



Academic Supervision Strategy Based On Prophetic Values: Innovation Of Improving Teacher Professionalism

¹Yuli Umro'atin, ²Prim Masrokan Mutohar, ³Ahmad Tanzeh, ⁴Akhyak

¹Institut Agama Islam Riyadlotul Mujahidin Ngabar Ponorogo, Indonesia.

^{2,3,4}UIN Sayyid Ali Rahmatullah Tulungagung, Indonesia.

¹umroatiny@gmail.com, ²pmutohar@gmail.com,

³tanzehahmad@gmail.com, ⁴akhyakyunis@yahoo.co.id.

*Correspondence Email: umroatiny@gmail.com

Abstract: This study aims to discover and develop a new theory of academic supervision techniques and approach based on prophetic value in improving teacher professionalism at MA Darul Huda Mayak Tonatan Ponorogo and MA Al-Mawaddah Coper Jetis Ponorogo. This study used a qualitative research multisite case study design. Data was obtained through in-depth interviews, participant observation, and document studies. This study in two Islamic Senior Hight Schools (MA Darul Huda and MA Al-Mawaddah). Results: Individual techniques, characterized by trustworthiness, discipline, openness, and responsibility, include: classroom visits, class observations, and individual meetings, group techniques are carried out with good communication, respect for privacy, and mutual motivation, include: teacher working group meetings, subject teacher deliberation meetings, training, and problem-solving groups. Academic Supervision Approach Based on Prophetic Values are Spiritual Approach, Supervisor provides guidance through religious activities, such as mujāhadah, dzikrul ghafilin, listening the Qur'an, and worship in months of Rajab and Ramadhan. Exemplary Approach is sets a good example for teachers, always quotes verses from the Qur'an during guidance, encourages teachers to always quote Qur'anic, and instills honesty. Administrative Approach with Prophetic Value, that Supervisor team check teachers' learning administration, with ta'hil maddah activity involving correcting learning materials, especially for new teachers, and reviewing preparations for oral exams in Arabic. Humanistic Problem-Solving Approach, that supervisor gives teachers the opportunity to discuss their problems in teaching and provides the best solutions by prioritizing openness and mutual respect. The study contributes a model of prophetic-based academic supervision integrating Islamic spiritual values with modern supervision techniques.

Keywords: Academic Supervision, Prophetic Values, Teacher Professionalism, Islamic Education, Supervision Strategy.

INTRODUCTION

According to James B. Macdonald, supervision is the effort of monitoring and providing assistance to teachers to change their working methods and teaching in the classroom, towards achieving more effective and efficient school goals. The focus of supervision in the teacher-centered individual ideology has been associated with increasing public concern about mental health, so some supervision models are semi-therapeutic in nature (Macdonald, 1965). The purpose



of supervision is to enhance the social worker's professional skills, knowledge, and attitudes in order to achieve competency in providing quality care. It aids in professional growth and development and improves outcomes (Hughes et.al., 2010).

The Islamic School Principal, in carrying out academic supervision, also needs to establish strategies to be used in providing guidance, direction, and assistance to teachers so that they can achieve learning objectives, as well as provide opportunities for self-development to become professional teachers (Hakim, 2017). A successful educational process cannot be separated from the role and function of an educational supervisor who strives to help solve educational problems and continually makes efforts to improve all forms of shortcomings in education. Based on this supervision process, teachers are given the opportunity to perform their duties better and to the fullest, provided with training and guidance to help resolve various problems they are currently facing (Fauzi, Fajar, Atika, & Dayanti, 2022).

Based on the Regulation of the Minister of National Education No. 13 of 2007 concerning the Standards for Islamic School Principals, a principal must have competence in carrying out supervision through several stages, namely: (1) preparing a plan for an academic supervision program to improve teachers' professionalism; (2) implementing the academic supervision program for teachers using appropriate approaches and methods; (3) following up on the results of the academic supervision to enhance teachers' professionalism (Krisdiyanto & Istikomah, n.d.).

Academic supervision is not only applied in general formal educational institutions, but also in formal educational institutions within the scope of Islamic boarding schools, because in reality, these boarding schools have largely followed the currents of modern globalization and are able to integrate classical Islamic religious education with formal education (Bahiroh & Hariyati, 2020). The Islamic school is included among educational institutions that play an important role as one of the Islamic educational institutions representing the government in achieving the goals of National education. The Islamic School Principal becomes a driving and controlling factor for all human resources (HR) in the Islamic school. He wese functions as a manager, educator, administrator, leader, motivator, and supervisor of the Islamic school (Joni, 2016).

Academic supervision must be supported by a prophetic values. These prophetic values refer to two missions, who receives revelation is given a new religion, and is ordered by Allah to preach



to his people is called an Apostle (messenger), while someone who receives revelation based on the existing religion and is not ordered to convey it is called a Prophet (Ismail, 2013). Prophet Muhammad (peace be upon him) as perfect human, making him a tangible model for the way of life of humans throughout time. From various aspects of his life, including his physical appearance, way of dressing, manner of speech, and social interactions with the community, he serves as an example for social, religious, and cultural life. This is part of the Prophetic Sunnah. How noble he is that in Surah al-Ahzab, Verse 21, all his words and morals are established by Allah Almighty as a perfect servant and role model for humanity, especially for Muslims. Allah SWT says in the Qur'an, Surah Al-Ahzab, verse 21, which means:

“Indeed in the Messenger of Allah you have a good example to follow for those whose hope is in Allah and the Last Day, and who remember Allah much.” (QS. Al-Ahzab: 21). The verse above indicates that the Prophet Muhammad (peace be upon him) was a role model for the Arab society at that time, so Muslims, as his followers, must emulate all his words, deeds, and habits (Ridho, 2021). The basis for the discourse on prophetic thinking is, according to the science of Philosophy, particularly the prophetic way of thinking, which is based on the quality of prophethood in the Qur'an and Sunnah through reasoning about strong faith. Based on this, a clear and useful standardization is obtained that can help manage an organization or educational institution more optimally (Hamka & Syam, 2022).

Teacher professionalism can be understood as a teacher's or educator's ability to apply strategies or techniques in teaching that are appropriate to the conditions of the students. Teacher competence consists of basic competence, skills, attitudes, and talents that must be present in the teacher's personality (Suprima & Hasibuan, 2023). Teachers are always required to exhibit professionalism in carrying out their duties and responsibilities, because they are constantly monitored by the government or institutions that provide them with allowances, which indirectly demands that they teach according to their field of expertise (Shulhan, 2012).

The context of the research, at Islamic high school Darul Huda Mayak Tonatan Ponorogo and Al-Mawaddah Coper Jetis Ponorogo, are the formal institutions at the upper secondary level with Accredited A (Excellent) status, and under the auspices of Islamic boarding school which is combination of khalafi and modern, these Islamic school show unique facts in the implementation



of academic supervision based on prophetic values in improving teacher professionalism, and have produced many professional teachers in their fields, as evidenced by the existence of a teacher certificate. Islamic is has a vision, namely knowledge, good deeds, and piety based on good character, and the implementation there in the souls of students in their devotion to religion and society. In this Islamic educational, much of teacher certification than they are professionals in teaching the students.

The Islamic school principal in carrying out academic supervision highly appreciates and respects and maintains the privacy of teachers. They apply the value of transcendence in supervising teachers, namely as a form of responsibility for the world and the hereafter, and always invite teachers and students to actively participate in religious activities carried out together with religious activities. The implementation of academic supervision based on prophetic values, with a code of ethics, such as entering class according to the scheduled lesson hours, and what is emphasized in the Islamic boarding school, which is the basic foundation, namely prophetic values, and its application in learning, how is the vision of Islamic boarding school, one of which is emphasized is good character, how is the attitude and character of the teacher when teaching.

Islamic school of Al-Mawaddah, that the vision to become an advanced Islamic educational institution specifically for girls that is able to produce female students who are knowledgeable, pious, have high noble character, are knowledgeable, creative, skilled, and innovative based on Islamic values. Its mission are to develop a love for Islamic teachings and practice them, to instill an exemplary attitude, to train female students to have the ability to convey Islamic ideas and knowledge to the community, to prepare female students to be able to continue learning until higher education, to provide students with various skills, and to produce quality Islamic boarding school graduates. Islamic school principal of Al-Mawaddah continues to try to help the education and teaching process in the institution. In this Islamic educational, much of teacher certification than they are professionals in teaching the students.

Teachers also get umrah rewards and have been programmed periodically. Many Islamic High School teachers actively participate in training and Continuing Professional Education. Supervision documents for administration, those supervised are senior teachers, while in fact in Islamic school those supervised are junior teachers. Islamic high school Al-Mawaddah uses its



educational basis on the values of the five souls of Islamic boarding schools, namely the soul of sincerity, simplicity, the soul of Islamic brotherhood, the soul of independence, and the soul of freedom.

Researchers chose prophetic value-based academic supervision as the major subject in this study because the implementation of academic supervision carried out by the Islamic School Principal is very decisive and has a significant impact on teachers' professionalism in the learning process, where the supervisor strives to provide guidance and assistance to teachers to improve their competence. The prophetic value basis is very appropriate as the foundation for this guidance process because it relates to the behavior and attitude of both the supervisor and the supervisee, and teacher professionalism is not only related to pedagogical competence but also to good social and personal competencies that are prophetic.

However, empirical models of academic supervision that explicitly integrate prophetic values in Islamic senior high schools are still limited. Therefore, this study aims to: (1) discover and develop a new theory of academic supervision techniques based on prophetic values at MA Darul Huda and MA Al-Mawaddah, and (2) analyze, discover and develop a new theory of academic supervision approaches that embody prophetic values to improve teacher professionalism.

METHOD

This study uses a multi-site model design by analyzing and reviewing research objects in two different locations and multi site case study. Multi-site studies are structured by involving several subjects and research sites, such as the opinion of Bogdan and Biklen quoted by M. Triono, "Multi-site studies are part of qualitative research that can be used in developing theories obtained from several similar research contexts, so that they can transfer theories to broader and more general situations in scope. Islamic high school Darul Huda Mayak and Al-Mawaddah Ponorogo are both under the auspices of Islamic boarding schools and the Ministry of Religion of Ponorogo Regency, so that research can be carried out using a multi-site study design.

Participants consisted of the school principals, vice principals responsible for curriculum, and selected teachers from both madrasahs. Participants were chosen purposively based on their



involvement in academic supervision processes and minimum teaching experience of X years. Researcher collect research data through techniques in-depth interview, participation observation, and document study. The documents are supervision forms, lesson plans, supervision reports, vision, mission documents, ect.

This research uses a multi-site case study design, so that data analysis is carried out in two stages, namely (1) single-site data analysis (individual case) and (2) cross-site data analysis (cross case analysis). Researchers use data analysis theory from Miles, Huberman and Saldana, that the activities in the data analysis process are data condensation, data display (data presentation), and conclusion/verification (Miles, Huberman, & Saldana, 2014). Cross-site data analysis aims to compare findings obtained from each site, as well as to combine across cases. Researchers carry out the data analysis process by systematically searching for and compiling data obtained from the results of in-depth interviews, participant observation, and documentation, by grouping data, arranging it into patterns, selecting data, and drawing conclusions (Abdussamad, 2021). Academic supervision techniques based on prophetic values and approaches (spiritual, exemplary, administrative, humanistic) are the main themes emerging from analysis. That the cross-site analysis produced a combined model (technique, approach, and prophetic values) that is then presented integratively.

Credibility testing involves triangulation of sources, methods, and time. Researchers use triangulation techniques to re-check the validity of data obtained in the field, extend the research, and ensure the persistence of observations (Kusumastuti, Adhi & Khoiron, 2019), discussion with colleagues, adequacy of references, member checks, and analysis of negative cases (Sugiyono, 2016). Ethical considerations are informed consent, and anonymity of participants.

RESULT AND DISCUSSION

Academic Supervision Techniques Based on Prophetic Values

The techniques used in implementation of academic supervision based on prophetic value to improve teacher professionalism at MA Darul Huda Mayak and MA Al-Mawaddah Coper Ponorogo are individual prophetic techniques and group techniques. The individual techniques, characterized by trustworthiness, discipline, openness, and responsibility, include: classroom



visits, class observations, and individual meetings, while the group techniques, carried out with good communication, respect for privacy, and mutual motivation, include: teacher working group meetings, subject teacher deliberation meetings, workshops, training, and problem-solving groups. The applied prophetic values include: responsibility, trustworthiness, hard work, cooperation, honesty, friendliness, and others. The Qur'an in Surah Al-'Asr verse 3 explains matters related to supervision in a broad sense, namely in terms of advising one another in truth and patience (Hakim, 2017). The Word of Allah SWT: *"Except for those who believe and do righteous deeds and exhort each other to truth and exhort each other to patience."* (Q.S. Al-'Asr: 3).

The next stage after compiling data collection indicators is to carry out the data collection process very carefully and systematically based on the teacher's competence in the learning process, aiming to conduct an initial/interim analysis. Based on the data obtained, an analysis is then carried out to identify and solve problems. Efforts to solve these problems can be conducted through techniques such as exchanging opinions (brainstorming), dialogue, discussion, or other techniques if the problem is collective in nature (Sulistiyorini & Andriesgo, 2021). Implementation of supervision becomes a professional performance activity; therefore, a professional approach is highly needed. There are two techniques in conducting supervision, namely individual and group techniques (Muslihatuzzahro & Warisno, 2022).

1. Prophetic Individual Technique

a. Class Visit Technique

The Islamic High School Principal conducts academic supervision through classroom visits to observe the learning process and provide assistance and feedback to teachers if they encounter problems in teaching. This is carried out with an awareness of their duties and responsibilities as the head of the institution. According to Sulistiyorini and Andries, this classroom visit technique is a direct method, where both the supervisor and the teacher meet face-to-face. The teacher carries out the learning activities, and then the supervisor observes directly. There are several types of school visits, namely: unannounced visits; announced visits; and visits by invitation.



Figure 1. Academic Supervision Class Visit

Based on the results of participant observations, it was also understood that teachers had used innovative and creative learning strategies, namely group discussions and presentations. This shows that there is a follow-up to the implementation of academic supervision of class visits, where teachers are getting better at teaching every day, because the academic supervision process is carried out routinely and continuously, not only when a Supervisor comes to visit, but because of the dedication and responsibility of the madrasa principal as a leader in the institution. Researchers also observed the application of prophetic values in the implementation of academic supervision, such as the attitude of the chief who was friendly and polite to teachers, when entering the class he greeted them and directed them to continue their learning, and asked permission to make class visits, and the teachers responded well.

b. Classroom Observation Technique

The Islamic School Principal observing the learning process in the classroom with the aim of obtaining everything from the ongoing learning activities. The supervisor observes from outside the class by showing a friendly attitude and respecting the teacher and trying not to disrupt learning activities in the class. The timing of its implementation is the same as a class visit; it can be planned or unplanned (Sulistiyorini & Andriesgo, 2021). The objectives of this classroom observation are: (1) to study the material that has been taught to students, its validity in relation to educational goals, benefits, interest, and values, (2) to study teachers' efforts in providing learning motivation, (3) to study efforts in identifying, diagnosing, and improving



the quality of learning, (4) to study efforts in assessing learning outcomes, the nature and techniques of measurement, and learning objectives (Wahyudi, Harris, & Fathurrahman, 2023).

c. Personal Conversation Technique

Personal conversation techniques at those Islamic high school involve conversations between teachers and supervisors, discussing issues related to complaints or deficiencies teachers feel in teaching. Supervisor and teacher hold individual meetings in a relaxed manner and maintain the teacher's privacy, usually held in the principal's/supervisor's office, to provide problem solutions or independent education, and evaluation after the academic supervision process. On that basis, the supervisor can provide solutions or ways to address the problem (Sulistyorini & Andriesgo, 2021).

d. Self-Assessment

The principals provide independent assessments to provide motivation and rewards for high-achieving and disciplined teachers. Self-assessment means that teachers and supervisors recognize and observe their respective shortcomings, which can add value to the teacher-supervisor relationship, thereby contributing positively to effective learning activities (Wahyuddin et.al., 2020). Individual techniques can also be described as a direct approach, in which the supervisor provides direct guidance, with the supervisor's position and actions being more dominant than those of the supervisee/teacher. The direct approach can be applied to supervisor behaviors such as explaining, guiding, directing, demonstrating, measuring, evaluating, and motivating (Azis, 2016).

2. Group Techniques with a Prophetic Approach

Group supervision is a type of supervision conducted in a group setting using several strategies, including:

a. Holding Meetings

The Islamic high school principal of Darul Huda and Al-Mawaddah and teachers carry out the meetings were held to discuss problems in education process and evaluate teachers' performance in learning process through academic supervision. In providing evaluations to teachers, supervisors should be friendly, not revealing the teacher's shortcomings in front of the



meeting forum, but evaluations should be carried out in general, for the common good and to maintain Islamic brotherhood. According to Binti Maunah, a good Principal of Islamic high school generally performs their duties based on a plan that has been prepared in advance, including regular periodic meetings as part of the planning. Various matters can be discussed in these meetings held for supervision purposes, such as issues related to curriculum implementation and development, administrative guidance, and financial management (Fitri Wahyuni & Binti Maunah, 2021).

b. Conducting Group Discussions

Teacher discussion groups strive to provide solutions to learning problems and difficulties in the learning process, and how to improve teacher performance and student achievement. Supervisors are trustworthy, friendly, and polite, fair, and do not blame teachers for their performance. Conduct discussions by forming groups of teachers in specific subject areas who are interested in certain subjects, which have been organized to hold meetings or discussions to talk about matters related to development efforts and roles in the teaching and learning process.

c. Conducting Workshops

Supervisors in those Islamic high school encourage teachers to attend workshop/training sessions, both within Islamic schools and outside government-organized institutions. Internal workshops invite educational experts from outside the institution to improve teacher professionalism. According to Mukni'ah, et.al., group supervision techniques can be carried out by conducting training/workshops for teachers in specific subject areas, which are generally organized by central or regional authorities. The principal's task is to manage and guide the follow-up implementation of the workshop results (Mukni'ah, 2022). Upgrading (workshops) is an activity aimed at increasing teachers' knowledge and skills for their professionalism in teaching (Efendi, 2017).

Academic Supervision Approach Based on Prophetic Values

1. Spiritual/Religious Approach

The Islamic School Principal at MA Darul Huda and Al-Mawaddah provides guidance through religious activities, such as mujāhadah, dzikrul ghafilin, listening the holy Qur'an, and worship during months of Rajab and Ramadan. The Islamic School Principal always cites



verses from the Qur'an as a basis for guiding teachers and encourages teachers to always quote Qur'anic verses in all subjects. They consistently invite teachers to participate in religious activities to support the enhancement of their spirituality. He strives to carry out his mandate and responsibilities, as well as an act of worship to Allah SWT. The principal provides direct and individual guidance, input, and direction after conducting academic supervision during class visits. Academic supervision of teachers always begins with the basmalah (prayer) and ends with the hamdalah (prayer), and always seeks guidance from Allah SWT so that the learning process can run optimally and the goals of Islamic education can be achieved. The principal also directs teachers to read the Qur'an regularly, one juz (one day), one chapter (one day). In essence, academic supervision prioritizes elements of faith and devotion to Allah SWT.

Spirituality means having enthusiasm by behaving and acting well towards others, something related to human competence in fostering enthusiasm. Spirituality is the foundation for the development of self-esteem, values, and good morals (Arfin, 2020). Islamic values are the most important foundation of Islam. A person who is righteous and has strong faith in religion will attain salvation in this world and the hereafter. If a person is not righteous in religion, it will lead them to commit acts of polytheism. Polytheism is a sin that brings disaster in this world as well as eternal punishment in the hellfire.

Efforts to understand, study, practice, teach, and instill Islamic values in daily life require learning, deepening, practicing, and understanding Islamic education. Religious spirit or religious awareness refers to the spiritual aspect of an individual related to faith in Allah, which is reflected in worship to Him, both in terms of relationship with God and relationship with others. Humans in their lives always long for happiness. True happiness, it turns out, does not come from a free lifestyle like that of a bird, but rather is obtained through a way of life that consistently adheres to certain rules, namely religion. Religiosity is a strong sense of devotion of a servant to the Creator. Religion is not only a matter of spirit, but there is also an evident close relationship between religion as a source of values and religion as a source of cognition. Religion is a source of values that must be maintained absolutely. Religion also functions as a system of values that guides how humans should truly behave morally. (Fathurrohman, 2016).



2. Exemplary Approach

The Islamic High School principal of Darul Huda sets a good example for the teachers, always quotes verses from the Qur'an during guidance, encourages teachers to always quote Qur'anic verses in all subjects, and instills honesty. The principal also sets an example for teachers by not discriminating between them in terms of coaching and assessment, meaning acting fairly and appropriately. This exemplary approach prioritizes noble morals, which serve as the foundation for its implementation and serves as a form of devotion to Allah SWT.

Good academic supervision must be supported by a foundation based on prophetic or messianic values. These prophetic values refer to two missions: a person who receives revelation, is given a new religion, and is commanded by God to preach to their people is called a Messenger, while a person who receives revelation according to an existing religion and is not commanded to convey it is called a Prophet (Ismail, 2013).

3. Administrative Approach with a Prophetic Value

The Islamic School Principal Al-Mawaddah and team check teachers' learning administration, with *ta'hil maddah* activity involving correcting learning materials, especially for new teachers, and reviewing preparations for oral exams in Arabic or local Islamic boarding school subjects. The Islamic School Principal supervises by directing teachers to complete learning tools, such as the Learning Plan, syllabus, learning media, and others. *Ta'hil maddah* activity, that one of implementing five souls Wali Songo Boarding School, is Islamic brotherhood and sincerity as a form of providing Islamic guidance.

Guidance for teachers is more focused on efforts to improve the learning process, provide motivation, and enhance teachers' competence in educating and teaching students (Farida & Aliyyah, 2022). Academic supervision is aimed at improving teachers' success in teaching through activities such as guidance, direction, and assistance to enhance and improve the quality of learning (Jamin, 2021). The core of implementing academic supervision is providing guidance to teachers to improve the quality of the learning process. The target of academic supervision is teachers in the learning process, which includes preparing learning materials, learning tools, appropriate and innovative learning strategies, and others (Jufrizal, 2021).



4. A Humanistic Problem-Solving Approach

The Islamic High School principal provides guidance through the Teacher Working Group in the form of problem-solving between teachers and the principal. This involves discussing various issues experienced by teachers in the classroom. The principal first discusses the issues they face during the learning process. This is done as a form of devotion to Allah SWT. Supervisor in addition to problem-solving within teacher groups, they also provide individual guidance when a teacher encounters a serious learning issue, by calling them in for a discussion or providing guidance on the lesson. This demonstrates a strong communication relationship between teachers and supervisors.



Figure 2. Problem Solving Approach

The researcher conducted participant and direct observation of the guidance and coaching process carried out by the Islamic School Principal after the class visit, and the direct guidance was carried out in principal's office, in the coaching through the directive approach, a principal expressed his appreciation for the implementation of learning in the classroom that had taken place by applying group learning strategies which were then presented in front of the class by each group in turn, Islamic School principal also thanked the teacher for taking the time to visit the class and directly observe the learning process. A Principal also offered suggestions and input to the teacher to improve her smiling expression, which had not been apparent, making her seem a little tense.



The supervisor gives teachers the opportunity to discuss their problems in teaching and provides the best solutions by prioritizing openness and mutual respect. The supervisor's behavior in the problem-solving approach includes presenting, explaining, listening, solving problems, and providing feedback (Azis, 2016). The development of teacher competencies is not only through techniques of providing education and training, but also requires attention from teachers through techniques such as improving discipline, giving encouragement, providing guidance through supervision, and offering adequate and appropriate incentives (Muhammad Imad, 2019).

Core Prophetic Values Based Academic Supervision

The implementation of a prophetic values-based academic supervision strategy to improving teacher professionalism at MA Darul Huda and MA Al-Mawaddah includes:

1. **Shidiq Value.** The Islamic School Principal strive to implement honesty in all matters, particularly in the implementation of academic supervision, and instill honesty in all teachers and students. They always maintain an open attitude in providing assistance and guidance to teachers. Its application is that the basis for academic supervision activities, in the learning process, is guided by the institution's vision, namely "Good Character". The application of prophetic values emphasized to teachers is when learning, such as teacher ethics/morals, and can be a role model for students when learning, such as teacher ethics/morals, and can be a role model for students.
2. **Amanah Value.** The Islamic School Principal must be firm, disciplined, and impartial in providing guidance and assessment to both professional/certified and non-certified teachers. The trustworthiness of teachers is demonstrated by their ability to teach according to the established schedule and by their ability to effectively deliver material in their respective fields of expertise. The Supervisors strive to fulfill the mandate and responsibility as Chief and Supervisors by carrying out his/her duties in guiding and assisting teachers in the learning process. Teachers also strive to fulfill their mandate as Educators and students strive to fulfill their responsibilities as learners.
3. **Tabligh Value.** The Islamic School Principal always remind or inform teachers regarding the learning schedule, provide motivation to teachers to improve their professionalism,



always remind teachers to have good morals towards others, always provides information regarding training activities for teachers and provides motivation to participate in teacher competitions at the district level such as writing competitions. They always invite teachers to participate in religious activities such as mujāhadah, dhikrul ghafilin, listening the holy Qur'an and worship on odd nights in the month of Ramadan. They strive to convey important information related to learning to teachers, conveying or sharing sermons from Islamic scholars or Islamic teachers related to deepening the faith and spirituality of all teachers.

4. Fathanah Value. The Islamic School Principal always encourage and motivate teachers to always improve their competence and motivates them to take part in competitions between good teachers. They strive to hone his skills by reading extensively books and social media resources related to knowledge, to hone his abilities in carrying out his duties as an institutional leader.

The academic supervision strategy for improving teacher professionalism at MA Darul Huda and MA Al-Mawaddah is also based on the prophetic values of humanism, transcendence, and liberation, as explained below:

1. Humanistic Values. The Islamic School Principal in those institutions were friendly and polite to teachers and students during class visit supervision and class observations, as well as individual meetings. They are in carrying out academic supervision activities for teachers, applies humanistic values by positioning teachers as working partners and educators who deserve to be respected for all their efforts and dedication to the institution within the Islamic boarding school. If teachers experience shortcomings in their teaching and learning process, they are not subject to harsh sanctions; rather, these shortcomings can be addressed. Academic supervision is not intended to find fault with teachers in their teaching and learning process, which would increase stress and make them feel unappreciated. Academic supervision is more focused on guiding and coaching teachers related to the classroom learning process.
2. The Value of Transcendence. The Islamic School Principal carry out academic supervision of teachers, namely as a form of self-service and worship, to Allah SWT, as well as



responsibilities in this world and the hereafter. They always say hello when he visits the class, and always invites teachers to improve the quality of their religiosity through religious activities, and always quote verses from the Holy Qur'an as a basis for providing guidance to teachers, and urge teachers to always quote verses from the Holy Qur'an in all subjects. All activities at the institution, including academic supervision of teachers, always starts with the *basmalah* (praise be to God) and ends with *hamdalah* (praise be to God), and always seek guidance from Allah SWT so that the learning process can proceed optimally and the goals of Islamic education can be achieved. Essentially, the implementation of academic supervision prioritizes the elements of faith and devotion to God Allah SWT.

3. The Value of Liberation. The Islamic School Principal provide freedom to develop innovation in teaching and creativity as well as develop the potential and skills that he has, and freedom in choosing creative learning strategies and media. They grant teachers the freedom to be creative and inventive in carrying out their learning activities. Teachers are also given the freedom to use learning methods and media, but this freedom remains within Islamic boarding school standards.

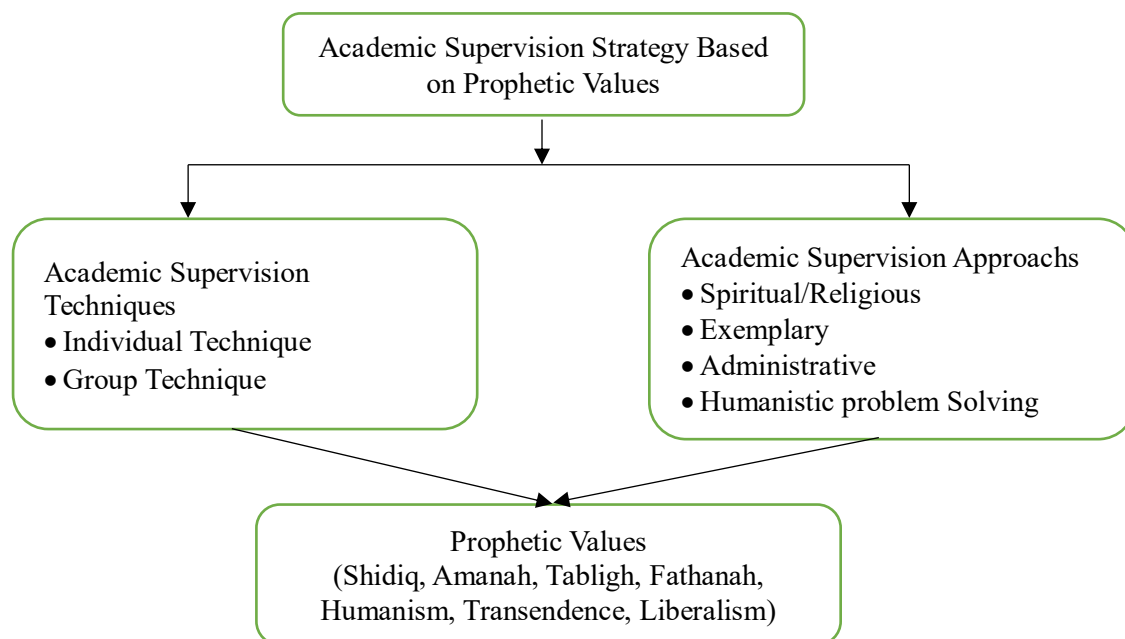


Diagram 1. Academic Supervision Strategy Based on Prophetic Values



CONCLUSION

The techniques used in the implementation of academic supervision based on prophetic value to improve teacher professionalism at MA Darul Huda Mayak and MA Al-Mawaddah Coper Ponorogo are individual prophetic techniques and group techniques. The individual techniques, characterized by trustworthiness, discipline, openness, and responsibility, include: classroom visits, class observations, and individual meetings, while the group techniques, carried out with good communication, respect for privacy, and mutual motivation, include: teacher working group meetings, subject teacher deliberation meetings, workshops, training, and problem-solving groups. The applied prophetic values include: responsibility, trustworthiness, hard work, cooperation, honesty, and friendliness.

Academic supervision approach based on prophetic values are Spiritual/Religious Approach that the Supervisor provides guidance through religious activities, such as mujāhadah, dzikrul ghafilin, listening the holy Qur'an, and worship during months of Rajab and Ramadan. The chief/supervisor always cites verses from the Qur'an as a basis for guiding teachers and encourages teachers to always quote Qur'anic verses in all subjects. Exemplary Approach, that a chief of Islamic High School Darul Huda sets a good example for the teachers, always quotes verses from the Qur'an during guidance, encourages teachers to always quote Qur'anic verses in all subjects, and instills honesty. Administrative Approach with a Prophetic Value, that a chief of Islamic School and team check teachers' learning administration, with *ta'hil maddah* activity involving correcting learning materials, especially for new teachers, and reviewing preparations for oral exams in Arabic or local Islamic boarding school subjects. A Humanistic Problem-Solving Approach, that Supervisor in addition to problem-solving within teacher groups, they also provide individual guidance when a teacher encounters a serious learning issue, by calling them in for a discussion or providing guidance on the lesson.

The study proposes a prophetic-based academic supervision model consisting of individual and group techniques, four supervision approaches (spiritual, exemplary, administrative,



humanistic problem-solving), and core prophetic values (shidiq, amanah, tabligh, fathanah) framed by humanism, transcendence, and liberation. The theoretical implications are improving theory of academic supervision based on prophetic values. The practical implications are that this research gives to evaluating and improving practice of academic supervision based on prophetic values in Islamic School.

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