Abgaff University, Mukalla, Yaman

e-mail, aulianurriska966@gmail.com, alim23@gmail.com

ABSTRACT. Academic supervision in madrasahs is often perceived as an administrative task and therefore does not yet fully encourage teachers' creativity. This study aims to analyse the implementation of academic supervision by madrasah heads in enhancing teachers' creativity, as well as to identify the factors that support and hinder this process. The research employs a qualitative approach using a case study design. The data were collected through interviews, observation and documentation, and were subsequently analysed using the Miles and Huberman interactive model, employing triangulation techniques. The research findings indicate that the implementation of academic supervision takes place through three main stages: participatory planning, a humanistic approach to implementation, and reflective evaluation. Planning is carried out through open dialogue to build teachers' psychological readiness. During implementation, the headteacher acts as a discussion partner who encourages teachers to experiment with innovative teaching methods and resources. The evaluation was conducted in a collaborative manner, focusing on practical solutions and sustainable capacity-building. Enabling factors included supportive leadership, the availability of technological facilities, and a collaborative culture, whilst the main barriers were time constraints and the digital literacy gap. This study proposes a collaborative, participatory-humanistic model of academic supervision as an implementation framework that emphasises dialogue, mentoring and ongoing reflection to systematically and contextually enhance teachers' creativity within the madrasah environment.

Keyword: Academic Supervision, Teacher Creativity

Abstrak. *Supervisi akademik di madrasah sering dipersepsikan sebagai kegiatan administratif sehingga belum optimal mendorong kreativitas guru. Penelitian ini bertujuan menganalisis implementasi supervisi akademik kepala madrasah dalam meningkatkan kreativitas guru serta mengidentifikasi faktor pendukung dan penghambatnya. Penelitian menggunakan pendekatan kualitatif dengan jenis studi kasus. Data diperoleh melalui wawancara, observasi, dan dokumentasi, kemudian dianalisis menggunakan model interaktif Miles dan Huberman dengan teknik triangulasi. Hasil penelitian menunjukkan bahwa implementasi supervisi akademik berlangsung melalui tiga tahapan utama, yaitu perencanaan partisipatif, pelaksanaan yang humanis, dan evaluasi reflektif. Perencanaan dilakukan melalui dialog terbuka untuk membangun kesiapan psikologis guru. Pelaksanaan menempatkan kepala madrasah sebagai mitra diskusi yang mendorong guru bereksperimen dengan metode dan media pembelajaran inovatif. Evaluasi dilakukan secara kekeluargaan dengan fokus pada solusi praktis dan penguatan berkelanjutan. Faktor pendukung meliputi kepemimpinan yang suportif, ketersediaan fasilitas teknologi, dan budaya kolaboratif, sedangkan hambatan utama berupa keterbatasan waktu dan kesenjangan literasi digital. Penelitian ini menawarkan model supervisi akademik partisipatif-humanis berbasis kolaborasi sebagai kerangka implementatif yang menekankan dialog, pendampingan, dan refleksi berkelanjutan untuk meningkatkan kreativitas guru secara sistematis dan kontekstual di lingkungan madrasah.*

Kata Kunci: *Supervisi Akademik, Kreativitas Guru*

Introduction

Teachers' creativity is one of the key factors in improving the quality of learning, particularly in meeting the demands of 21st-century education, which emphasises critical, collaborative and innovative thinking (Sunardi dkk., 2025). Teachers are expected not only to be able to deliver the curriculum, but also to develop varied and contextual teaching strategies that can accommodate the diverse needs of their pupils. In theory, teachers' creativity is linked to their ability to generate new ideas in the learning process, which in turn leads to greater pupil engagement and improved learning outcomes (Sintasari dkk., 2025). In the context of national education, this is also in line with the requirement to enhance teachers' professional competence, as stipulated in Law No. 14 of 2005 on Teachers and Lecturers, which emphasises that teachers must possess pedagogical and professional skills that are continuously developed (Indonesia, 2005).

However, the reality on the ground suggests that teachers' creativity in the classroom is still not being fully utilised. Teaching practices tend to be conventional and lack innovation, with a predominance of the lecture method and minimal use of a variety of teaching aids. This situation is supported by various research findings which indicate that low levels of teacher creativity are influenced by limited professional development, a lack of reflection on teaching practice, and a heavy administrative workload (Amelia & Rozak, 2025; Syaekhan dkk., 2025). Furthermore, the UNESCO report also emphasises that the main challenge in improving the quality of education in developing countries lies in the fact that the support system for teacher innovation is not yet fully developed (Navisa dkk., 2025). This situation highlights a gap between the demands for teacher professionalism and the teaching practices observed in the classroom.

In an effort to address these issues, academic supervision by the headteacher serves as a strategic tool with a strong regulatory basis. Academic supervision functions not only as a form of oversight, but also as a process of professional development aimed at improving the quality of teaching (Mujahidin dkk., 2025; Zahiq & Kusuma, 2025). This is set out in Regulation of the Minister of National Education No. 13 of 2007 on Standards for School Heads, which states that school heads must possess supervisory competencies covering the planning, implementation and follow-up of academic supervision (Permendikbud, 2007). Furthermore, Minister of Education and Culture Regulation No. 6 of 2018 on the Appointment of Teachers as School Heads also stipulates that school heads are responsible for carrying out supervision to improve the quality of teaching and learning (Permendikbud, 2018). Compared to one-off training sessions or workshops, academic supervision has the advantage of being ongoing, contextual and based on teachers' actual needs in the classroom, making it more effective in fostering teachers' creativity.

Various previous studies have shown that academic supervision makes a positive contribution to improving teachers' competence and performance. Research by (Hadiansyah dkk., 2025) explains that effective supervision can improve the quality of learning through a collaborative professional development approach. Other research shows that academic supervision has an impact on improving teachers' pedagogical and professional competencies (Aminah dkk., 2022). Nevertheless, most of these studies still focus on aspects of teacher performance and have not specifically examined teacher creativity as a central focus. Consequently, this study offers a novel approach by treating teacher creativity as the primary variable analysed within the context of the implementation of academic supervision, thereby providing a more specific and in-depth perspective than previous research.

This study was conducted at Madrasah Aliyah Negeri 5 Jombang, given that the institution is committed to improving the quality of learning and has been carrying out academic supervision on a regular basis. However, the effectiveness of such supervision in fostering teachers' creativity has not yet been examined in depth. Therefore, this study aims to analyse the implementation of academic supervision by the headteacher in enhancing teacher creativity, as well as to identify the supporting and inhibiting factors. The results of this study are expected to provide a theoretical contribution to the development of educational management studies, particularly regarding academic supervision, as well as a practical contribution to headteachers in designing more effective supervision strategies oriented towards the development of teacher creativity

Method

This study employs a qualitative approach using a case study design to gain an in-depth understanding of how headteachers' academic supervision is implemented to enhance teachers' creativity in a natural setting. This approach enables the researcher to examine the phenomenon comprehensively, contextually and interpretatively within a specific location, thereby revealing the dynamics at play in the practice of academic supervision (Creswell, 2013). The data sources consist of primary and secondary data. Primary data was obtained from informants with direct involvement, namely the head of the madrasah, the deputy head for curriculum, and teachers, whilst secondary data was derived from documents such as supervision programmes, teaching materials, and activity records. Informants were selected using a purposive sampling method based on their competence and experience in relation to the research focus (Sugiyono, 2011).

Data collection was carried out through in-depth interviews, observation and documentation. Interviews were used to gather information regarding the planning, implementation and evaluation of academic supervision, as well as its implications for teachers' creativity. Observation was conducted to obtain factual data on teaching practices and the implementation of supervision in

the field. Documentation served to corroborate the data through various relevant written records. These (Moleong, 1989).

Data analysis was carried out interactively, drawing on the model developed by Matthew B. Miles and A. Michael Huberman, which encompasses data reduction, data presentation and drawing conclusions (Miles dkk., 2014). The analysis process took place from the start of data collection through to the final stage of the research. Data validity was ensured through source and method triangulation, as well as member checking. These steps were taken to ensure the credibility, reliability and confirmability of the research findings, so that the results could be scientifically justified (Lincoln & Guba, 1985).

Research Findings and Discussion

The Implementation of Academic Supervision by the Head of the Madrasah in Enhancing Teachers' Creativity at MAN 5 Jombang

Academic Supervision Planning

The planning phase at MAN 5 Jombang focused on preparing teachers mentally so that they would not feel apprehensive about being supervised. The Head of the Madrasah wanted supervision to be seen as an opportunity to learn, rather than merely an administrative check. Interviews with the Head of the Madrasah revealed that the planning began by engaging teachers in discussion. He stated: *'We start with an open dialogue. I want this year's supervision tools to genuinely support creativity, so that teachers do not feel burdened by paperwork alone, but are more enthusiastic about trying new teaching methods.'*

Findings from observations made during the coordination meeting at the school support this. On the ground, it was evident that the Head of the Madrasah and the Deputy Head for Curriculum gave teachers the opportunity to choose the timetable and the subject matter to be care to ensure that teachers had sufficient time to prepare the innovative teaching methods they wished to demonstrate in class. observed. This approach demonstrates that planning is carried out transparently and involves all parties. The Deputy Head for Curriculum also explained that the timetable was arranged with great.



Figure 1. Coordination meeting to draw up the supervision schedule

This approach has been well received by the teachers. An interview with one of the teachers revealed how comfortable they felt with this planning process: *“We were involved from the very beginning in deciding what teaching materials we wanted to use. Because the timetable is clear and we are allowed to choose the focus, we no longer feel daunted. In fact, we feel free to put forward creative ideas that we had previously been hesitant to try.”*

This openness during the planning stage at MAN 5 Jombang has been a key factor in encouraging teachers to start daring to try different teaching methods. Because they feel secure and not pressured, the teachers have become more enthusiastic about designing engaging teaching methods and using new learning materials even before the day of the supervision arrives

Implementation of Academic Supervision

During the implementation phase, the Head of MAN 5 Jombang adopted a more relaxed and supportive approach so that teachers would not feel nervous when teaching in front of the supervisor. Observations in the classroom showed that during the supervision, the Head of the Madrasah did not simply sit quietly taking notes, but also occasionally smiled or offered small words of appreciation when he saw teachers using unique teaching methods. The researcher observed first-hand that teachers began to feel confident using aids such as projectors to display interactive quizzes or educational videos that were engaging for the students.



Figure 2. The use of LED TVs as an interactive teaching aid in the classroom.

The interview with the Head of the Madrasah made it clear that he sees himself as a partner or discussion partner for the teachers. He explained: *“When I enter the classroom, I want the teachers to feel safe to experiment. If they try out a new app and it isn't perfect yet, that's fine. In fact, I praise their courage to try new things rather than just teaching in the old, boring way.”*

This direct support in the classroom has had a significant impact on the educators' confidence. This was confirmed by an interview with one of the teachers, who felt more motivated:

“I used to be hesitant to use unusual teaching aids because I was afraid of making a mistake in front of my superiors. *But because they were so supportive and their supervision wasn't rigid, I've gained the confidence to try new methods. The feedback provided was also very practical, so I felt it helped me to be more creative.*”

Thanks to this supportive form of supervision, the classroom atmosphere at MAN 5 Jombang has become much livelier. Observations show that teachers are no longer simply lecturing, but have begun to try various creative ways of encouraging students to engage actively in their learning. The support provided by the school leadership whilst they are in the classroom has truly served as a driving force for teachers to continue improving their teaching methods.

Evaluation of Academic Supervision

The evaluation stage at MAN 5 Jombang was carried out through informal discussions following the completion of classroom supervision. Observations during the post-supervision discussion session revealed a relaxed atmosphere, in which the Head of the Madrasah and the teachers sat together to discuss what had gone well and what could still be improved. There was no sense of finger-pointing; rather, it was more a matter of exchanging ideas to find more engaging teaching methods for the next session.

An interview with the Head of the Madrasah revealed that the purpose of this evaluation is to provide encouragement, rather than simply assigning marks. He said: *“After the observation, I usually have a casual chat with the teachers. I ask them what challenges they face and we work out solutions together. My focus is on ensuring that the creativity that has already emerged can continue to develop and does not stop after just one supervision session.”*

This supportive approach to evaluation makes teachers feel more open to acknowledging their difficulties. An interview with one of the senior teachers revealed that they found it extremely helpful: *“The Kyai (Head of the Madrasah) doesn't immediately give a poor assessment if there are shortcomings. Instead, he offers practical advice, such as how to manage time when using digital media so that it isn't all spent on preparation. His feedback is very practical and I can put it into practice straight away the very next day.”*

The Deputy Head of Curriculum added that the results of this evaluation were also followed up with teachers sharing their experiences with one another. Teachers with good, creative ideas were asked to explain their methods to their colleagues. Through this honest yet respectful evaluation process, teachers at MAN 5 Jombang feel continuously supported in their efforts to innovate. They have become more diligent in seeking out new ideas, knowing that every effort they make will be appreciated and supported by the school leadership.

Supporting and Hindering Factors in the Implementation of Academic Supervision to Enhance Teachers' Creativity

The key factors in enhancing teacher creativity at MAN 5 Jombang lie in a supportive leadership style and the availability of adequate facilities. The Head of the Madrasah acts not only

as a supervisor, but also as a source of encouragement and a provider of resources for teachers to experiment. The results of an interview with the Head of the Madrasah underscore this commitment: “We recognise that creativity requires tangible support. Therefore, I always strive to ensure that teachers feel supported, both through flexible policies and the provision of the teaching aids needed in the classroom.”

Observations within the madrasah provide clear evidence of this support. On the ground, it is evident that every classroom has been equipped with a projector and a stable internet connection, which makes it easier for teachers to implement digital learning resources. In addition to the physical facilities, there is also a culture of mutual support (collaboration), with younger teachers helping their senior colleagues to use new learning applications without any hesitation.

This support in terms of facilities and infrastructure gives educators an extra boost of confidence. An interview with one of the teachers confirmed this: *‘The facilities available make our work so much easier. Because the internet connection is reliable and the projectors are always ready, we are more motivated to look for teaching resources or create interactive quizzes. We feel that the management genuinely supports every idea we want to try.’*

The availability of resources, coupled with moral support from management, is the key driver of innovation. At MAN 5 Jombang, the combination of readily available technology and a supportive working environment gives teachers the freedom to continue developing their creative potential in the classroom.

Although supported by many positive factors, there are several obstacles that hinder teachers’ ability to innovate. The most significant obstacle is the challenge of balancing a heavy teaching workload with the preparation of creative teaching materials. Interviews with the Deputy Head of Curriculum revealed this aspect: *‘Our biggest challenge is time. In addition to teaching in the classroom, teachers also have administrative responsibilities and other additional tasks, so sometimes their energy is already depleted before they have a chance to design more complex teaching materials.’*

Field observations indicate that during break times, some teachers are still busy completing reports or administrative tasks, meaning that discussions on teaching innovations cannot always be held to the full extent every day. Furthermore, some senior teachers appear to face technical challenges in adapting to the latest applications. The process of learning new technology (digital adaptation) takes longer for this group than it does for teachers from younger generations.

This challenge of adaptation was also raised by the management during the dialogue session. An interview with the Head of the Madrasah noted: *“We recognise that not all teachers pick up technology at the same pace. Some teachers are very quick, whilst others need more gradual guidance. We are endeavouring to make adjustments through a phased programme of technical guidance so that constraints of time and technology do not stifle the spirit of creativity that has already taken root.”*

'It is this difference in the pace of adaptation that sometimes prevents all teachers from implementing new methods at the same time.' These busy timetables and technical obstacles present real challenges that madrasahs must face.

Table 1. Research Findings

Research Focus	Aspect	Findings
Implementation of Supervision	Planning	Conducted in an open and participatory manner through dialogue to determine the schedule and focus of the material in order to build teachers' mental readiness.
	Implementation	Using a supportive mentoring approach in which the leader acts as a discussion partner (mentor) within the classroom.
	Evaluation	Focusing on qualitative coaching and providing technical solutions through informal discussions following observations.
Enabling and Hindering Factors	Supporters	Supportive leadership, adequate IT facilities (LED TVs and internet), and a culture of collaboration amongst colleagues.
	Inhibitor	Time constraints due to a heavy teaching workload, administrative duties, and differences in the pace at which different generations adapt to technology.
	Solution	The gradual implementation of peer-sharing programmes and technical guidance to address technical challenges.

Discussion

The Implementation of Academic Supervision in Enhancing Teachers' Creativity

Research findings at MAN 5 Jombang indicate that academic supervision has evolved from a mere administrative routine into a strategic tool for stimulating teachers' creativity. During the planning stage, the school leadership adopts an open communication approach to jointly determine the schedule and content of supervision. This practice directly addresses the challenge of teachers' anxiety or resistance to supervision by the school leadership. This is in line with the view (Azizah dkk., 2025) in strategic management, which emphasises that the involvement of members from the

early stages is crucial for building organisational commitment. Empirically, these findings reinforce the research (Ubaidillah & Hresnawanza, 2025) which states that teachers' involvement in planning supervision can foster a sense of psychological security. Therefore, the initial dialogue is not merely a formal procedure, but a strategy to prepare teachers mentally so that they are more willing to experiment in the classroom.

The success of this mental preparation for teachers was subsequently evident during the implementation of classroom supervision. A strong synergy was observed between the use of technological facilities, such as LED TVs and the internet, and a supportive leadership style. Teachers felt more at ease exploring digital teaching methods because their leaders positioned themselves as discussion partners or mentors, rather than as supervisors looking for mistakes. This phenomenon is relevant to the Resource-Based View (RBV) theory written by (Barney, 2021), which explains that a school's excellence is not determined solely by the sophistication of its physical facilities, but by the organisation's ability to manage its staff so that they use those facilities innovatively. In line with this, the research findings (Zohriah dkk., 2022) shows that positive interactions between supervisors and teachers can significantly stimulate educators' creativity. At MAN 5 Jombang, the availability of teaching aids, supported by leadership motivation, has accelerated the process of transforming teaching methods into more dynamic ones, as highlighted in the study (Sintasari & Khaerani, 2023) on the importance of leadership by example in madrasahs.

This synergy between modern management and a family-like atmosphere reaches its peak during the evaluation and follow-up stages. The discussions held after teaching sessions focus more on providing practical solutions to the challenges faced by teachers, such as technical difficulties when using learning applications. This finding is consistent with the findings (Fauzi dkk., 2023) which states that feedback given in a supportive atmosphere will encourage teachers to embrace and implement innovative ideas more readily. Furthermore, this finding is supported by research (Karimulah & Ummah, 2022) which recognises that effective Islamic education management is management that is capable of integrating managerial principles with ethical values, such as mutual respect. The implementation of supervision at MAN 5 Jombang has succeeded in fostering an educational ecosystem that does not merely pursue targets set out on paper, but genuinely values and develops teachers' creative potential on an ongoing basis.

Factors that Support and Hinder Teachers' Creativity

The implementation of teachers' creativity at MAN 5 Jombang is the result of the interplay between structural opportunities and operational constraints encountered in the field. The research findings indicate that supporting factors include the synergy between supportive leadership and the availability of information technology infrastructure, such as LED TVs and widespread internet access. The presence of these facilities acts as a stimulus that facilitates a shift in the teaching

paradigm from conventional methods towards digitalisation. This is consistent with the findings (Darmadi, 2022) which explains that an institution's competitive advantage depends heavily on the organisation's ability to manage physical assets through competent human capital. Empirically, this reinforces the findings (Amalia dkk., 2025) which state that support in the form of facilities and infrastructure, as well as leadership motivation, are key external variables in enhancing educators' creative performance.

However, this study also identified structural and technical barriers, particularly a heavy administrative workload and a packed teaching timetable, which reduce the time teachers have to design innovative learning content. These findings are consistent with the criticism (Hasan dkk., 2025) regarding the bureaucratisation of education, which often traps teachers in administrative routines, causing them to neglect aspects of creativity development. Furthermore, the emergence of technical barriers in the form of a digital literacy gap between generations of teachers presents a distinct challenge to the standardisation of innovation in the classroom. This resonates with the view (Caswanda dkk., 2024) that resistance to change is often rooted in a lack of technical competence to cope with the rapid pace of technological change.

To mitigate these obstacles, the management has implemented a strategy to foster a collaborative culture through a peer coaching scheme between tech-savvy young teachers and senior teachers. This strategy reinforces the findings (Ismunandar, 2025) that leadership based on setting a good example and fostering a sense of community is far more effective in mitigating resistance to change than formal top-down instructions. The alignment between the provision of modern facilities and management based on moral values, as explained by (Lubis, 2026) demonstrates that technical barriers can be overcome by strengthening social and spiritual capital within the madrasah environment. Therefore, the institution's ability to balance enabling factors and minimise barriers is key to the long-term sustainability of the teachers' creative ecosystem.

Conclusion

This study concludes that the sustainability of teachers' creativity at MAN 5 Jombang is the result of the integration of transformational leadership and effective organisational resource management, wherein support in the form of technological facilities and leadership motivation are key factors in driving learning innovation. Although there are challenges in the form of a heavy administrative workload and differences in digital literacy among teachers, these issues have been successfully addressed through a family-oriented approach and a peer-tutoring programme. This study makes a theoretical contribution by strengthening the application of the Resource-Based View (RBV) theory and strategic management within the madrasah environment, whilst also providing a practical contribution as a guide for headteachers in building a collaborative working ecosystem that is adaptable to technological change. However, this study is still limited to a single

location and has not quantitatively measured the impact of teachers' creativity on student achievement; therefore, further studies with a broader scope are required to enrich the findings within a wider educational management context.

Bibliography

- Amalia, T., Afifah, A. R., & Prasetyo, A. (2025). Penerapan Manajemen Sarana dan Prasarana Pendidikan di Madrasah untuk Meningkatkan Kualitas Pembelajaran. *At Tadbir: Islamic Education Management Journal*, 3(1), 38–53. <https://doi.org/10.54437/attadbir.v3i1.2084>
- Amelia, R., & Rozak, A. (2025). Efektivitas Kebijakan Sertifikasi Guru terhadap Peningkatan Mutu Pembelajaran: Antara Kebutuhan Profesionalisme dan Tuntutan Administratif. *Media Manajemen Pendidikan*, 8(2), 387–399. <https://doi.org/10.30738/mmp.v8i2.20864>
- Aminah, N., Kartono, K., & Rusilowati, A. (2022). Pengaruh Supervisi Akademik Dalam Meningkatkan Kompetensi Pedagogik Guru. *Jurnal Hurriah: Jurnal Evaluasi Pendidikan Dan Penelitian*, 3(3), 28–42. <https://doi.org/10.56806/jh.v3i3.94>
- Azizah, M., Solechan, & Sunardi. (2025). *Manajemen Strategi Pendidikan*. Academia Publication.
- Barney, J. B. (2021). The Emergence of Resource-Based Theory: A Personal Journey. *Journal of Management*, 47(7), 1663–1676. <https://doi.org/10.1177/01492063211015272>
- Caswanda, C., Sutisna, E., & Saputra, K. E. A. (2024). Peran Manajemen Pendidikan pada Implementasi Teknologi dalam Pembelajaran di Sekolah. *Jurnal Ilmu Pendidikan dan Psikologi*, 2(1), 57–67.
- Creswell, J. W. (2013). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. SAGE.
- Darmadi, D. (2022). Strategi Manajemen Sumber Daya Manusia Dalam Meningkatkan Keunggulan Kompetitif. *Equator Journal of Management and Entrepreneurship (EJME)*, 10(02), 085–092. <https://doi.org/10.26418/ejme.v10i02.55150>
- Fauzi, A., Fajriya, R., & Gunawan, A. (2023). Teknik Supervisi Akademik. *Jurnal Inovatif Manajemen Pendidikan Islam*, 2(1), 12–21. <https://doi.org/10.38073/jimpi.v2i01.673>
- Hadiansyah, C. F., Zahro, F. A., Wahidin, W., & Ismail, A. T. (2025). Supervisi Kolaboratif dalam Meningkatkan Kemampuan Profesional Guru di SMA Negeri Kota Bandung. *Jurnal Manajemen Pendidikan : Jurnal Ilmiah Administrasi, Manajemen Dan Kepemimpinan Pendidikan*, 7(2), 80–89. <https://doi.org/10.21831/jump.v7i2.91340>
- Hasan, M. S., Azizah, M., Ainiyah, Q., Solechan, S., Sunardi, S., Budiyono, A., & Mastor, H. binti. (2025). Developing Administrative Excellence for Enhanced Educational Service Quality in Islamic Secondary Schools. *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan*, 4(2), 109–124. <https://doi.org/10.59373/kharisma.v4i2.99>

- Indonesia. (2005). *Undang-Undang Nomor 14 Tahun 2005 Guru Dan Dosen*.
<https://jdih.komisiyudisial.go.id/produk-hukum-peraturan/undang-undang-nomor-14-tahun-2005-guru-dan-dosen/284>
- Ismunandar, A. (2025). Efektivitas Kepemimpinan Kepala Sekolah dalam Meningkatkan Employee Engagement dan Mutu Pendidikan. *RIGGS: Journal of Artificial Intelligence and Digital Business*, 4(1), 19–26. <https://doi.org/10.31004/riggs.v4i1.365>
- Karimulah, A., & Ummah, N. I. (2022). Pelaksanaan Supervisi Akademik Kepala Madrasah Sebagai Upaya Meningkatkan Profesionalisme Guru Untuk Memotivasi Belajar Siswa MTs Muqoddimatul Akhlak Curah Wungkal Silo Jember. *Southeast Asian Journal of Islamic Education Management*, 3(1), 13–34. <https://doi.org/10.21154/sajiem.v3i1.74>
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. SAGE.
- Lubis, M. J. (2026). Tantangan Dan Strategi Dalam Menghadapi Keterbatasan Fasilitas Pendidikan Di Madrasah Ibtidaiyah Al Muhajirin Pancoran Mas Depok. *Al-Hasib: Jurnal Manajemen Pendidikan Islam*, 2(3), 52–64. <https://doi.org/10.71242/tb38aq27>
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook*. (No Title).
- Moleong, L. J. (1989). *Metodologi penelitian kualitatif*. Remadja Karya.
- Mujahidin, M., Solechan, S., Afif, Z. N., & Liani, A. (2025). Implementasi Penilaian Kinerja Guru Melalui Supervisi Pembelajaran. *At Tadbir: Islamic Education Management Journal*, 3(1), 27–37. <https://doi.org/10.54437/attadbir.v3i1.2086>
- Navisa, N. A. P., Annas, A. N., & Kobandaha, F. (2025). Inovasi Pembelajaran Di era Kontemporer: Tinjauan Literatur Tentang Tren Dan Tantangan. *Educazione: Jurnal Multidisiplin*, 2(1), 146–157. <https://doi.org/10.37985/educazione.v2i1.42>
- Permendikbud. (2007). *Permendikbud No. 13 Tahun 2007*. Database Peraturan | JDIH BPK. <http://peraturan.bpk.go.id/Details/216103/permendikbud-no-13-tahun-2007>
- Permendikbud. (2018). *Permendikbud No. 6 Tahun 2018*. Database Peraturan | JDIH BPK. <http://peraturan.bpk.go.id/Details/138182/permendikbud-no-6-tahun-2018>
- Sintasari, B., & Khaerani, B. (2023). Kompetensi Manajerial Kepala Madrasah Dalam Peningkatan Kinerja Guru di MTs Miftahul Ulum Cermenan Ngoro Jombang. *At Tadbir: Islamic Education Management Journal*, 1(2), 98–109. <https://doi.org/10.54437/attadbir.v1i2.1309>
- Sintasari, B., Maghfiroh, A., & Tohir, M. B. M. (2025). Implementation of Community Service Programmes in Shaping the Social Character of Islamic Boarding School Students. *Ngaos: Jurnal Pendidikan Dan Pembelajaran*, 3(2), 103–116. <https://doi.org/10.59373/ngaos.v3i2.235>
- Sugiyono. (2011). *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*. Alfabeta.

- Sunardi, S., Solechan, S., Ubaidillah, U., Waenasae, R., & Kamali, A. N. (2025). The Essence of Islamic Education: The Paradigm of Knowledge, Faith, and Action. *Ngaos: Jurnal Pendidikan Dan Pembelajaran*, 3(2), 84–102. <https://doi.org/10.59373/ngaos.v3i2.220>
- Syaekhan, F., Pahlevi, M. S. R., Fathurrahman, M., & Fauzi, H. (2025). Problem Pendidikan Di Indonesia: Analisis Fenomena Guru Tanpa Kompetensi. *QOSIM: Jurnal Pendidikan Sosial & Humaniora*, 3(3), 1158–1170. <https://doi.org/10.61104/jq.v3i3.1945>
- Ubaidillah, U., & Hresnawanza, M. H. (2025). Integrasi Human Capital Management dan Spiritualitas Islam dalam Meningkatkan Profesionalisme Guru Madrasah. *At Tadbir: Islamic Education Management Journal*, 3(2), 128–140. <https://doi.org/10.54437/attadbir.v3i2.2570>
- Zahiq, M., & Kusuma, A. W. (2025). Strategi Supervisi Akademik Integratif Kepala Madrasah untuk Pengembangan Profesionalisme Guru. *At Tadbir: Islamic Education Management Journal*, 3(2), 169–183. <https://doi.org/10.54437/attadbir.v3i2.2584>
- Zohriah, A., Fauzi, A., & Pandini, I. R. (2022). The Impact of Managerial and Principal Academic Supervision on Teacher Performance. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 7(3), 436–450. <https://doi.org/10.31538/ndh.v7i3.2607>