



Academic Supervision in Islamic Boarding Schools: Challenges, Gaps, and Strategies for Educational Quality

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Abstract

This study aims to analyze the gaps in the implementation of academic supervision in Islamic boarding schools by examining the current reality, implementation barriers, and potential strategies for improvement. This study employs a descriptive qualitative method using a case study design, conducted over a three-month period from September to November 2025 at a junior high school in Indonesia. This study focuses on revealing the practices of academic supervision, the implementation barriers faced, and their implications for the learning process and students' academic achievement in the Islamic Boarding Schools environment. Data sources were obtained from ten informants, consisting of one school principal, one vice principal for curriculum, one school supervisor, four core subject teachers, two parents, and one school committee representative. Data analysis was conducted using a thematic matrix and comparative tables to map the gaps between academic supervision standards and actual practices in the field. The research findings also reveal variations in student academic achievement influenced by inconsistent supervision, with results ranging from improvement to stagnation and even a decline in performance. The findings indicate that these disparities stem from weak planning, a lack of coordination, and insufficient training for supervisors. The findings and opinions in this study offer practical and theoretical implications for strengthening the governance of academic supervision in Islamic boarding schools, particularly as a foundation for formulating more systematic, collaborative, and culturally contextual supervision policies aimed at improving the quality of learning and the consistency of students' academic achievement.

INTRODUCTION

The theoretical framework underlying the implementation of academic supervision emphasizes that supervision is a process of professional development, monitoring of teaching practices, and ongoing feedback to improve the quality of learning (Chen, 2025). However, field evidence from many Islamic educational institutions, such as schools and Islamic Boarding

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Schools, indicates a significant gap between actual supervision practices and the supervision models outlined in theoretical guidelines. In practice, supervision is often inconsistent, administrative, or merely reactive to problems. This creates a gap between operational realities in the classroom and policy expectations.

Several socio-structural factors, such as a lack of supervisory capacity (school principals or leaders), a lack of ongoing professional training, a heavy administrative workload, and an inadequate documentation system, make it difficult to design supervision in a systematic and sustainable manner. In Islamic boarding schools, supervision practices are influenced by cultural factors such as traditional hierarchies, informal relationship patterns between leaders and teachers, and the prioritization of religious values. Consequently, conventional educational bureaucratic approaches are often inefficient or incompatible with religious values (Abdul et al., 2022).

The lack of reflective learning mechanisms among teachers, variations in teaching quality, and inconsistent curriculum implementation are the practical consequences of this gap (Saadah & Hanafiah, 2024). Furthermore, supervision models must be adapted to the educational transformations driven by the demands of digitalization, accreditation, and public accountability (Liriwati, 2023). Without these changes, Islamic Boarding Schools risk falling behind in their efforts to improve the quality of education to meet modern needs (Kholifah, 2022). These conditions indicate that this research is crucial for mapping the differences between theory and practice within the cultural context of Islamic Boarding Schools and for developing a plan for strategic strengthening.

Academic supervision is a process conducted by supervisors or school principals to assist teachers in improving the planning, implementation, and evaluation of instruction (Xia et al., 2025). In Islamic schools and Islamic Boarding Schools, academic supervision serves not only as administrative oversight but also as a means of enhancing teachers' professionalism and fostering a school culture and character aligned with Islamic values. Furthermore, academic supervision helps align the curriculum with religious values and the boarding school context by integrating pedagogical and religious aspects. Theoretically, academic supervision is rooted in clinical supervision theory, which views supervision as a process of professional development for teachers through the stages of planning, observation, and reflective feedback (Lapidot-Lefler & Cohen, 2025). From another perspective, Sergiovanni positions supervision as part of moral leadership that emphasizes humanistic relationships, trust, and the continuous professional development of teachers (Razak et al., 2023).

In line with this framework, research at various institutions indicates that academic supervision in Islamic boarding schools is generally carried out through a combination of methods, namely individual supervision such as classroom visits, observations, and personal meetings as well as group supervision through training sessions, faculty meetings, and discussion forums. For example, supervision at the Suryalaya Islamic Boarding School in Tasikmalaya is carried out systematically and objectively using regulation-compliant instruments, although it still faces challenges such as the principal's heavy workload, the limited role of the vice principal, and variations in teachers' capabilities (Kohar et al., 2024). Similar findings are also reported by (Edy et al., 2023), who state that improvements in the quality of Islamic education are significantly influenced by the effectiveness of supervision carried out consistently through learning monitoring, curriculum evaluation,

teacher development, and institutional performance assessment.

Building on this overview, this study aims to answer questions regarding how academic supervision is implemented in Islamic Boarding Schools schools, how actual practices differ from supervision standards, and what factors influence its performance. The objectives of this study are to examine how academic supervision is implemented, identify the challenges and socio-cultural dynamics involved, and develop a relevant and contextually appropriate plan to strengthen supervision in Islamic Boarding Schools. This study is expected to advance research on Islamic Boarding Schools-based academic supervision and provide theoretical benefits. Additionally, these findings offer practical benefits for school administrators, supervisors, and education stakeholders to make academic supervision more systematic, humanistic, and aligned with Islamic Boarding Schools values to enhance student learning and academic achievement.

Multidimensional analysis has been integrated into this study to offer new insights: i) to describe the differences between supervision theory and actual practice in Islamic boarding schools through empirical data (interviews, observations, documents), ii) to identify transformational challenges arising from modernization pressures (digitalization, accreditation, demands for professionalism), and iii) to develop a strategic strengthening agenda that incorporates an adaptive-cultural supervision model (negotiation between national and international standards). Using this research methodology, the objective of the study is to generate contextual, operational recommendations capable of addressing systemic changes while taking into account the unique educational culture of Islamic boarding schools.

Specifically, the objectives of this study are to identify differences between the theory of academic supervision and its implementation in Islamic boarding schools, to identify structural, cultural, and competency-related barriers that hinder the effective functioning of supervision, and to develop an evidence-based strategic strengthening agenda that integrates contemporary supervision principles with the cultural characteristics of Islamic boarding schools.

The argument presented suggests that the effectiveness of academic supervision in Islamic boarding schools cannot be adequately measured or improved solely through the adoption of technical guidelines; an adaptive supervision model is needed that considers cultural relations, the legitimacy of leadership authority, and local capacity; thus, policies and interventions must be designed as a negotiation between quality standards and cultural practices to enhance acceptance, sustainability, and impact on the quality of learning (El Manzani, 2025).

This study is highly significant because it provides an empirical foundation and operational concepts for policymakers, Islamic Boarding Schools administrators, and education stakeholders to develop relevant, effective, and culturally sensitive supervision programs. The findings are expected to bridge the gap between theory and practice, enhance teachers' capabilities, and strengthen the contribution of Islamic Boarding Schools to the quality of national education.

METHODS

This study employed a qualitative method using a case study design, conducted over a three-month period from September to November 2025 at Mukhtar Syafaat Junior High School, a junior high school in Indonesia. The study focused on examining the practices of academic supervision, the

implementation challenges encountered, and their implications for the learning process and students' academic achievement within a boarding school setting. Data sources were obtained from 10 informants, consisting of 1 school principal, 1 vice principal for curriculum, 1 school supervisor, 4 core subject teachers, 2 parents, and 1 school committee representative. Informants were selected purposively based on their direct involvement and experience in the implementation of academic supervision (Busrat et al., 2025; Engkizar et al., 2023, 2024, 2025; Huda, 2024; Kassymova et al., 2025; Putri et al., 2021; Rambe et al., 2025; Sabrina et al., 2022; Savitri & Laila, 2024; Seminikhyna & Lutsenko, 2024; Ummah et al., 2025). The research instruments used included a semi-structured interview guide, learning and supervision observation sheets, and a document analysis format covering supervision tools, supervision reports, and summaries of student learning outcomes (Theodorsson et al., 2025).

Data analysis was conducted using thematic matrices and comparative tables to identify gaps between academic supervision standards and actual practices in the field (Houshyar et al., 2025). Data analysis techniques included data reduction through the process of coding and grouping field findings, presenting data in the form of tables, matrices, and structured narratives, and drawing conclusions based on the patterns and relationships between themes identified (Rahman, 2025). Data validity is ensured through triangulation of sources and techniques, by comparing data from interviews, observations, and documentation, as well as conducting limited confirmation with key informants to ensure the findings align with field conditions.

RESULT AND DISCUSSION

Differences in Teachers' and Parents' Perspectives on Learning and Supervision

The primary challenge in fostering collective commitment to an effective supervision model stems from misaligned perceptions among teachers, schools, and parents (Etsula, 2024). The literature confirms that parental involvement and perspectives significantly influence the learning climate and the implementation of school policies (Alam & Limo, 2025), and in line with Ecological Systems Theory (Bronfenbrenner), interactions between families and educational institutions significantly shape student development (Hansen et al., 2025). This lack of alignment in the context of Islamic boarding schools is further exacerbated by cultural characteristics and traditional structures, thereby undermining collaborative supervision efforts (Abdelwahed et al., 2024). This diversity of perceptions also influences supervisory practices, which in observation and documentation are often administrative or ritualistic in nature, rather than serving as a professional development process that leads to improved teaching quality (Rodhiyah, 2024). This situation aligns with findings that without systematic participatory management, parental and community involvement tends to be superficial (Hughes & Davis, 2025), meaning that supervision in Islamic boarding schools risks failing to drive improvements in learning quality if not balanced by dialogue, two-way communication, and collaboration between schools and families (Ihwan, 2025).

Based on the findings, educators and parents expressed a variety of views regarding the quality of learning and academic supervision. As Informant X explained regarding this matter,

Supervision is important as a form of guidance, and I find it helpful to receive feedback on classroom management or teaching methods. However, in practice, supervision is sometimes conducted merely to fulfill administrative requirements, rather than providing professional

feedback that genuinely aids improvement. As a result, I often do not know what follow-up actions are expected. Furthermore, I perceive supervision as more akin to a performance evaluation; there is a sense of being monitored rather than mentored, so I do not feel that supervision serves as professional development and instead appears more like an administrative check (informant X)

In addition to interviewing teachers, the researchers also interviewed students' parents to better understand their perspectives on the quality of learning and the implementation of supervision at the school. As one parent stated,

Overall, I'm happy because my child has become more disciplined and religious, especially in terms of character and discipline. However, I also have concerns regarding the teaching methods used, because according to my child, not all teachers employ varied approaches or actively engage students. My child even sometimes feels bored because the teaching methods are considered monotonous. I hope teachers can be more interactive in delivering the material, and in my opinion, two-way communication between the school and parents is very important so that the learning process can run more smoothly (informant Y)

The interview results indicate that there are differing perspectives between teachers and parents regarding the learning process and supervision. Although teachers view supervision as professional development, the evaluation of these practices remains administrative and has not yet had a significant impact on improving learning. Parents, on the other hand, value the school's disciplinary and religious elements, but they are concerned about inconsistent teaching methods and variations. These differing views indicate that the expectations of both parties are not aligned. This affects how they assess learning and supervision at the Islamic Boarding Schools.

Community Aspirations and Participation in Islamic Boarding Schools Educational Policies and Practices

From the perspective of community participation theory and Stakeholder Theory, community involvement is a crucial prerequisite for the accountability and legitimacy of school policies, especially when communication between the school and the community is not yet optimal, leading to policies often being perceived as unilateral (top-down) decisions and sparking criticism or requests for clarification (Marfo et al., 2025). These community aspirations indicate that their input is not merely a form of social control but also a response to information gaps that make it difficult for them to understand the rationale behind changes in school policies (Raprap et al., 2025). These findings indicate that academic supervision in Islamic boarding schools needs to be expanded from internal teacher evaluations toward a more inclusive educational governance model (Sari & Huzairin, 2021), as evidenced by the dialogues in village meetings and school committee sessions that reflect the community's expectations regarding transparency and consistency in academic policies. Therefore, effective supervision must integrate pedagogical aspects with the strengthening of external communication, public consultation mechanisms, and sustained collaboration between schools and the community (Suheri, 2025), so that through a holistic governance approach, academic supervision can serve as a shared space for formulating policies that not only meet quality standards but also align with the needs, values, and expectations of the Islamic Boarding Schools community.

In line with this theoretical framework, the situation on the ground indicates that certain policies and learning practices in Islamic Boarding Schools schools prompt community participation. This is particularly true when the school schedule is adjusted, academic regulations are revised, or teacher performance evaluations are conducted. Interviews with community leaders and

school committee representatives reveal that community opinions are typically conveyed through village deliberations or committee meetings as a demonstration of concern for the quality of education. Meanwhile, some parents provide direct feedback to the school to ensure policies remain aligned with the local context. Observations also reveal that these participatory dynamics are often influenced by information gaps, particularly when new policies have not been fully socialized. School documentation, such as meeting minutes and committee discussion notes, indicates ongoing dialogue regarding teacher assignments, class assignments, and learning outcome evaluations topics deemed to require more open explanation. The presence of these community aspirations underscores that a relationship between the school and the community has been established, but it still requires strengthening in terms of communication, transparency, and collaboration to support the continuous improvement of educational service quality.

Table 1. Aspects of Community Engagement in Policy and Learning

Aspect	Key Findings
Forms of Community Engagement	The community actively provides feedback, particularly regarding changes to the school schedule, adjustments to academic policies, and evaluations of educators' performance. This feedback is conveyed through village meetings, committee meetings, or direct feedback from parents
Drivers of Engagement	This involvement is driven by a commitment to educational quality and the need to ensure that policies align with the expectations and needs of the local community.
Barriers to Engagement	The information gap between schools and the community, especially when new policies have not been fully communicated, can lead to questions and potential misunderstandings.

Based on the above discussion, it is evident that community participation in educational policies and practices at Islamic boarding schools is quite active, particularly when the policies implemented have a direct impact on students' learning processes. Nevertheless, this involvement still faces challenges in the form of information gaps that lead to questions or misunderstandings among community members. Evidence from school observations and documentation also indicates that certain policy aspects, such as teacher assignments or class divisions, require more transparent explanations. Overall, this situation confirms that a relationship between the school and the community has been established, but it needs to be strengthened through more systematic communication and collaboration so that the quality of educational services can continue to improve.

Variations and Disparities in Student Learning Outcomes

Significant variations in academic outcomes across classes/teachers reinforce that supervision practices and socio-cultural dynamics have a tangible impact on the quality of learning (Yusron et al., 2024). When supervision is conducted effectively, with the involvement of teachers, parents, and the

community, classes demonstrate higher quality learning, innovative teaching methods, and more consistent academic outcomes (Berkovich, 2025). This is consistent with the literature indicating that parental and community involvement contributes to a school environment that fosters a positive learning climate, which in turn influences student achievement (Kassay et al., 2025). Conversely, when supervision is weak or lacks external support particularly from families and the community academic outcomes tend to stagnate, become uneven, or even decline.

Theoretically, these findings support the notion that educational quality is not the result of a single action, but rather a systemic interaction among teachers, schools, families, and the community. This supports the argument in favor of a contextual, collaborative, and participatory model of academic supervision (Barrero-Fern & Mula-Falc, 2025). Decentralized leadership and supervision in education are more effective in driving quality improvement because they involve a wide range of stakeholders (Hamzehlouie & Haghani, 2025).

Based on the conditions observed at one junior high school, variations in student academic performance reflecting inconsistencies in achievement across classes and among teachers were clearly evident in the analysis of grade records. This analysis revealed a gap between classes with effective instructional management and those where supervision was insufficient or not effectively followed up. Some subjects showed a steady improvement in achievement, while others experienced fairly sharp fluctuations. Classroom observations revealed that these differences were influenced by variations in teachers' abilities to design instructional materials, apply diverse teaching methods, and manage student learning dynamics. Teachers who regularly received professional development or feedback through supervision tended to possess stronger pedagogical skills, resulting in more consistent academic achievement. Conversely, classes that are rarely supervised or are in a less harmonious teacher–community dynamic show unstable performance, indicating a strong correlation between the quality of supervision, the school's social conditions, and student academic performance.



Fig 1. Supervision Impacts Student Learning Outcomes

The figure shows that student learning outcomes are directly influenced by the quality of supervision. Good supervision enhances teachers' pedagogical skills, resulting in more effective teaching. The impact is evident in more consistent and potentially better academic performance. Additionally, supervision influences the school environment and its dynamics. Conversely, poor supervision can lead to poor learning quality and result in academic instability and an unstable school climate.

CONCLUSION

Based on the overall findings, this study found that academic supervision in Islamic boarding schools has not yet functioned optimally as professional development because it remains dominated by an administrative approach, exacerbated by misaligned perceptions among teachers, parents, and the

community, as well as weak communication and a lack of systematic participation. New findings from this study confirm that variations and imbalances in student learning outcomes are closely related to the quality of collaborative supervision and the socio-cultural context of Islamic boarding schools, rather than solely individual teacher factors. The implication is that improving the quality of learning requires a contextual, participatory, and transparent model of academic supervision, involving schools, families, and the community on an ongoing basis so that supervision truly impacts the improvement of teaching quality and student learning outcomes.

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