



Evaluating Managerial Supervision Practices for Teacher Performance Enhancement: Evidence from an Islamic Secondary School in Indonesia

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Abstract

This study aims to analyze and evaluate the implementation of managerial supervision conducted by a madrasah principal, with particular attention to how supervision is planned, implemented, monitored, and evaluated to support teacher and administrative staff performance. A qualitative case study approach was employed. Data were collected through in-depth interviews, observations, and document analysis, and were analyzed using data reduction, data display, and conclusion drawing. The findings indicate that managerial supervision was implemented through four interconnected stages: systematic planning, classroom observations and individual guidance during implementation, continuous monitoring of teacher performance, and evaluation to identify areas for improvement. The study also found that effective managerial supervision was supported by visionary leadership, constructive communication between the principal and teachers, and institutional collaboration. However, its implementation was constrained by limited time allocation and available resources, which affected the consistency and scope of supervisory activities. These findings suggest that strengthening principals' managerial and supervisory competencies through continuous professional development, alongside institutional support to address resource constraints, may enhance the effectiveness of managerial supervision and contribute to continuous school quality improvement.

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INTRODUCTION

Managerial supervision constitutes an important component of school management, as it supports the coordination, monitoring, and evaluation of various aspects of educational administration. Previous studies have reported an

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association between managerial supervision, school leadership, and teacher performance. [Zohriah et al \(2022\)](#), for example, found that principals' academic supervision, supervisors' managerial supervision, and principals' leadership were significantly associated with improvements in teacher performance. These findings suggest that managerial supervision extends beyond administrative responsibilities and serves as an important mechanism for improving school management.

Managerial supervision generally begins with the development of a structured supervision program as part of the school's annual planning process. Such programs are commonly formulated during the beginning-of-year planning meetings and serve as a reference for supervisory activities throughout the academic year. According to [Sufrida et al \(2022\)](#), systematic planning supports the implementation of school programs and contributes to the continuous improvement of educational management. Similarly, [Warman \(2022\)](#) reported that principals' managerial competence is closely associated with effective school planning, particularly in programs aimed at enhancing teachers' professional development. In practice, principals are responsible not only for supervising the teaching and learning process but also for managing school facilities, student affairs, curriculum implementation, financial administration, and activities related to monitoring, evaluation, reporting, and human resource development.

[Abidin et al \(2024\)](#) further demonstrated that principals' managerial competence, instructional supervision, school culture, and teacher performance are associated with school effectiveness. In addition to its supervisory function, managerial supervision also serves as a mechanism for evaluation and continuous improvement. [Syakwanah et al \(2023\)](#) argued that supervision enables schools to identify challenges encountered during educational implementation and provides a basis for developing appropriate follow-up actions to improve management practices.

Despite its recognized role, the implementation of managerial supervision continues to face several challenges. [Zhahira \(2022\)](#) reported that supervisory practices are not always implemented optimally, particularly with regard to routine monitoring, evaluative meetings, and follow-up actions based on supervision findings. Such conditions may reduce the effectiveness of managerial supervision in supporting school improvement. Nevertheless, supervision remains an essential component of educational governance because it helps ensure that school programs are implemented in accordance with established plans and applicable educational regulations ([Engkizar et al., 2026](#); [Jahari, 2016](#)).

Previous studies have predominantly examined managerial supervision through quantitative approaches or focused on specific variables, such as its relationship with teacher performance or school effectiveness. In contrast, qualitative studies that comprehensively examine the implementation of managerial supervision including planning, implementation, monitoring, evaluation, reporting, and follow up in the context of madrasahs remain limited. Furthermore, empirical evidence regarding managerial supervision as a systematic and continuous school management process within Islamic Secondary Schools has received relatively limited scholarly attention.

Based on these considerations, this study aims to analyze and evaluate the implementation of managerial supervision conducted by the principal of an Islamic Secondary School. The findings are expected to provide empirical insights into the implementation process of managerial supervision, including the factors that facilitate and constrain its implementation, thereby

contributing to the broader literature on educational leadership and school management in the context of Islamic secondary education.

METHODS

This study employed a qualitative approach using a case study design to explore the implementation of managerial supervision conducted by a madrasah principal. In qualitative research, participants serve as informants by providing information relevant to the research objectives (Alhazmi & Kaufmann, 2022; Engkizar et al., 2023, 2025). Informants were selected through purposive sampling, a technique that enables researchers to identify participants who possess knowledge and experience relevant to the phenomenon under investigation (Annasthasya et al., 2025). The primary informant was the madrasah principal, who was directly responsible for planning and implementing managerial supervision. The study was conducted at an Islamic Secondary School in Indonesia, where the principal provided information regarding supervisory practices and supporting documentation. As noted by Engkizar et al (2026); Okenova et al (2025); Rahman et al (2025), informants in qualitative research play an important role in providing contextual information and facilitating data triangulation through the comparison of perspectives and experiences. Data were collected through semi-structured interviews and document analysis. The data were analyzed using the interactive model of data analysis, which consisted of data reduction, data display, and conclusion drawing.

RESULT AND DISCUSSION

Managerial supervision in madrasahs refers to the process by which managers or madrasah principals oversee and control the activities and performance of teaching staff and madrasah employees as a whole. The primary objective of managerial supervision is to improve the effectiveness and efficiency of madrasah operations in achieving established educational goals. In the context of managerial supervision, the manager or madrasah principal is responsible for ensuring that the madrasah's educational programs and activities run smoothly and in accordance with established policies and procedures. They supervise teaching staff, including observing lessons, providing feedback, and offering guidance or training as needed.

In addition, managerial supervision also involves overseeing administrative, financial, and support staff. The findings indicate that managerial supervision is implemented through a sequential process involving planning, implementation, evaluation, reporting, follow-up, and educational quality improvement. These interconnected stages form a comprehensive managerial supervision cycle that highlights the relationship between supervisory activities and continuous school improvement. The conceptual framework developed from the findings is presented in Figure 1.

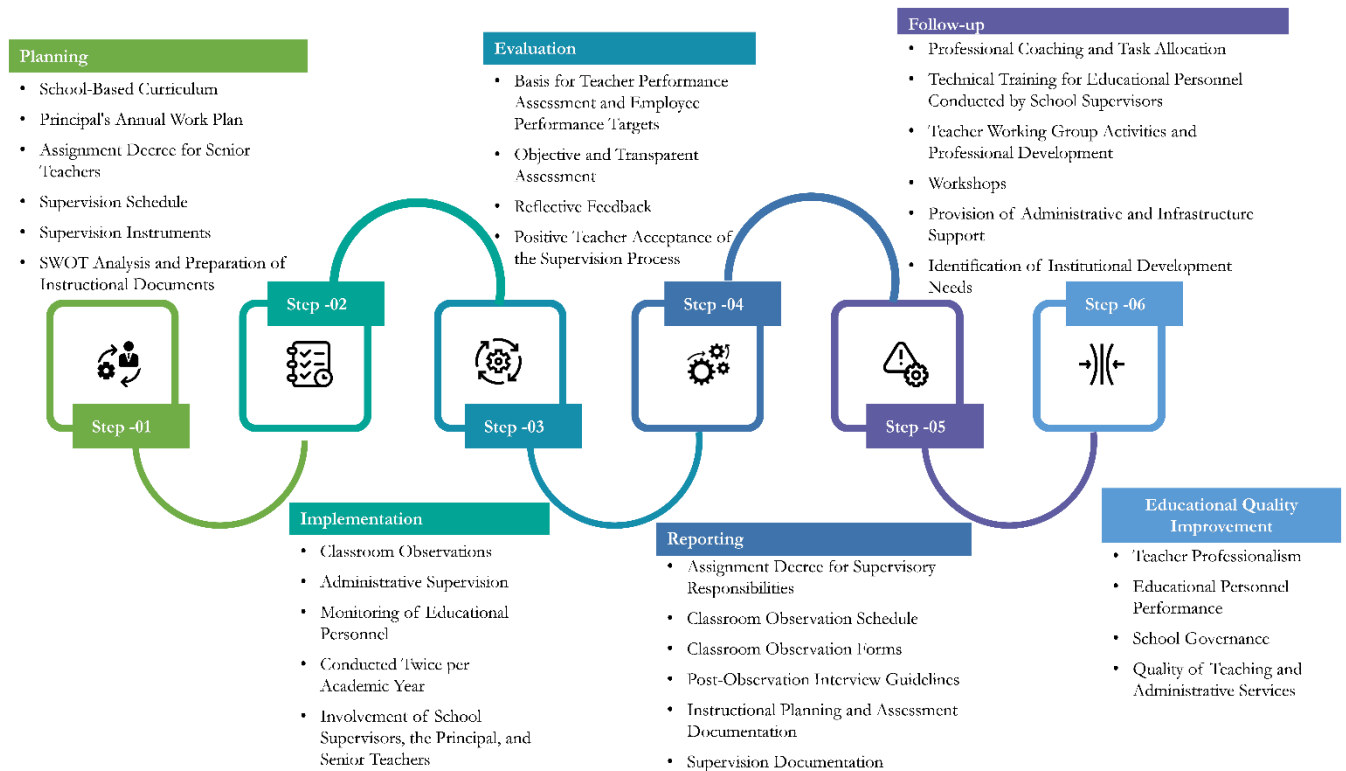


Fig 1. Conceptual Model of the Managerial Supervision Process

As illustrated in Figure 1, managerial supervision in the studied Islamic Secondary School comprises six interconnected stages: planning, implementation, evaluation, reporting, follow-up, and educational quality improvement. Rather than functioning as separate activities, these stages form a continuous supervisory cycle in which each phase informs the subsequent one. The following sections discuss each stage in greater detail based on the interview findings and document analysis.

Planning of Managerial Supervision

Interview findings indicate that managerial supervision at the Islamic Secondary School was initiated through the preparation of formal planning documents, including the School-Based Curriculum, the Principal's Annual Work Plan, the assignment decree for senior teachers involved in supervisory activities, supervision schedules, and supervision instruments. Planning also included the preparation of instructional and administrative documents that served as the basis for classroom observation and administrative supervision.

These findings suggest that managerial supervision was organized through a structured planning process involving administrative preparation, resource allocation, and the establishment of supervisory procedures. Such practices are consistent with the managerial supervision framework, which emphasizes systematic planning, resource organization, monitoring, and evaluation as interconnected components of educational management. Within this process, the principal coordinated supervisory activities, delegated responsibilities to senior teachers, and facilitated follow-up discussions after classroom observations (Widiyanto et al., 2024).

The findings are consistent with Wibowo & Wijayanti (2025), who reported that systematic and collaborative supervision planning provides a framework for implementing educational supervision while reducing potential implementation barriers. Likewise, Nurlaili et al (2021) found that principals who develop structured supervision programs are better able to organize routine and follow-up supervisory activities according to institutional needs.

Implementation of Managerial Supervision

The findings indicate that managerial supervision was conducted twice during the academic year, with each supervision cycle preceded by scheduling, coordination among educational personnel, preparation of supervisory instruments, and determination of assessment procedures. Supervisory activities involved the principal, school supervisors, and senior teachers.

Interview data suggest that supervision was implemented through classroom observation, administrative monitoring, evaluation, and feedback sessions. The participation of multiple stakeholders reflects a collaborative supervisory process in which responsibilities were distributed among school leaders and experienced teachers.

These findings correspond with previous studies describing managerial supervision as a continuous process involving classroom visits, regular meetings, individual guidance, routine monitoring, and evaluation to support professional improvement (Daryani, 2024).

Evaluation of Managerial Supervision

The evaluation stage was integrated into the assessment of teacher performance and employee performance targets. Interview data indicate that teachers generally accepted the evaluation process as part of routine professional development, and no objections to the supervisory assessment were reported during the study period.

The findings suggest that supervisory evaluation functioned not only as an assessment mechanism but also as a source of feedback for improving professional practice. Similar observations were reported by Mulyani & Rostini (2026), who found that supervision frequency, feedback quality, and teacher participation were associated with improvements in teacher performance and work discipline. Likewise, Widiyanto et al (2024) emphasized that systematic evaluation contributes to school governance through continuous monitoring and collaborative reflection.

Reporting of Managerial Supervision

The reporting process produced various supervisory documents, including assignment decrees for senior teachers, classroom observation schedules, classroom observation sheets, post-observation interview guidelines, instructional preparation records, assessment documents, and photographic documentation of supervisory activities. Classroom supervision and student administration were the most frequently documented aspects because both constituted major components of supervisory assessment.

The findings indicate that supervision reporting relied on systematic documentation throughout the supervisory process. Such documentation provided records for monitoring, evaluation, and subsequent follow-up activities. This observation is consistent with the reporting framework outlined in Minister of Religious Affairs Decree Number 624 of 2021, which emphasizes systematic documentation to support transparency, accountability, and continuous evaluation. Similar reporting practices have also been documented by Prasetyono et al (2023), including supervision reports containing instructional planning, implementation, assessment records, meeting minutes, and follow-up plans.

Follow-up of Managerial Supervision

Interview findings indicate that follow-up activities included professional coaching, redistribution of responsibilities according to assigned duties, technical guidance organized by school supervisors, teacher professional development forums, provision of administrative and facility support, participation in workshops, and identification of institutional development needs.

These findings suggest that managerial supervision extended beyond evaluation and incorporated various follow-up activities intended to address issues identified during supervision. The implementation of professional development activities following supervisory evaluation is consistent with [Nurlaili et al \(2021\)](#), who described follow-up supervision as involving coaching, workshops, and professional training to strengthen teacher competence and school administration. Comparable findings were reported by [Munawaroh et al \(2023\)](#), who observed that follow-up supervision encompassed observation, interviews, documentation, and professional development activities to support educational personnel.

Overall, the findings indicate that managerial supervision at the studied Islamic Secondary School encompassed planning, implementation, evaluation, reporting, and follow-up as interconnected stages. These findings are comparable with previous studies reporting that systematic managerial supervision may contribute to strengthening administrative services, instructional management, and teacher professional development ([Abduldayev et al., 2026](#); [Az-Zahra et al., 2025](#); [Kalsum et al., 2025](#)).

From a conceptual perspective, the findings illustrate managerial supervision as a collaborative management process involving the principal, school supervisors, and senior teachers, supported by systematic documentation and continuous follow-up. Rather than functioning solely as an evaluative activity, managerial supervision in this study appears to integrate planning, implementation, evaluation, reporting, and professional development within a continuous school management process.

CONCLUSION

This study concludes that managerial supervision at the studied Islamic Secondary School was implemented through five interconnected stages: planning, implementation, evaluation, reporting, and follow-up. The findings indicate that supervisory activities were supported by structured institutional planning documents, periodic implementation involving the principal, school supervisors, and senior teachers, systematic evaluation and documentation, and follow-up activities focused on professional development and institutional improvement. Together, these stages illustrate that managerial supervision functioned as an integrated management process rather than as a stand-alone administrative activity.

This study contributes to the literature by providing empirical evidence on how managerial supervision is implemented within the context of an Islamic Secondary School through a comprehensive qualitative perspective. The findings also suggest that the effectiveness of managerial supervision may be influenced by the integration of systematic planning, collaborative implementation, continuous documentation, and structured follow-up. These insights may inform future studies on educational leadership and managerial supervision, particularly in the context of Islamic educational institutions.

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