

# Supervision Strategies for Improving Learning Outcomes in Islamic-Based General Education Institutions

Tri Yuli Lestari<sup>1\*</sup>, Fisman Bedi<sup>2</sup>

<sup>1,2</sup> Universitas Islam Negeri Raden Intan Lampung, Indonesia

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**\*Correspondence:**

 [triyulilestari30@gmail.com](mailto:triyulilestari30@gmail.com)

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**Abstract:** *This study examines the supervision strategies as a strategy to enhance learning outcomes at SMK Muhammadiyah 1 Purwokerto, adopting a distinct approach compared to previous studies that primarily focus on general learning supervision. The research aims to explore the impact of academic supervision on learning quality. Utilizing a qualitative field research method, the study involved direct observations and interviews with the Principal, Vice Principal for Curriculum, Vice Principal for Student Affairs, and teachers. Data were analyzed using the Miles and Huberman model, comprising data reduction, data display, and conclusion verification. The findings reveal that academic supervision, implemented through both group and individual methods, effectively enhances learning quality and teacher competence. This improvement is reflected in better student achievement, increased cooperation skills, a more conducive learning environment, contextualized learning processes, and the attainment of curriculum objectives. Moreover, academic supervision serves as a professional development tool, enabling teachers to adapt more effectively to student needs and the evolving demands of modern learning methods.*

**Abstrak:** Penelitian ini mengkaji strategi supervisi akademik sebagai strategi untuk meningkatkan hasil belajar di SMK Muhammadiyah 1 Purwokerto, dengan pendekatan yang berbeda dibandingkan studi sebelumnya yang lebih berfokus pada supervisi pembelajaran secara umum. Penelitian ini bertujuan untuk mengeksplorasi dampak supervisi akademik terhadap kualitas pembelajaran. Dengan menggunakan metode penelitian lapangan berbasis kualitatif, penelitian ini melibatkan observasi langsung dan wawancara dengan Kepala Sekolah, Wakil Kepala Sekolah Bidang Kurikulum, Wakil Kepala Sekolah Bidang Kesiswaan, dan guru. Analisis data dilakukan menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, serta verifikasi dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa supervisi akademik yang dilaksanakan melalui metode kelompok dan individu secara efektif meningkatkan kualitas pembelajaran dan kompetensi guru. Peningkatan ini tercermin dari pencapaian hasil belajar siswa, keterampilan kerja sama yang lebih baik, lingkungan belajar yang kondusif, proses pembelajaran yang kontekstual, serta tercapainya tujuan kurikulum. Selain itu, supervisi akademik berfungsi sebagai alat pengembangan profesional yang membantu guru untuk lebih adaptif terhadap kebutuhan siswa dan tuntutan metode pembelajaran modern.

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## INTRODUCTION

In the global era, education is increasingly recognized as a cornerstone for national development, serving as the primary determinant of human resource quality (Zervas & Stiakakis, 2024; Mengesha & Singh, 2023; Bambi, et al., 2024). Human resources with superior skills and competencies are now seen as the main drivers of a nation's progress, surpassing the traditional reliance on natural resources. However, the rapid advancements in technology and the explosion of information require individuals not only to possess technical skills but also to adapt quickly to changing environments. Without skilled and competent human resources, even the most advanced technologies and systems cannot guarantee the achievement of organizational or national goals (Qosimov et al., 2022). This context emphasizes the need for education systems to align with these challenges by producing individuals who are competitive, innovative, and adaptable.

Education is not merely the transfer of knowledge but a deliberate and structured effort to foster the holistic development of learners. It creates a learning environment where students can develop their potential in various dimensions, including intellectual, emotional, spiritual, and social capacities (Komariah & Nihayah, 2023; Reeve, 2013). Through this process, students are expected to acquire skills and values that enable them to contribute meaningfully to their communities and the broader society. However, the complex demands of modern education often reveal gaps in implementation, particularly in ensuring that teaching practices are aligned with these broader educational objectives. This raises questions about the effectiveness of supervision systems and their ability to support teachers in delivering high-quality education (Elisa et al., 2022; Mulang, 2021).

One of the critical factors affecting educational quality is the role of school leadership, particularly in supervision (Lian, 2020; Rostini et al., 2022). Effective supervision not only ensures compliance with educational standards but also serves as a mechanism for professional development, helping teachers improve their instructional practices. In the context of school autonomy, principals are entrusted with significant authority to design and implement policies that enhance institutional performance. However, this autonomy often comes with challenges, such as the lack of systemic support and the varying readiness of teachers to embrace supervision. This underscores the need for more strategic and adaptive supervision approaches to meet the evolving demands of education in the global era.

Previous research by Bagawan, et al., (2023); Nurtanto, et al., (2021); Fitri Fajriyaeni, (2013), provides a foundational understanding of educational supervision, outlining its three primary stages: planning, implementation, and evaluation. In the planning stage, school principals prepare assessment tools and set programmatic goals. During the implementation stage, supervision involves classroom observations and one-on-one discussions to improve teaching practices. Evaluation, as the final stage, focuses on assessing the overall quality of the teaching and learning process. While this model highlights the procedural aspects of supervision, it lacks a detailed exploration of how these stages impact teacher professionalism and student learning outcomes.

In a similar vein, Drake, et al., (2023); Krasniqi, (2021); Juju Legiati (2015), explore the management of learning supervision, emphasizing its systematic nature. Her study identifies five stages: planning, organizing, implementing, supervising, and assessing. These stages involve creating schedules, delegating tasks to vice principals, conducting classroom visits, and engaging in reflective discussions with teachers. While the study acknowledges the importance of these stages, it primarily examines procedural effectiveness rather than the broader impact of supervision on educational outcomes. Moreover, it does not delve into the specific challenges faced by Islamic-based general education institutions, which often combine vocational and religious education.

This research seeks to fill these gaps by focusing on supervision strategies as a tool for improving learning outcomes in Islamic-based general education institutions. Unlike previous studies, this research emphasizes the contextual challenges and unique dynamics of these institutions, where educational goals are not only academic but also moral and spiritual. The study aims to provide a comprehensive analysis of how supervision can be tailored to address these multifaceted objectives while ensuring continuous improvement in teacher performance and student achievement.

This study aims to explore and analyze the supervision strategies employed in Islamic-based general education institutions, particularly their role in Improving learning outcomes. The primary objective is to investigate the processes of planning, implementation, and evaluation of supervision strategies, shedding light on how these processes are designed and executed in practice. By identifying the strengths and weaknesses of existing supervision practices, the research seeks to offer evidence-based recommendations for improvement.

Additionally, the study aims to evaluate the impact of supervision strategies on teacher professionalism and student learning outcomes. Teachers play a central role in shaping the quality of education, and their ability to deliver effective instruction is closely linked to the support and guidance provided through supervision. By measuring this relationship, the study seeks to highlight the critical role of supervision as a developmental tool that goes beyond mere compliance monitoring.

Lastly, the research aspires to provide practical insights for school leaders and policymakers in Islamic-based general education institutions. By addressing the unique challenges of integrating academic, vocational, and religious education, this study aims to contribute to developing more effective supervision models that align with the diverse needs of modern education systems.

Supervision strategies are not merely administrative tools but play a transformative role in improving the quality of education (Hammond, 2021; Tatto, 2021). Effective supervision provides school principals with a framework to support teachers in designing and delivering high-quality instruction (Kilag, et al., 2023; Bellibaş, 2023). However, the effectiveness of these strategies often hinges on their adaptability to the unique needs of different educational contexts (Gligorea, et al., 2023; Onu, et al., 2024). For Islamic-based general education institutions, supervision must address both academic and moral dimensions, ensuring that students receive a holistic education.

This research argues that supervision strategies should function as a dual mechanism: a control system to ensure compliance with standards and a developmental tool to foster teacher professionalism. By focusing on continuous improvement, supervision can create a supportive environment that encourages innovation and collaboration among teachers. This approach not only enhances the quality of teaching but also contributes to better learning outcomes for students.

The study also posits that effective supervision requires a clear understanding of the challenges faced by teachers and the provision of adequate support systems. For instance, addressing issues such as teacher readiness and resource availability is crucial for ensuring the success of supervision initiatives. By examining these factors in the context of Islamic-based general education institutions, this research seeks to provide a nuanced perspective on the role of supervision in improving educational outcomes.

This research is significant because it addresses the critical need for effective supervision strategies in Islamic-based general education institutions. These institutions face unique challenges, as they must balance the demands of vocational training, academic excellence, and moral development. Supervision strategies that fail to account for these complexities may fall short of achieving their intended goals. By focusing on these institutions, the study aims to provide insights that are both contextually relevant and broadly applicable.

Furthermore, the research contributes to the growing body of literature on educational supervision, particularly in the context of Indonesia's diverse education system. By exploring how supervision strategies are implemented in Islamic-based schools, the study offers a valuable reference for other institutions seeking to enhance their educational quality. It also provides a basis for future research on the integration of supervision practices with broader educational objectives.

Finally, the findings of this study have practical implications for school principals, teachers, and policymakers. By highlighting effective supervision practices and identifying areas for improvement, the research aims to inform the development of policies and programs that support continuous improvement in education. This makes the study not only academically significant but also highly relevant for practitioners and stakeholders in the education sector.

## **METHOD**

This study employs a field research design with an evaluative focus, following the framework proposed by Reichardt (1994). Evaluative research systematically gathers data to assist decision-makers in addressing critical questions about the implementation and effectiveness of specific programs (McGill et al., 2020). For this purpose, the study utilizes a summative evaluation approach (Daka et al., 2021; Scriven, 2022), which assesses the overall value and effectiveness of a program, particularly by comparing its outcomes with those of similar initiatives. A qualitative approach underpins this research, allowing for an in-depth exploration of the phenomena studied. The researchers conducted direct field observations at SMK Muhammadiyah 1 Purwokerto, focusing on the implementation of academic supervision. The primary research subjects include the Principal, Vice Principal of

Curriculum, Vice Principal of Student Affairs, and teachers at the school. These participants were selected purposively based on their roles in the supervision process and their potential to provide rich, relevant insights into the topic.

To collect data, the researchers employed three key techniques: observation, interviews, and documentation. Through observation, they directly examined the supervision processes and teaching activities, focusing on interactions, procedures, and outcomes. Semi-structured interviews were conducted with the Principal, Vice Principals, and teachers to gain a deeper understanding of their perspectives on the supervision process, its challenges, and its impact on learning quality. Additionally, supporting data were gathered from school records, supervision reports, lesson plans, and other relevant documents. These documents provided context and verified the findings from observations and interviews.

The data were analyzed using the model proposed by Miles and Huberman (1994), which consists of three iterative stages: data reduction, data display, and conclusion drawing with verification. In the data reduction stage, the researchers filtered, summarized, and categorized information to focus on data relevant to the research objectives, such as identifying themes related to supervision strategies and their outcomes. The data display stage involved organizing the information into narrative descriptions, tables, and graphs to facilitate interpretation, such as tabulating supervision activities to show their frequency and focus areas. Finally, the conclusion drawing and verification stage synthesized the findings to draw conclusions and validate them. Triangulation of data sources and methods was employed to ensure the accuracy and reliability of the results.

By employing these comprehensive techniques and systematic analysis methods, the study aims to provide a robust evaluation of the implementation of academic supervision at SMK Muhammadiyah 1 Purwokerto. Furthermore, it seeks to highlight how these supervision strategies contribute to improving learning outcomes, offering valuable insights for educational stakeholders.

## **RESULT AND DISCUSSION**

### **Analysis of Academic Supervision Strategies**

At SMK Muhammadiyah 1 Purwokerto, an Islamic-based private school offering study programs such as Computer and Network Engineering, Office Administration, Accounting, and Motorcycle Engineering, academic supervision plays a crucial role in enhancing teachers' ability to manage the learning process. The principal serves as a supervisor, providing direction and guidance to teachers to improve their teaching skills and achieve optimal educational outcomes. This supervision utilizes two primary methods: group techniques and individual techniques, which are adapted to meet situational needs.

Academic supervision applied at SMK Muhammadiyah 1 Purwokerto, utilizing group and individual techniques, is supported by various studies. Glickman (2007) and Kadroon, (2023), reveals that effective academic supervision helps teachers develop teaching strategies, better manage classrooms, and understand student needs more comprehensively. Supervision is not merely an evaluation tool but a

means of professional development, increasing teacher job satisfaction and motivation.

Research by Ali, et al., (2023) and Mouraz, et al., (2023), demonstrates that supervision using group techniques, such as collaborative discussions and structured workshops, fosters a culture of mutual learning among educators. This approach enables teachers to share experiences, discuss challenges, and co-develop solutions, which enhances professional growth and teaching effectiveness. Group discussions, particularly in forums like teacher working groups (*Kelompok Kerja Guru / KKG*) and subject teacher meetings (*Musyawarah Guru Mata Pelajaran / MGMP*), build a sense of community and shared responsibility for improving education quality. This aligns with practices at SMK Muhammadiyah 1 Purwokerto, where such forums are leveraged to exchange insights on classroom management and pedagogical techniques.

According to Khan, et al., (2022) and Abbaspour, et al., (2024), training programs such as workshops, seminars, and in-house training are pivotal in enhancing teaching effectiveness. These programs empower educators to refine their skills, develop innovative lesson plans, and implement effective classroom management strategies. Regular participation in professional development initiatives enables teachers to adapt to evolving educational demands and incorporate contemporary methodologies. At SMK Muhammadiyah 1 Purwokerto, annual training programs provide a platform for teachers to enhance their competencies and align their teaching practices with modern educational standards.

Individual techniques, including classroom visits and observations, are also effective supervision methods, as supported by Singh and Patel (2023). These techniques offer tailored feedback, enabling supervisors to provide actionable insights into teachers' instructional methods and classroom interactions. Classroom observations generate precise data on pedagogical approaches, fostering reflective practices among educators. Singh and Patel argue that such personalized feedback facilitates continuous improvement, ensuring that teachers address specific challenges and enhance their effectiveness.

Gibbs et al. (2021) highlight the importance of individual meetings as part of supervision, enabling teachers to discuss challenges openly without the pressure of peers. These meetings allow teachers to self-assess and collaboratively devise improvement plans with their supervisors. At SMK Muhammadiyah 1 Purwokerto, such individualized supervision has enhanced teacher confidence and reduced anxiety, as supervisors provide guidance rather than judgment. Robbins and Alvy (2019), in their book *Supervision in the Modern School*, support group and individual supervision techniques as powerful methods to improve educational quality. They stress that structured and planned academic supervision fosters teacher innovation and skill development. Effective communication by principals ensures that feedback is positively received and implemented by teachers (Senyamator et al., 2024).

The implementation of group and individual supervision techniques at SMK Muhammadiyah 1 Purwokerto has positively impacted Islamic learning. Through group supervision, teachers exchange experiences and strategies for teaching Islamic values, enriching their understanding of appropriate approaches for

delivering complex religious materials. This collaborative environment enhances teaching methods, making learning more meaningful for students.

Individual supervision provides tailored feedback, allowing teachers to assess and refine their teaching methods, particularly in Islamic education. Personalized guidance ensures that teachers address specific challenges, resulting in a more effective and impactful learning experience. This aligns with Purnamaraya's (2019) and Wiyono, et al., (2021), findings that consistent individual supervision improves teachers' pedagogical competence by 50%, significantly enhancing learning quality.

Furthermore, supervision fosters professionalism among teachers. Group supervision equips teachers with innovative teaching techniques to engage students in Islamic learning, while individual supervision supports methodical planning and continuous improvement. Together, these approaches create a conducive learning environment that encourages students to understand and apply Islamic values in their daily lives—a fundamental goal of Islamic education.

Recent studies underline the significance of combining group and individual supervision to optimize education quality. Group supervision promotes collaboration, while individual supervision offers personalized feedback. The strategic application of these methods at SMK Muhammadiyah 1 Purwokerto demonstrates their effectiveness in improving teaching quality and learning outcomes in Islamic-based general education institutions. By fostering teacher development, enhancing classroom practices, and aligning educational methods with contemporary needs, academic supervision supports the holistic achievement of educational objectives.

### **Improving Learning Outcomes in Islamic-Based General Educational Institutions**

The effort to improve the quality of education at SMK Muhammadiyah 1 Purwokerto focuses on strengthening the educational process through indicators that reflect effective learning. Academic supervision is a primary strategy employed to achieve this, with principals conducting regular evaluations and providing guidance to teachers in various aspects, such as assessment, teaching methods, and curriculum implementation. This process aims to ensure continuous improvement in five key areas: student achievement, collaboration skills, fun learning, contextualization of learning outcomes, and attainment of curriculum goals.

The enhancement of student achievement at SMK Muhammadiyah 1 Purwokerto is evident from students meeting their learning targets. Academic supervision contributes significantly to achieving these objectives, with an 80% success rate. Remedial programs are available for students who do not meet the Minimum Completeness Criteria. Elfira, et al., (2024) and Gunawan, et al., (2023) highlight that student achievement serves as a benchmark for the success of the learning process, encompassing cognitive, affective, and psychomotor dimensions. Academic supervision enables principals to guide teachers in improving their competencies, which directly impacts student performance.

Recent studies, such as those by Lorensius, et al., (2022), Assalihee, et al., (2024), and Mulryan-Kyne, (2020), underscore the role of academic supervision in fostering reflective teaching practices, which lead to improved learning outcomes. For instance, when deficiencies are identified in teaching methods or assessments, teachers can address them promptly, ensuring the effectiveness and efficiency of learning. Consequently, when teachers' competencies improve, student achievement is positively influenced, aligning with the broader goals of educational quality improvement.

Collaboration among students is a critical indicator of a conducive learning environment. The positive relationships between teachers and students, as well as among peers, contribute to a harmonious and effective learning atmosphere. Through principal-led supervision, teachers receive support in managing classrooms to promote interaction and teamwork. Agustina & Setiawan (2020) and Yeh, (2023), emphasize that a harmonious classroom atmosphere enhances learning effectiveness, as social interactions foster mutual support among students.

The principal's role in guiding teachers to establish classroom harmony is vital. Academic supervision helps teachers develop strategies for effective classroom management, creating an environment where students can collaborate effectively. Recent findings by Lakkala, et al., (2021) and Zamiri & Esmaeili, (2024), suggest that such collaboration not only improves academic performance but also develops essential soft skills, such as communication and problem-solving. Teachers who maintain open communication and provide consistent support create a positive classroom culture, encouraging active participation and teamwork among students.

Fun learning is prioritized at SMK Muhammadiyah 1 Purwokerto to make the material more accessible and engaging for students. Supervision encourages teachers to employ diverse methods, such as discussions, question-and-answer sessions, and interactive activities like card-based learning. According to Trullàs et al. (2022), varied teaching strategies enhance student engagement and make learning objectives more attainable.

Teachers at SMK Muhammadiyah 1 Purwokerto adopt innovative approaches tailored to classroom conditions. For instance, in Class 3 Accounting A, methods such as discussions and the use of short cards have significantly boosted student enthusiasm. Recent research by Martin-Alguacil, et al., (2024) and Korkmaz, et al., (2023), corroborates that interactive and student-centered methods enhance learning motivation and retention. By maintaining a responsive and supportive relationship with students, teachers create a joyful and conducive learning environment that fosters academic success.

Contextual learning approaches are integral at SMK Muhammadiyah 1 Purwokerto, where students are trained to collaborate, socialize, and solve problems through group discussions and practical exercises. This aligns with Wang et al. (2020), who highlight the importance of contextual learning in developing critical thinking and problem-solving skills.

Teachers guide students to apply learned concepts in real-world scenarios, making the learning experience more meaningful. For example, group projects not



only deepen students' understanding but also foster teamwork and autonomy. Recent studies, such as those by Jackson, et al., (2022) and Smith, et al., (2022), emphasize that contextual learning improves students' ability to integrate knowledge across disciplines, preparing them for workplace challenges. Teachers' role in facilitating such experiences is crucial, as it encourages active participation and practical application of knowledge.

Achieving curriculum targets is a pivotal aspect of educational quality improvement. At SMK Muhammadiyah 1 Purwokerto, principals play a key role in providing facilities and resources that support teachers in meeting an 80% curriculum completion rate. Academic supervision ensures that teachers remain focused on developing competencies aligned with curriculum objectives. Toto & Limone, (2021) and Agyapong, et al., (2022), stress that adequate facilities and resources enhance teacher motivation and instructional effectiveness.

In addition, research by Faizuddin, et al., (2022) and Amzat, et al., (2022), highlights that leadership support through academic supervision fosters a culture of continuous professional development among teachers. This, in turn, strengthens instructional quality and helps achieve curriculum goals. Principals, as instructional leaders, bridge the gap between administrative duties and hands-on supervision, ensuring a cohesive and effective educational environment.

Academic supervision at SMK Muhammadiyah 1 Purwokerto plays a transformative role in improving the quality of education. By addressing key aspects such as student achievement, collaboration, fun learning, contextual learning, and curriculum goals, supervision enhances both teacher competencies and student outcomes. The findings underscore the importance of effective leadership and a collaborative approach in fostering an environment conducive to learning. The integration of contemporary educational theories and practices, supported by recent research, highlights the ongoing relevance of academic supervision in achieving educational excellence.

## **CONCLUSION**

This study concludes that effective supervision strategies, implemented through group and individual methods, play a critical role in enhancing learning outcomes and teacher competence in Islamic-based general education institutions. Principals, as supervisors, provide essential guidance and constructive feedback, fostering collaboration and innovation in teaching strategies. Group supervision activities, such as discussions and workshops, encourage teachers to share experiences and develop solutions collectively, while individual supervision, through classroom observation, offers personalized and detailed feedback. These strategies lead to improved learning outcomes, evident in student achievements, collaborative skills, a supportive learning atmosphere, contextualized teaching, and alignment with curriculum goals.

To further optimize these outcomes, it is recommended to increase the frequency and diversity of teacher training programs to keep educators updated on the latest pedagogical developments. Principals should also strengthen their communication skills to ensure more effective supervision and build trust among

teachers. Furthermore, enhancing collaboration through platforms like teacher working groups (*Kelompok Kerja Guru / KKG*) and subject teacher meetings (*Musyawah Guru Mata Pelajaran / MGMP*) is essential to maintain a spirit of teamwork and continuous improvement.

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