



The principal's supervision model in improving the performance of Islamic education teachers in public senior high schools in Poso Regency, Indonesia

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Abstract

This study examines the principal's supervision model in enhancing the performance of Islamic Education teachers in public senior high schools in Poso Regency. This research employed a multiple case study qualitative approach. The primary informants of this study involved the school principals, Islamic education teachers, and school supervisors. Data were collected through semi-structured interviews, participatory observations, and analysis of written materials, as well as teachers' reflections on the supervision practices they experienced. All data were analyzed thematically through stages of data reduction, data display, and conclusion drawing/verification. The validity of the findings was ensured through triangulation of sources, techniques, and participant validation. The findings reveal that the principal supervision model implemented in both schools is characterized by a collaborative, integrative, and reflective approach oriented toward professional teacher development. This model is constructed through four interdependent components: collaborative pre-supervision, involving joint planning of supervision focus and instructional objectives; integrated academic observation, encompassing pedagogical aspects, classroom management, and the internalization of values. The third component is reflective dialogue, which consists of post-observation discussions that emphasize practice analysis, constructive feedback, and shared reflection. The final component is continuous professional development, involving structured follow-up actions such as coaching, lesson study, and professional training based on identified needs. This model demonstrates a shift in supervision practices from merely evaluative functions toward participatory and sustainable professional development. Furthermore, the study found that implementing the principal's supervision model significantly improved the pedagogical and professional competencies of Islamic Education teachers in both schools. Indicators of improvement include enhanced lesson planning, diversified instructional strategies that promote student engagement, greater integration of Islamic values into the curriculum, improved quality of authentic assessment, and strengthened teacher reflection on their instructional practices. Additionally, reflective supervision increased teachers' professional awareness and intrinsic motivation for continuous improvement. This study concludes that schools aiming to improve the performance of Islamic Education teachers should adopt and adapt the principles of the collaborative-integrative-reflective supervision model, as identified in the schools' contexts. Supervision policies should prioritize teacher capacity development through professional dialogue, sustained mentoring, data-based supervision practices, and critical reflection. The findings of this research provide theoretical implications for advancing the educational supervision literature, as well as practical implications for educational policymakers in designing holistic and sustainable teacher professional development programs.

Keywords: Principal supervision, Islamic education teacher performance, Collaborative-Integrative-Reflective supervision, Professional development, Multisite case study

Introduction

Office committees or school committees carried out educational supervision in the 18th century, or members of educational bodies appointed by the Dutch East Indies government oversaw teaching methods (Bartle, 1994) ^[1]. At that time, those carrying out supervisory duties were called supervisors. From time to time, supervisors visited schools to observe teachers teaching. They conducted inspections of the schools. The term inspector was coined because of the inspection duties carried out by supervisors. Their task was to supervise schools and monitor the level of teacher proficiency, not to correct errors made by teachers. Along with the development of education and the rapid advancement of science, technology, and government, the history of educational supervision experienced proportional

development. In the 19th century, its status increased. Officially, those who carried out educational supervision were called school supervisors, inspectors, school inspectors, or educational supervisors. This is because educational supervisors, or more often called school supervisors, have now developed into professional personnel who have certain qualifications.

In its early development, supervisors tended to look for errors, even leading to espionage (Kuoppakangas, Hagman, Stenvall, & Kinder, 2024; Vashisth & Kumar, 2013) ^[4, 18]. This mindset positioned the teachers and education personnel they supervised as subordinates. Therefore, a pattern or model for supervising educators and education personnel was needed. This thinking made the educational supervision model increasingly established and authoritative. Likewise, the

dynamics of modern progress and the development of science in society have influenced the implementation and model of educational supervision in schools and educational institutions. During the Dutch colonial era, the person who inspected elementary schools was called a "Schoolopziener," whose task was to inspect all subjects in elementary schools that used Dutch as the medium of instruction (Weber, 2009) [20]. Other subjects were inspected by officers they called Inspectors, who were also Dutch. During the Japanese occupation, there was a term called Shigaku, the term used by elementary school inspectors (Hall & Yuh, 2022) [2]. This term, Shigaku, was not used for long in Indonesia with the departure of the Japanese colonialists.

After Indonesian independence, the term "inspector" was abandoned and replaced with "supervisor" for secondary schools and "supervisor" for elementary schools (Husna, Usman, & Novianto, 2021; Rustina *et al.*, 2026) [3, 16]. Over time, a new term emerged: supervision, derived from the English word "supervision," introduced by those who had studied in the United States. In the United States, supervision activities only emerged at the beginning of the colonial era, around 1654. The model of educational supervision during the post-independence transition period was traditional. This traditional supervisory behavior was called "snooper vision," which involves spying to uncover errors. Therefore, the formal implementation of the concept of supervision in Indonesia is thought to have begun with the enactment of Decree of the Minister of Education and Culture of the Republic of Indonesia Number 0134/0/1977, which stipulated who is entitled to be called a supervisor in schools: the principal, school inspectors at the sub-district level, supervisors at the district/municipality level, and staff from the field offices in each province. Government Regulation Number 38 of 1992 revised the use of the terms "supervisor" and "supervisor." The term School Supervisor is specifically for educational supervisors in schools, while school inspectors are specifically for out-of-school education.

The supervision model takes the form of coaching and assessment for school principals and teachers to advance educational quality. The advancement of science, with all its scientific principles, has transformed the application of educational supervision models. The development of democracy, which upholds respect for fellow human beings, has also influenced the implementation of supervision models in educational institutions, particularly for Islamic Religious Education teachers. The widespread distribution of educational institutions requires appropriate management tailored to each school's specific circumstances. One issue in education is teacher performance. Some Islamic Religious Education teachers lack adequate teaching professionalism to carry out their duties, as stipulated in Article 39, paragraph 2 of Law Number 20 of 2003, which states that educators are professionals tasked with planning and implementing learning, assessing learning outcomes, providing guidance and training, and conducting research and community service.

The number of teaching staff, particularly in urban areas (cities, districts, or provinces), is already quite large. In some

cities/districts, teachers are concentrated in certain schools. However, qualitatively, their fields of study do not align with the subjects taught, and the number of teaching hours does not meet the minimum standard of 24 hours per week. This is another factor contributing to the general underperformance of teachers. The complexity of the problem of territorial extent and supervisory reach is exacerbated by an inadequate number of supervisors, aging supervisors, or supervisors with non-teaching educational backgrounds. Until the 2000s, the retirement age extension system was still in effect. This allowed civil servants from various disciplines and positions approaching retirement age to transition to become Religious Education Supervisors. For example, the Head of the Ministry of Religious Affairs Office, the Head of the Administrative Sub-Section, the Head of the Islamic Institutions Section/Head of the Islamic Education Section, the Head of Madrasah Administration, and the Head of the Religious Affairs Office (KUA) approaching retirement could extend their tenure by transitioning to the position of Religious Education Supervisor.

Literature review

The concept of supervision

The term "supervision" has only emerged in the last three decades or so (D. L. Milne & Watkins Jr, 2014) [7]. Its activities are oriented towards inspection, review, oversight, supervision, or coaching. In the context of a school as an educational institution, supervision is part of the administration and management process. Supervision activities generally help teachers complete the administrative functions of learning in schools, namely the assessment of all aspects of learning activities in achieving educational goals. In other words, supervision is a way to ensure that school activities are conducted in an orderly and safe manner. Supervision activities help teachers perform their jobs better by checking whether students are learning the material they are supposed to and how well they are doing it. Supervision provides shared inspiration to complete tasks in greater quantities, more effectively, more easily, with better results and lower costs. The role of supervision is to optimize teachers' responsibility for learning program planning, learning implementation, and learning evaluation. Supervision is closely related to action research efforts, which focus on the factors that determine success. By understanding these aspects in detail and accurately, it is possible to quickly identify what is needed to improve the quality of learning at the teacher's school.

Etymologically, supervision is derived from the English word "supervision," meaning "supervisor," or "supervision," in the field of education (D. Milne, 2007) [6]. Supervision is also defined as primary supervision; supreme control; supervision. The word "supervision" is defined as oversight and guarding. In other words, "to supervise" means to oversee or control. According to Merriam-Webster's Collegiate Dictionary, supervision is defined as "a critical watching and directing," meaning to observe and direct critically. Suharsimi Arikunto (2021) [9] writes that many people have long used the terms "pengjwa" ... The meaning of supervision as a process of guidance from superiors to teachers and other school personnel

who directly handle students' learning, to improve the teaching and learning situation, so that students can learn effectively and achieve higher learning outcomes. So supervision means seeing, reviewing, and overseeing from above or a certain higher place. This shows that the person carrying out supervision holds a higher position than the person being supervised in learning activities. Therefore, the person who performs supervisory duties is known as a supervisor. Specifically, the person who carries out educational supervision tasks in schools is called an Education Supervisor, School Supervisor, or Madrasah Supervisor when supervising madrasahs. Semantically, experts provide various types of definitions, but in principle they contain the same meaning. Morphologically, "supervision" comes from two English words: super and vision. Super means above, and vision means to see. In Merriam-Webster's Merriam-Webster's New Book of World Histories, the term super means higher in rank or position than, superior to (superintendent), greater or better than others, meaning higher in level or position, higher than others, or greater or better than others. Meanwhile, the word vision is the ability to perceive something not actually visible, as through mental acuteness or keen foresight, meaning the ability to feel something that is not actually visible, such as through mental acuity or broad vision, or can be said to have intuition, the ability to understand something without physically seeing it. This shows that supervision is carried out by officials or officers who have higher expertise than those being supervised. Supervisors, in carrying out their duties, must have empathy to see something that cannot be directly sensed, have a lot of imagination, be visionary, and be able to see things from a broader perspective.

Academic supervision

Academic supervision is professional assistance to teachers in improving the quality of the learning process or guidance to improve student learning outcomes (Mackinnon, 2004) ^[5]. Academic supervision is an effort undertaken by educational staff to ensure that the staff or learning resources being supervised can improve the learning process, namely teaching and learning, can develop the teaching profession, and select and revise educational objectives and components. Academic supervision activities are intended to improve the learning process for teachers of certain subjects by using active, innovative, creative, and enjoyable learning methods, as well as teaching using learning technology media. Supervision is also understood as assistance in the development of better teaching and learning situations. Academic supervision is an activity that helps develop teaching and learning situations to achieve better conditions. Academic supervision is a service activity and a form of supervisory guidance that helps teachers improve and increase their work motivation and professionalism. Academic supervision is a series of activities to help teachers develop their ability to manage the learning process to achieve learning objectives (Nordentoft, Thomsen, & Wichmann-Hansen, 2013) ^[8]. Academic supervision is inseparable from the assessment of teacher performance in managing learning. Thus, the essence of academic supervision

is not only to assess teacher performance in managing the learning process, but also to help teachers develop their professional skills and continue with follow-up plans. As a School Supervisor, of course, you have goals to help teachers improve their professional skills. According to Suryo, the goal of academic supervision in education is to develop better learning and teaching situations through coaching and improving the teaching profession.

The objectives of academic supervision include quality supervision, motivational development, and professional development (Vehviläinen, 2009) ^[19]. Academic supervision aims to assist teachers in developing their pedagogical, personal, social, and professional competencies. Supervision also aims to assist teachers in developing the curriculum, including syllabi, lesson plans, instructional methods, media selection, assessments, and more. Furthermore, supervision also includes assisting teachers in guiding classroom action research to improve the quality of learning. It helps teachers improve their classroom performance and classroom management skills. It helps teachers identify students' learning difficulties and plan corrective actions. It helps teachers better understand and recognize the school's goals and its role in achieving them. To help democratically implement effective leadership and to improve professional activities in schools and cooperative relationships among staff, they should be able to advance education in their respective schools. Avoid demands on teachers that are beyond reasonable limits, whether from within or outside the school. Thus, supervision aims to provide services and assistance to teachers and educational staff to improve the quality of classroom learning and student learning. It aims not only to improve educational administration and teaching skills but also to improve teacher performance in learning.

Methodology

This study uses qualitative methods. In qualitative research, theory serves only as a guide for data gathering and analysis (Nurdin & Pettalongi, 2022; Nurdin, Stockdale, & Scheepers, 2016) ^[10, 13]. The data was collected through direct observation, in-depth interviews, and written document analysis at the research site (Rusli, Hasyim, & Nurdin, 2021; Rusli & Nurdin, 2022) ^[14, 15]. The research was conducted within two state senior high schools in Poso Regency, Indonesia. The researcher chose the schools based on the assumption that they implement better supervision strategies in daily teaching and learning. The results of this study can later serve as a reference and guideline for integrating local language into the teaching of the Islamic religion and for making schools a model for other educational institutions.

Data were collected through direct observation, focus group discussion, in-depth interviews, and written document analysis. The interviews involved the school principal, five teachers, and ten students. The interviews were recorded and transcribed. The transcripts were consulted with participants to obtain their consent (Nurdin, Scheepers, & Stockdale, 2022; Nurdin, Stockdale, & Scheepers, 2014) ^[11, 12]. The data analysis used a deductive approach, which can be interpreted as a research

procedure that produces deductive data from interviews and field notes. Data analysis was conducted using thematic analysis from Strauss and Corbin (1998) [17]. The analysis started with open, axial, and selective coding. The final result of the data analysis is the set of themes identified from the data.

Results and Discussion

Performance of Islamic religious education teachers

Teacher performance is a primary determinant of educational quality. In the context of Islamic religious education, teacher performance is measured not only by students' academic achievement but also by the success in internalizing values, character formation, and students' spiritual transformation. Therefore, the performance of religious teachers has a more complex dimension than that of general subject teachers. Theoretically, religious teacher performance must be understood within the framework of professionalism, transformative pedagogy, and the prophetic mission of Islamic education. According to performance management theory developed by experts such as Michael Armstrong, performance is a work result that can be measured against specific standards established by the organization. In education, teacher performance includes: (a) lesson planning, (b) lesson implementation, (c) learning evaluation and reflection, (d) ongoing professional development. In the Indonesian context, regulations such as those from the Ministry of Education, Culture, Research, and Technology and the Ministry of Religious Affairs of the Republic of Indonesia emphasize four teacher competencies: (a) pedagogical competence, (b) professional competence, (c) social competence, (d) personality competence. Islamic religious education teachers are normatively required to integrate these four competencies. The performance of Islamic religious education teachers in Poso schools is evident in the systematic, structured nature of lesson planning. Planning is the primary foundation in determining the quality of the teaching and learning process. Islamic religious teachers not only prepare teaching materials but also design learning experiences that integrate the cognitive, affective, and psychomotor aspects of students. With thorough planning, the learning process becomes more focused, effective, and relevant to students' needs. In developing lesson plans or teaching modules, Islamic religious teachers demonstrate professionalism by adapting learning tools to applicable curriculum policies. Planning documents are systematically compiled to encompass learning objectives, materials, methods, media, and evaluation instruments. This demonstrates that teachers do not teach spontaneously, but rather based on pedagogically well-considered plans.

The developed teaching modules also include learning outcomes aligned with the independent curriculum and consider the characteristics of students in the school environment. Teachers strive to contextualize Islamic material with students' social realities, so that learning is not abstract. This approach helps students understand Islamic teachings as living and applicable values, not merely theoretical concepts. The alignment of learning materials with the curriculum is an important indicator in assessing teacher performance. In the

high school context, teachers ensure that core competencies and basic competencies, or learning outcomes, are reflected in the formulated learning objectives. Each topic taught is designed to support the achievement of government-set competency standards. In addition to the formal curriculum, lesson plans also incorporate the substantive integration of Islamic values. Religious education teachers include verses from the Quran or hadith as learning or supporting materials, aligned with the lesson's main topic, and link them closely to the learning theme. The values of monotheism, morality, tolerance, and social responsibility are included in the explicit learning objectives. This was expressed by one Islamic education teacher as follows:

“As a teacher in Poso, I strive to systematically plan learning by developing lesson plans or teaching modules tailored to the Independent Curriculum and student characteristics. In this planning, we not only prepare materials, methods, media, and learning evaluations, but also integrate Islamic values such as monotheism, morality, tolerance, and social responsibility to make learning more contextual and applicable. We also strive to link the material to relevant Quranic verses and hadiths, as well as to material in Islamic Religious Education textbooks, so that students not only understand the concepts theoretically but also apply them in their daily lives.”

Based on an interview with a teacher, systematic, structured learning planning is essential to improving the quality of learning. Teachers develop teaching modules tailored to the Independent Curriculum policy and the school's student characteristics. The learning materials are comprehensively designed, encompassing learning objectives, materials, methods, media, and evaluation instruments. This demonstrates that the learning process is professionally designed and not carried out spontaneously, but rather through careful pedagogical consideration to ensure more effective and focused learning. Furthermore, teachers strive to integrate Islamic values into every learning process. Learning materials are correlated with relevant Quranic verses and hadiths, and connected to students' social conditions and daily lives to make learning more contextual and understandable. Values such as monotheism, morality, tolerance, and social responsibility are central to the learning objectives. This approach demonstrates that religious teachers focus not only on cognitive achievement but also on character development and strengthening students' religious values. The learning materials developed by teachers also consider a variety of learning methods. The teaching module incorporates discussion methods, case studies, group presentations, and individual reflection. This variation demonstrates pedagogical awareness that religious learning requires a participatory approach to engage students in internalizing values actively. This aligns with the explanation of another informant who also stated that:

“In planning my lessons, I strive to develop evaluations that include not only written tests but also attitude assessments, behavioral observations, and project assignments so that students' understanding

and religious attitudes can be comprehensively measured. Furthermore, I strive to implement learning in accordance with the prepared tools and scenarios, while adapting to classroom conditions and dynamics, so that the plans I create are not merely administrative but truly serve as guidelines for the learning process.”

The use of learning media is also planned proportionally. Religious education teachers design the use of digital media, instructional videos, and additional literature sources to enrich students' knowledge. This media planning demonstrates adaptation to technological developments and the needs of a younger generation familiar with the digital world. Learning videos are sourced from YouTube based on the subject matter. In terms of evaluation, learning planning includes a variety of assessment instruments. Teachers design assessments not only in the form of written tests, but also attitude assessments, behavioral observations, and project assignments. Thus, evaluations are designed to measure students' understanding and religious attitudes. The effectiveness of learning planning is also reflected in the consistency between the prepared documents and classroom implementation. Teachers strive to implement learning according to the designed scenarios, while remaining flexible to classroom dynamics. This demonstrates that planning is not merely administrative but serves as an operational guideline for teaching practice.

Objective conditions of principal supervision

The objective conditions of the principal's supervision indicate that instructional supervision has been implemented as part of the principal's managerial and academic duties. Supervision is understood as an effort to develop teachers' professionalism in order to improve the quality of learning processes and outcomes. In general, both schools have integrated supervision activities into the school work program, both in annual and semester plans, although the level of consistency and depth varies. Supervision at the schools has been implemented every semester. Instructional supervision generally takes the form of classroom observations and teacher administrative assessments, and is conducted on an ongoing basis. Supervision implementation is sometimes affected by the principal's busy administrative duties and external activities, resulting in a suboptimal frequency of academic supervision for all teachers. The supervisory approach tends to be administrative and evaluative. Supervision focuses on ensuring the completeness of learning materials and compliance with established administrative standards. Although the coaching aspect remains present, in-depth pedagogical dialogue between the principal and teachers has not yet fully developed. This has resulted in limited utilization of supervision results as a means of improving teachers' pedagogical competence. Supervisory follow-up remains limited and has not been systematically programmed. Supervision results are generally communicated verbally to teachers, accompanied by documentation of the results, but not all of them are documented. This situation means that supervision has not yet had a significant impact on changing classroom learning practices, even though supervision is still implemented normatively. This was expressed by one school principal as follows:

“At this school, we have implemented follow-up supervision by communicating the results to teachers, both verbally and through the submission of supervision documents. We recognize that the implementation is programmed, but there are still one or two teachers who have not been properly documented due to other commitments. Normatively, supervision activities continue. Moving forward, we are working to strengthen the supervision follow-up system so that it is more planned, documented, and able to have a more tangible impact on improving the quality of learning.”

Based on the interview results, follow-up supervision has been implemented by conveying the results to teachers verbally and through supervision documents. Its implementation is programmed and systematic, and thoroughly documented, but it is conditional. This condition means that supervision has not yet fully and optimally impacted changes in classroom learning practices, even though supervision activities continue to be carried out as part of efforts to improve the quality of learning in schools.

School policies and work plans to realize supervision commitments

The general learning supervision policy also refers to the school's vision and mission, which emphasize the development of students' academic and non-academic potential. The school's vision, which is oriented towards improving the quality of graduates, serves as the normative basis for implementing supervision, including supervision of religious education teachers. However, the implementation of this vision in the supervision policy still requires strengthening to be more operational and focused. In the School Work Plan, an academic supervision program has been included as part of efforts to improve the quality of learning. However, supervision planning, particularly for Islamic Education teachers, has not been fully detailed. Supervision is more general and comprehensive for all teachers, without differentiating supervision strategies tailored to the characteristics of Islamic religious education subjects. Based on an interview with one of the principals, it was revealed that the academic supervision program at the school had been designed and included in the School Work Plan as part of a strategy to improve the quality of learning. The principal emphasized that supervision is carried out routinely and targets all teachers as an effort to maintain and improve the quality of the teaching and learning process. However, in practice, supervision planning remains general and has not been specifically detailed, especially for Islamic Education teachers. There has been no differentiation or adjustment of supervision strategies that take into account the unique characteristics of Islamic religious studies, so the approach used tends to be uniform across all subject areas. This indicates that although supervision has been well-programmed administratively, the differentiation aspect in supervision planning still needs to be developed to make it more contextual and effective. One principal stated the following:

"In our School Work Plan, the academic supervision program has indeed become a crucial part of our efforts to improve the quality of school learning. We carry out this supervision regularly and cover all subject teachers. However, we recognize that in the planning, this supervision is still general in nature. In other words, there are no details specifically regulating supervision for specific subject teachers, including Islamic Religious Education. So far, our approach has been the same for all teachers, not tailored to the characteristics or specific needs of each subject. Moving forward, this will certainly be a focus for us so that supervision can be more focused, contextual, and effective according to the specifics of each subject area."

In terms of internal regulations, all schools have supervisory guidelines that refer to school policies and directives from the Poso Regency Education Office. However, these guidelines still emphasize the administrative aspects of supervision, such as the completeness of learning materials and adherence to teaching schedules. Aspects of pedagogical development and the strengthening of religious values in learning have not been fully and explicitly outlined in internal school policies. External regulations, such as policies from the Ministry of Education and the Ministry of Religious Affairs regarding the development of religious teachers, actually serve as an important foundation for the implementation of supervision. However, the use of these regulations in supervisory practice remains normative and has not been fully internalized into a systematic and sustainable supervision program. The principal's commitment to teacher supervision remains evident in the implementation of learning observations and teacher administrative assessments. The principal strives to ensure that teachers implement learning in accordance with the applicable curriculum and process standards. However, time constraints and the burden of administrative tasks often hinder the implementation of more in-depth and intensive supervision. In terms of coaching, teacher supervision tends to be corrective and evaluative. The principal provided feedback on technical aspects of learning, such as lesson plan development and the use of learning media, while reflective coaching on pedagogical strategies and Islamic value approaches was not yet fully optimal. As explained in the researcher's interview with the principal as follows:

"We remain committed to supervising Islamic Religious Education teachers, primarily through classroom observations and teacher administrative assessments. We strive to ensure that teachers implement the learning process in accordance with the applicable curriculum and established process standards. We acknowledge that time constraints and the significant administrative burden often hinder our ability to conduct more in-depth and intensive supervision. Our supervision is both corrective and evaluative. The feedback we provide generally concerns technical aspects of learning, such as lesson plan development and the use of instructional media.

Meanwhile, more reflective guidance, particularly on pedagogical strategies and on strengthening the approach to Islamic values in learning, is provided by teacher supervisors, as required by their respective duties."

The principal also provides support for the school's religious activities. The link between these activities and the results of religious learning supervision has been designed in an integrated manner across subjects within the curriculum structure. However, this has not yet been implemented for the final grades. Only in 2025 will all subjects begin to be integrated for all grades. This means that teacher supervision has not yet had a direct impact on strengthening religious programs and systematically developing students' religious character in 2024, and will significantly increase in 2025. Overall, the principal's supervisory policies and commitments have demonstrated a focus on learning supervision, including teacher development. Improvements and developments are still needed to strengthen policies, develop more specific plans, and increase commitment to pedagogical and professional development, so that supervision of Islamic Religious Education teachers can have a more significant impact on the quality of learning and the development of student character.

Conclusion

Based on the research results outlined in the previous chapters, it can be concluded that the performance of Islamic Religious Education teachers demonstrates good achievements in three main dimensions: lesson planning, lesson implementation, and assessment and reflection on learning. These three dimensions are interrelated and form a continuous cycle of professional performance. In the lesson-planning dimension, both schools demonstrated systematic preparation of lesson plans and teaching modules aligned with the applicable curriculum. Teachers were able to integrate learning outcomes with Islamic values explicitly. However, Islamic Religious Education teachers appeared superior in terms of the completeness of equipment, the integration of technology into planning, and the formulation of more measurable and structured affective indicators. In the lesson implementation dimension, both schools employed a variety of strategies and methods, including discussions, case studies, project-based learning, and value reflection. Teachers were able to build harmonious relationships with students and create a religious atmosphere in the classroom. The teachers demonstrated excellence in integrating digital media and fostering learning innovation, as well as outstanding personal development and spiritual guidance outside of class hours. In the dimension of learning assessment and reflection, both schools have implemented various assessment techniques, including written tests, attitude observations, religious practices, and project assignments. Evaluation of learning outcomes is carried out comprehensively by integrating the cognitive, affective, and psychomotor domains. Teachers demonstrate stronger consistency in analyzing learning outcome data as a basis for pedagogical decision-making.

Furthermore, teachers place greater emphasis on collective spiritual reflection to reinforce value internalization. Overall, this study confirms that teacher performance cannot be measured solely from administrative aspects or academic achievement, but must be seen as an integrative process between pedagogical professionalism and religious character development. Effective performance is reflected in consistency between planning, implementation, and evaluation oriented towards the formation of student morality and competency.

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