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Implementation And Evaluation Of Teacher Performance Supervision At SMP IT Mutiara Ilmu Bangkalan

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Abstract: The quality of education is fundamentally determined by the performance of teachers, who act as the primary agents in translating curriculum goals into meaningful learning experiences. Effective teacher performance supervision is therefore essential to ensure accountability, professional growth, and sustainable quality improvement within educational institutions. This study aims to examine the implementation and evaluation of teacher performance supervision at SMPIT Mutiara Ilmu Bangkalan, focusing on planning, execution, leadership, monitoring, and innovation in supervisory practices. Using a qualitative approach with a case study design, data were collected through in-depth interviews, systematic observations, and document analysis. Participants included school principals, supervisors, and teachers selected through purposive sampling. The findings indicate that, although supervision planning has been established, its implementation remains constrained by limited human and technical resources. Supervision activities were carried out but lacked consistent feedback and follow-up mechanisms. Leadership demonstrated collaborative efforts, yet managerial coordination requires further strengthening. Evaluation and control of supervision were conducted progressively through formative and summative assessments, emphasizing reflective practice and continuous improvement. Moreover, creative and innovative ideas such as digital supervision records, peer mentoring, and thematic evaluation workshops have been introduced to enhance efficiency and transparency. Overall, the study concludes that teacher performance supervision at SMPIT Mutiara Ilmu Bangkalan contributes positively to the professional development of teachers but requires stronger strategic planning and digital integration to achieve optimal outcomes in educational quality.

Keywords: Implementation, Evaluation, Teacher Performance, Supervision, Educational Quality

INTRODUCTION

Education is universally recognized as a fundamental driver of human development, social progress, and economic transformation (At-tamimy & Eloy, 2025). It serves not only to transmit knowledge but also to cultivate the intellectual, moral, and cultural foundations necessary for building a just and sustainable society (Sholeh, 2025). Within this framework, teachers play a pivotal role as the frontline actors who translate curriculum goals and educational visions into concrete learning experiences (Rouf, 2025). The effectiveness of any educational system, therefore, depends largely on the quality, professionalism, and performance of its teachers. As



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(International Commission on the Futures of Education, 2021) asserts, improving teacher quality is one of the most decisive strategies for achieving Sustainable Development Goal 4 (SDG 4) ensuring inclusive and equitable quality education for all and promoting lifelong learning opportunities.

Teacher quality cannot be maintained or enhanced in isolation (Habibulloh, 2025). It requires a systematic process of supervision, guidance, and evaluation designed to ensure that teachers' professional practices align with institutional goals, pedagogical standards, and ethical values (Muzakki et al., 2023). Teacher supervision is not merely a mechanism of control but a professional support system aimed at improving instruction, developing reflective practice, and fostering continuous professional growth (K. Syafi'i & Ikwandi, 2023). According to (Sergiovanni, T. J., & Starratt, R. J., 2007), educational supervision is best understood as a moral and collegial activity that helps teachers enhance their instructional competence through constructive feedback, mentoring, and collaboration.

In the Indonesian context, teacher supervision occupies a central position in school management and educational policy (Sholeh, 2025). The Ministry of Education and Culture (Kementerian Pendidikan Nasional Republik Indonesia., 2007) outlines that supervision must be an integral component of quality assurance within schools, serving to monitor, evaluate, and improve teacher performance across academic and administrative domains (Habibulloh et al., 2025). The supervisor, typically the principal or appointed coordinator, functions not only as an evaluator but also as a mentor who empowers teachers to achieve professional excellence (Ahmed et al., 2024). Nevertheless, in practice, supervision in many Indonesian schools remains largely procedural, focusing on compliance with documentation rather than developmental feedback. As a result, the transformative potential of supervision as a tool for professional learning often remains underutilized.

Teacher performance supervision encompasses a broad range of functions, including planning, implementation, observation, evaluation, and follow-up (Syafi'i et al., 2024). The process aims to identify teachers' strengths and weaknesses, facilitate targeted capacity building,



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and ensure that instructional delivery meets curricular and institutional standards (Sholeh, 2024). According to (Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M., 2014) supervision should be a collaborative and ongoing process grounded in mutual respect and shared responsibility. It must balance accountability with professional autonomy, ensuring that teachers are both supported and challenged to improve their practice (Habibulloh, 2025). In addition, modern supervision frameworks emphasize participatory approaches that involve teachers as active agents in their own professional development rather than passive recipients of administrative judgment (Abror et al., 2024).

Despite these theoretical advancements, the practical implementation of supervision in Indonesian schools continues to face several challenges (Satyawati & Dwikurnaningsih, 2024). Among these are limited supervisory skills, inadequate time allocation, insufficient resources, and a lack of systematic follow-up mechanisms (Sahertian, P. A., 2010). Moreover, in schools that integrate both religious and general education such as Integrated Islamic Junior High Schools (SMPIT) supervision becomes even more complex due to the dual mandate of fostering academic excellence and spiritual character. Supervisors are thus expected to evaluate not only pedagogical effectiveness but also the extent to which Islamic values are embedded in teaching and learning activities.

SMPIT Mutiara Ilmu Bangkalan represents a relevant case for examining these dynamics. As an educational institution that integrates modern pedagogical practices with Islamic moral education, it provides a rich context for exploring how teacher performance supervision is conceptualized, implemented, and evaluated. The school's vision emphasizes holistic education the formation of intellectually capable, spiritually grounded, and socially responsible individuals. Achieving this vision requires teachers to demonstrate excellence in both instructional competence and moral integrity. Consequently, effective supervision becomes essential to ensure that these dual objectives are consistently pursued.

Preliminary observations at SMPIT Mutiara Ilmu indicate that while the institution has established formal mechanisms for teacher supervision, several aspects require further



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strengthening. Supervision planning is often constrained by limited resources and time, leading to inconsistencies in implementation. Feedback mechanisms tend to focus on administrative compliance rather than instructional improvement. Moreover, the integration of digital tools in supervision remains minimal, even though technological innovation could significantly enhance efficiency and transparency. These challenges reflect a broader pattern observed in many educational institutions in developing contexts, where supervision is often viewed as an evaluative task rather than a developmental process.

Globally, contemporary perspectives on educational supervision emphasize the need for adaptive, data-informed, and collaborative models that respond to the changing demands of 21st-century education. The rapid advancement of digital technology, the diversification of learning environments, and the increasing emphasis on inclusive and competency-based education require supervision systems that are flexible, reflective, and oriented toward continuous learning (A. Syafi'i & El-Yunusi, 2024). As (Zepeda, S. J., 2017) argues, supervision must evolve from bureaucratic observation toward dynamic instructional leadership that empowers teachers to innovate, reflect, and improve. In this sense, supervision serves not only as an accountability mechanism but also as a catalyst for organizational learning and institutional excellence.

The implementation and evaluation of teacher performance supervision must therefore be understood within a broader framework of educational quality management. Drawing upon principles from Total Quality Management (TQM) and continuous improvement models, effective supervision involves cyclical stages of planning, action, observation, evaluation, and refinement. Each stage contributes to creating a culture of professionalism and shared responsibility among educators. At SMPIT Mutiara Ilmu, these principles are particularly relevant, as the school strives to integrate spiritual, ethical, and academic dimensions of quality education.

This study aims to analyze how teacher performance supervision is implemented and evaluated at SMPIT Mutiara Ilmu Bangkalan. Specifically, it seeks to answer five key questions: (1) How is the teacher performance supervision program planned and organized? (2) How is it implemented in practice? (3) How does leadership influence the supervision process? (4) How is



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the effectiveness of supervision controlled and evaluated? and (5) What creative and innovative strategies are employed to enhance supervision outcomes? By addressing these questions, the study seeks to provide empirical insights into the practical realities of supervision in integrated Islamic schools and contribute to the ongoing discourse on teacher quality improvement in Indonesia.

The relevance of this research extends beyond the local context. Globally, educational institutions face similar challenges in balancing standardization and innovation, accountability and autonomy, as well as tradition and modernization. Understanding how supervision is practiced in a school that integrates religious and general education provides valuable lessons for other institutions seeking to harmonize diverse educational goals. Moreover, the study contributes to the broader academic conversation on how supervision can be redefined as a developmental and transformative process rather than a bureaucratic requirement.

This research is motivated by the recognition that teacher performance supervision remains one of the most strategic yet underexplored dimensions of educational management in Indonesia. By examining its implementation and evaluation at SMPIT Mutiara Ilmu Bangkalan, the study aims to reveal both challenges and opportunities in enhancing supervision effectiveness. The findings are expected to inform policy recommendations, guide school leaders in designing more responsive supervision systems, and inspire innovative practices that align with national education standards and global quality benchmarks. Ultimately, the success of supervision lies not merely in procedural compliance but in its capacity to nurture competent, reflective, and values-driven educators who embody the true spirit of quality education.

METHOD

Research Design

This study employed a qualitative research approach with a case study design, aimed at gaining a deep understanding of the implementation and evaluation of teacher performance supervision at SMPIT Mutiara Ilmu Bangkalan. The qualitative method was chosen because it



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allows the researcher to explore phenomena in their natural context and to understand participants' experiences, perceptions, and interactions in a comprehensive manner. According to (Creswell, J. W., 2018), qualitative research provides rich and detailed insights into social processes and institutional practices that cannot be captured through quantitative measures. The case study design was particularly appropriate, as it focuses on an in-depth analysis of a specific institution as a bounded system, allowing for a holistic understanding of the supervision process within its real-life setting.

Research Site and Participants

The study was conducted at SMPIT Mutiara Ilmu Bangkalan, an Islamic-based integrated junior high school located in East Java, Indonesia. The school was selected purposively due to its distinctive combination of academic and moral education and its active implementation of teacher supervision programs. The participants consisted of the school principal, vice principal for curriculum, supervisors, and selected teachers. The selection used a purposive sampling technique, ensuring that only individuals directly involved in supervision activities were included. This approach enabled the researcher to obtain relevant and contextually rich information from key informants who possess firsthand experience with supervision practices (Rubin, 2011).

Data Collection Techniques

Data were collected using three complementary techniques: interviews, observation, and document analysis (Hair et al., 2006). Semi-structured interviews were conducted to elicit participants' experiences and perspectives regarding supervision planning, implementation, and evaluation. Observations were carried out during classroom visits, feedback sessions, and staff meetings to gain direct insight into the dynamics of supervision. In addition, various documents including supervision plans, evaluation forms, and performance reports were analyzed to triangulate data and ensure validity. The use of multiple sources provided a comprehensive and credible understanding of the supervision process.



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Data Analysis Procedures

The collected data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña (2014), which includes three main stages: data reduction, data display, and conclusion drawing/verification (Miles et al., 2014). Data reduction involved organizing and simplifying the information obtained from interviews and observations into meaningful categories. Data display was conducted through thematic matrices to identify patterns and relationships among variables. Finally, conclusions were drawn through iterative analysis and verified through triangulation and member checking to ensure reliability and trustworthiness.

RESULT AND DISCUSSION

Programme Planning

The planning stage of teacher performance supervision at SMPIT Mutiara Ilmu Bangkalan constitutes a fundamental step in ensuring the overall effectiveness of the supervision process. A well-conceived plan provides direction, establishes priorities, and ensures that supervision activities are aligned with institutional objectives. At this school, the planning process is conducted annually and designed to correspond with the academic calendar and broader educational goals. The principal, vice-principal for curriculum, and supervisory team work collaboratively to design the supervision programme, taking into consideration teacher competency levels, classroom needs, and the requirements of national education standards. The plan outlines the objectives of supervision, the schedule of visits, performance indicators, and follow-up mechanisms intended to improve teacher professionalism and instructional quality.



Figure 1. Programme planning

Despite its structured design, the implementation of the supervision plan remains constrained by a number of practical limitations. One major challenge relates to human and technical resources. Supervisors and administrative staff often hold multiple responsibilities within the school, which limits the time available for comprehensive planning, coordination, and follow-up. As a result, supervision activities tend to be reactive rather than proactive, addressing immediate operational issues instead of long-term professional development goals. Additionally, the absence of a systematic data management system has made it difficult to document progress, track teacher performance trends, and evaluate the overall impact of the supervision programme. These challenges are not unique to this institution but are also reflected in broader educational contexts, where administrative demands often take precedence over instructional development.

The findings of this study indicate that although the school prepares an annual supervision plan, its implementation does not always follow the established framework. In some cases, teachers reported receiving limited information about supervision criteria or feedback mechanisms. The absence of clear communication and feedback reduces the developmental value of supervision and reinforces a perception of supervision as a compliance-oriented exercise rather than a supportive process. This situation corresponds with the observations of (Hoy, W. K., & Miskel, C. G., 2013), who argue that inadequate planning and communication can diminish the influence of supervision on improving instructional quality and teacher motivation.



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Another limitation observed in the planning process is the insufficient use of data to inform decision-making. Supervision priorities are often determined based on general assumptions about teacher performance rather than on evidence derived from classroom observations, student learning outcomes, or self-evaluation reports. Without a strong data foundation, it becomes difficult to tailor supervision activities to the specific needs of teachers or to measure progress accurately. International best practices in educational management highlight the importance of evidence-based planning, where decisions are grounded in reliable data to promote accountability, transparency, and effectiveness.

The planning process at SMPIT Mutiara Ilmu demonstrates positive elements that reflect the school's commitment to participatory governance. Teachers are given opportunities to contribute to the identification of professional development priorities and to express their expectations regarding supervision. This participatory approach encourages a sense of ownership and strengthens trust between supervisors and teachers. It also aligns with the principle of collegial supervision, as described by (Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M., 2014), in which supervision is understood as a cooperative effort that promotes professional dialogue, mutual learning, and shared responsibility for school improvement.

In recent years, the school has begun to explore digital tools and online platforms as part of its effort to modernize the supervision planning process. These tools are used for scheduling classroom visits, storing supervision data, and sharing feedback with teachers. Although still in the early stages, this initiative represents an important shift towards greater efficiency and transparency. Digitalization allows for real-time communication, systematic record-keeping, and continuous monitoring of teacher performance. As (Zepeda, S. J., 2017) notes, the integration of technology into supervision practices enhances professional accountability and facilitates a culture of continuous improvement in education.

The programme planning stage of teacher supervision at SMPIT Mutiara Ilmu Bangkalan reflects both achievements and challenges. On the one hand, the existence of a structured plan and participatory procedures demonstrates institutional commitment to professional growth. On the



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other hand, limitations in human resources, data utilization, and feedback mechanisms hinder the full realization of its objectives. To strengthen future supervision planning, the school needs to enhance the capacity of supervisors, integrate data-driven strategies, and institutionalize reflective and participatory evaluation practices. Effective planning should be viewed not merely as an administrative requirement but as a dynamic and adaptive process that supports continuous learning, professional collaboration, and sustained quality improvement in education.

Supervision Implementation

The implementation of teacher performance supervision at SMPIT Mutiara Ilmu Bangkalan represents the operational stage where planned activities are translated into practice. It is at this stage that the quality and consistency of supervision are tested, as it requires coordination among school leaders, supervisors, and teachers to ensure that professional standards are upheld and instructional goals are met. The implementation phase involves several key components, including classroom observations, peer learning, post-observation feedback sessions, and follow-up mentoring. These activities aim to assess teacher performance, identify strengths and areas for improvement, and foster a culture of reflective practice within the school.

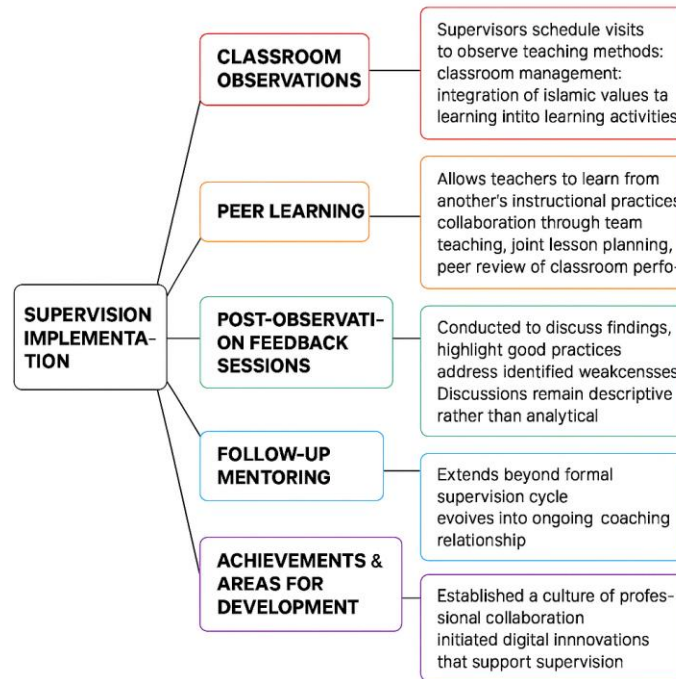


Figure 2. *Supervision Implementation*

The research findings indicate that supervision at SMPIT Mutiara Ilmu is carried out regularly, although the degree of consistency and depth varies across teachers and departments. Classroom observations form the core activity of the supervision process. Supervisors and the principal conduct scheduled visits to observe teaching methods, classroom management, student engagement, and the integration of Islamic values into learning activities. Observations are typically guided by structured instruments that assess pedagogical competence, lesson planning, assessment strategies, and teacher–student interaction. Teachers generally respond positively to these visits, viewing them as opportunities for constructive evaluation rather than punitive inspection. However, time limitations and overlapping administrative duties often reduce the duration and frequency of classroom observations, limiting their overall impact on instructional improvement.

Another important element of supervision implementation is peer observation, which allows teachers to learn from one another’s instructional practices. The school encourages teachers



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to collaborate through team teaching, joint lesson planning, and peer review of classroom performance. This collaborative approach is aligned with the concept of collegial supervision, which emphasizes professional cooperation and mutual learning rather than hierarchical control. As (Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M., 2014) observe, effective supervision must foster a climate of trust where teachers can openly discuss challenges, share experiences, and jointly seek solutions. Peer observation at SMPIT Mutiara Ilmu has been well-received, yet it remains informal and lacks systematic documentation, which limits its potential as a structured tool for professional development.

The post-observation feedback and mentoring process is considered the most crucial aspect of supervision, as it directly influences teachers' professional growth. After classroom visits, supervisors typically conduct feedback sessions to discuss findings, highlight good practices, and address identified weaknesses. Nevertheless, the study reveals that feedback and mentoring are not always carried out consistently or in depth. In many cases, the discussions remain descriptive rather than analytical, focusing on what was observed instead of exploring how teaching practices can be improved. As (Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M., 2014) emphasize, supervision without reflective feedback significantly diminishes the potential for professional learning and improvement. Furthermore, teachers expressed the need for more continuous mentoring that extends beyond the formal supervision cycle, suggesting that supervision should evolve into an ongoing coaching relationship rather than a one-time evaluation.

From a leadership perspective, the success of supervision implementation depends largely on the coordination and communication between supervisors and teachers. The principal at SMPIT Mutiara Ilmu has adopted a collaborative leadership style, encouraging dialogue and participatory decision-making during supervision activities. This approach helps to build mutual understanding and reduces anxiety among teachers who might otherwise perceive supervision as judgmental. However, despite these positive practices, the study found that the absence of standardized procedures for documentation and follow-up remains a challenge. Reports are often incomplete or



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delayed, and the findings from supervision sessions are not always systematically used to inform subsequent training or professional development programmes.

The study also highlights the growing role of digital tools in facilitating supervision implementation. The school has begun using electronic forms and online communication platforms to record observation results and share feedback. Although still at a preliminary stage, this digitalization process reflects the school's commitment to modernization and transparency. The integration of technology into supervision has the potential to enhance efficiency, allow real-time feedback, and build cumulative data on teacher performance. As noted by (Zepeda, S. J., 2017), digital supervision systems enable continuous professional learning by making performance data more accessible and actionable for both teachers and supervisors.

The implementation of teacher supervision at SMPIT Mutiara Ilmu Bangkalan demonstrates both achievements and areas for development. The school has successfully established a culture of professional collaboration and has initiated digital innovations that support supervision. However, the inconsistency of feedback, limited time allocation, and insufficient documentation still constrain the effectiveness of implementation. Strengthening these aspects requires clearer procedural guidelines, stronger mentoring mechanisms, and the integration of supervision outcomes into broader teacher development strategies. Ultimately, effective implementation should ensure that supervision serves not merely as an evaluative process but as a transformative tool that continuously enhances teaching quality, professional competence, and institutional accountability.

Leadership and Coordination

Leadership is a central element in the successful implementation of teacher performance supervision. At SMPIT Mutiara Ilmu Bangkalan, the leadership dimension encompasses both the managerial and instructional aspects of supervision, guiding how programmes are planned, coordinated, and sustained. Effective leadership not only provides direction and structure but also builds an environment of trust, motivation, and shared commitment among teachers and supervisory teams. The findings of this study reveal that the principal's leadership style has played

a vital role in maintaining discipline, ensuring cooperation, and fostering professional growth among teachers.



Figure 3. Leadership and Coordination

The principal of SMPIT Mutiara Ilmu practices a form of collaborative and instructional leadership, emphasizing partnership and participation rather than top-down authority. This leadership model is evident in the way the school involves teachers in determining supervision criteria, developing evaluation indicators, and discussing feedback outcomes. Such inclusiveness strengthens the sense of ownership among teachers and promotes mutual respect between leaders and staff. According to (Daresh, John C., 2001), instructional leadership is essential in sustaining teacher motivation because it bridges the gap between administrative management and classroom practice. When leaders are actively engaged in the instructional process, teachers perceive



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supervision as supportive rather than evaluative, thereby encouraging professional reflection and continuous improvement.

Leadership at SMPIT Mutiara Ilmu also manifests in the creation of a supportive organizational culture. The principal and supervisory team encourage open communication and view supervision as a process of shared learning. Weekly coordination meetings provide opportunities to discuss classroom challenges, review progress, and plan professional development initiatives. This aligns with the principles of transformational leadership, in which leaders inspire teachers to pursue collective goals, develop their capacities, and align personal values with the institutional mission. The integration of Islamic ethical values into leadership practice further reinforces a sense of moral responsibility and collegial unity within the school community. Teachers reported that they felt more confident and valued when their opinions were acknowledged, and their contributions were recognized during decision-making processes.

Despite these positive aspects, several managerial challenges remain. The study found that coordination and documentation systems for supervision are not yet fully standardized. Scheduling supervision activities is often complicated by conflicting timetables, resulting in uneven supervision coverage across subjects and grade levels. Documentation of observation results and follow-up actions is sometimes delayed or incomplete, limiting the availability of accurate data for evaluation and future planning. Similarly, the performance appraisal process though formally structured lacks a consistent link between supervision findings and teacher professional development programmes. This gap reduces the potential for supervision to serve as an integrated mechanism for continuous quality improvement.

The findings also indicate that the effectiveness of leadership in supervision is influenced by communication patterns. While the principal demonstrates openness and accessibility, horizontal communication among supervisors and teachers could be further strengthened. Informal communication channels, such as mentoring conversations and peer consultations, play an important role in sustaining teacher morale. However, these are not yet institutionalized as part of a systematic leadership strategy. Stronger coordination between supervisory teams and academic



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divisions would help to ensure that information flows efficiently, decisions are data-driven, and follow-up actions are consistently implemented.

To address these challenges, it is essential for the school to enhance its managerial capacity through structured training in educational leadership, supervision management, and data-based decision-making. Establishing clear standard operating procedures (SOPs) for scheduling, reporting, and evaluation would improve accountability and coherence. Moreover, integrating technology into leadership practices such as digital scheduling tools, performance dashboards, and online reporting systems could streamline coordination and documentation. As noted by (Zepeda, S. J., 2017) effective instructional leadership in the 21st century increasingly relies on technology-supported management to ensure transparency, efficiency, and continuous professional dialogue.

Leadership and coordination play a decisive role in shaping the effectiveness of teacher supervision at SMPIT Mutiara Ilmu Bangkalan. The principal's collaborative leadership style has successfully cultivated motivation and collegiality among teachers, aligning supervision with the school's educational values. Nonetheless, managerial limitations in scheduling, documentation, and performance appraisal still constrain the full potential of leadership. Moving forward, strengthening organizational coordination, formalizing communication systems, and linking supervision outcomes with professional development programmes are critical steps toward a more comprehensive and sustainable supervision framework. Ultimately, leadership in supervision must function as both a managerial instrument and a moral compass, guiding the school toward the realization of its vision for high-quality, value-based education.

Evaluation and Control

Evaluation and control represent the final and most decisive stages in the supervision process at SMPIT Mutiara Ilmu Bangkalan, serving as mechanisms to ensure that the goals of teacher performance supervision are achieved effectively and sustainably. These stages are not only intended to measure outcomes but also to facilitate continuous improvement by identifying strengths, weaknesses, and areas requiring strategic intervention. In line with the school's vision

of quality education grounded in both academic and moral excellence, the evaluation process integrates elements of professional reflection, accountability, and institutional learning.

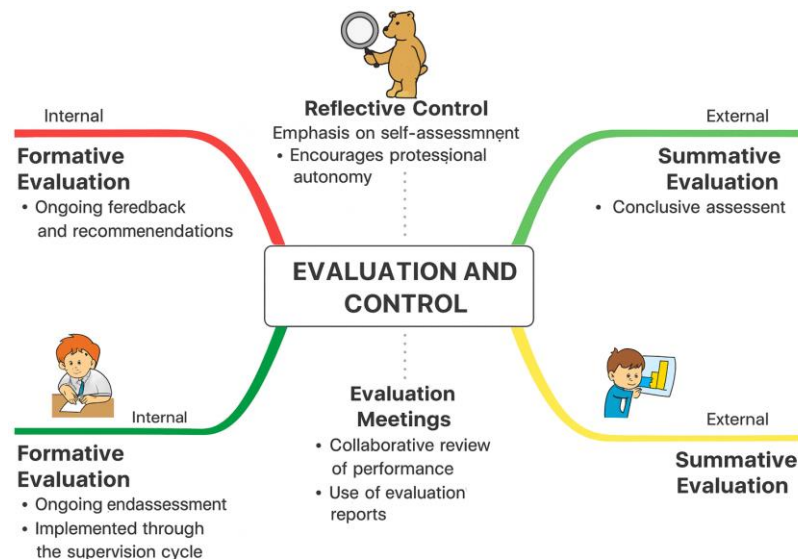


Figure 4. Evaluation and control

The evaluation of teacher performance supervision at SMPIT Mutiara Ilmu Bangkalan is carried out through a combination of formative and summative assessments. Formative evaluation is implemented throughout the supervision cycle, emphasizing ongoing feedback and reflection. Supervisors assess teachers' classroom practices, pedagogical strategies, and learning outcomes, providing recommendations for improvement after each observation. This continuous feedback system allows teachers to make timely adjustments and to engage in reflective practice, aligning their instructional approaches with the school's pedagogical standards. Summative evaluation, on the other hand, is conducted at the end of each semester or academic year. It serves to assess the overall progress of teachers and the effectiveness of the supervision programme as a whole. The summative stage provides valuable input for future planning, helping the leadership team identify broader institutional trends and priorities for teacher development.

Regular evaluation meetings are an essential feature of the school's control mechanism. These meetings are attended by the principal, vice-principal for curriculum, supervisors, and teacher representatives. They serve as platforms for reviewing progress, discussing emerging



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challenges, and sharing best practices. Evaluation results are presented through supervision reports, which outline performance achievements, observed gaps, and recommendations for follow-up action. The collaborative nature of these meetings helps foster a shared sense of accountability, as all stakeholders participate in the interpretation of findings and in determining the next steps. This practice is consistent with (Deming, W. E., 1986), concept of continuous quality improvement, which emphasizes feedback loops, collaborative problem-solving, and the use of evaluation results to guide sustained enhancement of performance.

The school applies a gradual control system that emphasizes reflection and self-assessment rather than coercive monitoring. Teachers are encouraged to evaluate their own progress based on feedback received from supervisors, peer observations, and student performance data. This self-assessment approach nurtures professional autonomy and intrinsic motivation, allowing teachers to view supervision as a developmental opportunity rather than an administrative requirement. The adoption of reflective control also aligns with international educational management principles, which advocate for professional accountability based on internal commitment rather than external enforcement. By cultivating a reflective culture, the school ensures that control mechanisms promote learning and growth rather than fear or compliance.

The study also identifies several challenges in the evaluation and control process. One of the main limitations is the lack of systematic documentation and data integration. Evaluation results are often recorded manually, and follow-up actions are not consistently tracked. This makes it difficult to assess long-term improvement or to establish clear performance benchmarks. Furthermore, while evaluation meetings are held regularly, the dissemination of results to all teachers is sometimes limited, reducing transparency and the potential for collective learning. Addressing these issues requires the establishment of a more structured monitoring and reporting system, supported by digital tools that enable real-time data access and longitudinal tracking of performance trends.

Another challenge relates to the capacity of supervisors in conducting evaluative analysis. While most supervisors are competent in assessing instructional delivery, fewer possess the



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analytical skills necessary to interpret performance data in relation to strategic improvement goals. Capacity-building programmes in data analysis, performance measurement, and evidence-based decision-making are therefore essential. As (Zepeda, S. J., 2017) points out, evaluation in modern educational supervision must move beyond simple observation to incorporate analytical insights that inform professional development and institutional policy.

The evaluation and control stages of supervision at SMPIT Mutiara Ilmu Bangkalan demonstrate a strong commitment to reflection and continuous improvement. The use of formative and summative assessments, regular review meetings, and self-assessment practices has contributed to a culture of accountability and professional learning. Nonetheless, the full potential of these mechanisms is limited by challenges related to documentation, data integration, and supervisor capacity. To strengthen these processes, the school should institutionalize digital evaluation systems, enhance supervisor training, and ensure transparent communication of results. Ultimately, effective evaluation and control are not merely instruments of oversight but vital components of a dynamic quality assurance system that sustains excellence, encourages innovation, and upholds the integrity of the educational process.

Creative and Innovative Ideas

Innovation has become an essential dimension of teacher performance supervision at SMPIT Mutiara Ilmu Bangkalan, reflecting the school's commitment to aligning supervision practices with 21st-century educational demands. In an era characterized by rapid technological advancement, dynamic learning environments, and evolving pedagogical standards, innovation in supervision serves as both a necessity and an opportunity to enhance efficiency, transparency, and professional growth. The school has begun to integrate several creative and forward-looking initiatives, including the use of digital supervision records, peer mentoring systems, and thematic evaluation workshops, which collectively demonstrate a transition from traditional, hierarchical supervision to more collaborative and technology-supported approaches.

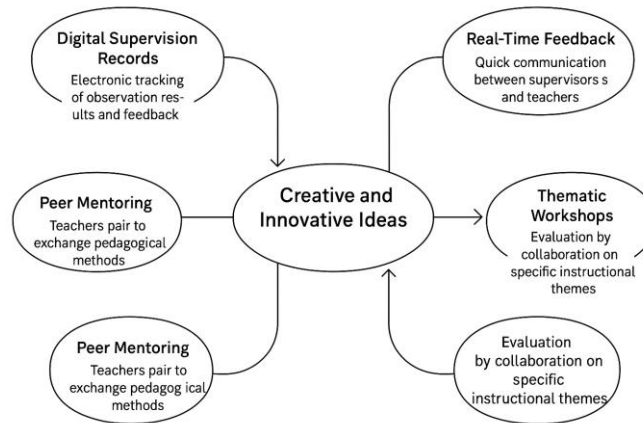


Figure 5. Creative and Innovative Ideas

One of the most notable innovations is the digitalization of supervision records. The school has introduced electronic tools for documenting observation results, performance feedback, and professional development plans. This shift from paper-based to digital formats offers several advantages. First, it allows supervisors to store and retrieve data more efficiently, ensuring that information remains accessible and organized for future reference. Second, it enhances accountability by providing an auditable trail of supervision activities and follow-up actions. Third, digital systems facilitate real-time communication between supervisors and teachers, enabling faster feedback and promoting a more responsive supervision culture. This initiative aligns with the growing emphasis on digital governance in education, where technology serves as a catalyst for transparency and continuous improvement. As (Zepeda, S. J., 2017) highlights, 21st-century supervision must leverage digital tools not only for administrative convenience but also for fostering meaningful professional dialogue and evidence-based decision-making.

Another creative practice is the introduction of a peer mentoring programme, designed to encourage teachers to learn from one another through observation, discussion, and shared reflection. Under this system, teachers are paired according to subject expertise or teaching experience, allowing them to exchange pedagogical strategies and provide mutual support. Peer mentoring has proven to be particularly effective in promoting reflective practice, as teachers are more open to feedback from colleagues who understand the contextual realities of classroom



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instruction. This initiative also reinforces the school's broader philosophy of collegial supervision, which emphasizes collaboration and mutual learning over control and evaluation. By building a community of practice within the school, peer mentoring contributes to professional empowerment, strengthens interpersonal trust, and sustains a culture of continuous learning.

The implementation of thematic evaluation workshops further demonstrates the school's innovative spirit. These workshops are organized periodically to address specific themes identified through supervision findings such as classroom management, differentiated instruction, or the integration of Islamic values into learning activities. Each workshop involves collaborative discussions, demonstration lessons, and case analyses, allowing teachers to explore practical solutions to shared challenges. This approach transforms supervision outcomes into actionable learning opportunities, bridging the gap between evaluation and professional development. The workshops also foster interdisciplinary exchange, as teachers from different departments collaborate to develop innovative teaching practices. In this sense, the thematic workshops not only enhance individual teacher competence but also strengthen institutional capacity for pedagogical innovation.

These creative and innovative initiatives illustrate a broader paradigm shift in the philosophy of supervision at SMPIT Mutiara Ilmu. Supervision is no longer viewed merely as an instrument of control or compliance but as a participatory process that empowers teachers to take ownership of their professional growth. The emphasis on collaboration, digital integration, and reflective dialogue reflects a movement towards what educational scholars term transformative supervision a model that combines professional accountability with personal empowerment. The school's commitment to such transformation demonstrates its responsiveness to global educational trends that prioritize lifelong learning, digital literacy, and adaptive leadership.

Nevertheless, the study also identifies several factors that must be addressed to ensure the sustainability of these innovations. The successful implementation of digital tools, for instance, depends on adequate infrastructure, user training, and data security measures. Similarly, peer mentoring and thematic workshops require institutional support, time allocation, and continuous



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monitoring to maintain consistency and relevance. Leadership commitment is therefore critical to institutionalizing these innovations and embedding them within the school's long-term supervision framework. Without sustained managerial and technical support, innovative practices risk remaining isolated initiatives rather than becoming integral components of a systemic improvement strategy.

The emergence of creative and innovative practices in supervision at SMPIT Mutiara Ilmu Bangkalan marks a significant advancement in the school's pursuit of educational quality. Through digital supervision records, peer mentoring, and thematic evaluation workshops, the institution has begun to redefine supervision as a collaborative, data-driven, and development-oriented process. To sustain this progress, ongoing capacity building, digital integration, and leadership consistency are essential. These innovations not only enhance the effectiveness of teacher supervision but also contribute to a broader vision of quality education one that harmonizes professionalism, technology, and ethical responsibility in preparing educators for the challenges of contemporary schooling.

CONCLUSION

The implementation and evaluation of teacher performance supervision at SMPIT Mutiara Ilmu Bangkalan demonstrate a strong institutional commitment to promoting educational quality through structured, reflective, and participatory practices. The study reveals that supervision at the school has evolved from a compliance-oriented procedure into a developmental and collaborative process that supports teacher professionalism. Key achievements include the establishment of an annual supervision plan, the integration of classroom observation and peer mentoring, the application of formative and summative evaluation mechanisms, and the introduction of digital tools to document performance. These efforts collectively reflect the school's awareness of global educational trends that emphasize accountability, data-informed decision-making, and continuous improvement. Moreover, leadership at SMPIT Mutiara Ilmu has fostered an atmosphere of



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openness and cooperation, allowing supervision to function as both a managerial tool and a professional learning strategy.

The study also highlights several challenges that require sustained attention. Limitations in human resources, time allocation, and systematic documentation continue to hinder the full effectiveness of supervision activities. In addition, the absence of integrated digital infrastructure and consistent mentoring follow-up restricts the long-term impact of innovative practices. To address these challenges, the school should strengthen capacity-building programmes for supervisors, institutionalize digital supervision systems, and formalize communication and feedback mechanisms. Future improvements should focus on transforming supervision into an adaptive system of continuous learning, linking evaluation results directly to professional development and policy planning. In essence, teacher supervision at SMPIT Mutiara Ilmu Bangkalan illustrates that meaningful educational improvement depends not only on rigorous evaluation but also on visionary leadership, collaborative engagement, and a culture of reflective practice that sustains both excellence and integrity in teaching.

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