

**IMPLEMENTATION OF ACADEMIC SUPERVISION BY THE MADRASAH PRINCIPAL TO
IMPROVE TEACHERS' INSTRUCTIONAL ADMINISTRATION: A QUALITATIVE CASE
STUDY AT MAN SERDANG BEDAGAI**

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ABSTRACT

This study examines the implementation of academic supervision by the madrasah principal in improving the quality of teachers' instructional administration at MAN Serdang Bedagai. A qualitative single-case study design was employed. Eight key informants were selected purposively, comprising the madrasah principal, the vice principal for curriculum affairs, a member of the academic supervision team, and five teachers. Data were collected through semi-structured interviews, non-participant observations, and document analysis and were analysed using reflexive thematic analysis. The findings generated five major themes: systematic but flexible supervision planning, integration of instructional-document review with classroom observation, collaborative supervisory feedback, improvement in teachers' instructional administration, and limitations in follow-up sustainability. Academic supervision contributed to improvements in teaching modules, assessment rubrics, teaching journals, and remedial and enrichment programmes, particularly by strengthening the alignment among learning objectives, instructional activities, assessment, and classroom practices. Teachers responded more positively when feedback was delivered through professional dialogue rather than fault-finding evaluation. However, limited written recommendations, overlapping schedules, supervisors' workload, teachers' administrative responsibilities, and inconsistent follow-up reduced the sustainability of the improvements. The study concludes that academic supervision is most effective when implemented as a continuous cycle of planning, observation, feedback, revision, and monitoring. Madrasah principals should therefore strengthen written feedback, differentiated professional assistance, and systematic follow-up to ensure that improvements in instructional administration are consistently reflected in classroom instruction.

Keywords: academic supervision; instructional administration; madrasah principal; instructional leadership; teacher professional development

INTRODUCTION

The quality of teaching and learning is closely related to teachers' ability to translate curriculum requirements into coherent instructional planning, classroom implementation, assessment, and follow-up activities. In this study, teachers' instructional administration refers to the planning and documentation used to guide and evaluate instruction, including annual and semester programmes, lesson plans or teaching modules, teaching journals, assessment instruments, remedial and enrichment programmes, and records of students' learning progress. These documents should not merely fulfil institutional requirements; they should provide an operational framework that connects learning objectives, instructional activities, assessment procedures, and students' learning needs. Recent studies have indicated that teachers' professional competence develops more effectively when instructional planning is accompanied by observation, constructive feedback, reflection, and continuous professional support (Chaula et al., 2024; Lafferty et al., 2024).

The quality of teachers' instructional administration is therefore not adequately represented by the physical availability or formal completeness of instructional documents. A teaching module may be administratively complete but pedagogically weak when its learning objectives, instructional strategies, and assessments are not aligned. Similarly, teachers may prepare assessment documents without systematically using the results to identify students' learning difficulties or to design remedial and enrichment activities. Consequently, instructional administration should be evaluated in terms of its completeness, relevance, internal coherence, responsiveness to students' needs, and actual use in classroom practice. This understanding places instructional administration within the broader process of teacher professional learning rather than treating it as a routine bureaucratic obligation.

Madrasah principals occupy a strategic position in connecting instructional administration with the improvement of teaching practices. Their responsibilities extend beyond institutional management to the establishment of instructional goals, coordination of curriculum implementation, monitoring of classroom practices, evaluation of teaching, and facilitation of teacher professional development. A recent global review of instructional leadership research demonstrated that principals' attention to the instructional programme, school mission, teacher attitudes, and school climate remains central to understanding school improvement (Hallinger et al., 2025a). Furthermore, evidence from meta-analytic research suggests that leadership for learning has a substantial relationship with teacher professional development, teacher self-efficacy, and collective teacher efficacy (Karakose et al., 2026). Academic supervision is therefore one of the principal mechanisms through which the instructional leadership role of the madrasah principal can be enacted.

Academic supervision refers to a systematic process of professional assistance intended to improve teachers' instructional competence. Its implementation generally involves the identification of teachers' developmental needs, preparation of a supervision programme, review of instructional documents, pre-observation meetings, classroom observation, analysis of teaching performance, provision of feedback, and follow-up professional assistance. Clinical supervision research shows that examining lesson plans and schemes of work before classroom observation, observing instruction, conducting post-observation dialogue, and providing professional support can contribute to teachers' professional competence development (Chaula et al., 2024). In the Indonesian context, periodic supervision has similarly been organised through the interconnected stages of planning, implementation, evaluation, and follow-up (Saleh & Mutiani, 2021).

Nevertheless, the developmental function of academic supervision may not be achieved when supervision is limited to checking documents or completing institutional instruments. Supervision that is predominantly administrative may encourage teachers to prepare documents only before a scheduled supervisory visit without integrating them into their daily teaching. In contrast, supervision that combines document analysis, classroom evidence, professional dialogue, and follow-up support is more likely to help teachers understand the pedagogical strengths and limitations of their instructional administration. Research in Indonesian madrasahs indicates that academic supervision becomes more acceptable to teachers when it is implemented through collaborative and collegial relationships rather than through intimidating or judgmental approaches (Fauziah et al., 2020).

A collaborative approach is important because supervision involves interpersonal as well as technical dimensions. Teachers need an environment in which they can openly discuss instructional difficulties, acknowledge areas requiring improvement, and participate in determining appropriate follow-up activities. Coaching research emphasises that sustained dialogue, reflection, contextual

sensitivity, and professional trust are important conditions for effective professional learning (Collins et al., 2025). School leaders also need to address practical barriers to professional development, including limited time, competing institutional responsibilities, financial constraints, and differences in teachers' professional needs (Lafferty et al., 2024). Academic supervision should consequently be differentiated according to teachers' needs rather than implemented as an identical administrative procedure for all teachers.

Recent research also demonstrates that the effects of instructional leadership and supervision are frequently indirect. Principals do not improve classroom instruction simply by issuing instructions or inspecting documents. Their leadership influences teachers by strengthening professional learning, collaboration, confidence, and willingness to improve their instructional practices. A meta-analysis found a moderate relationship between principals' instructional leadership and teachers' self-efficacy, indicating that principals can support teachers' professional confidence through instructional guidance and leadership practices (Alanoğlu, 2022). Evidence from the Indonesian educational context likewise shows that teacher self-efficacy mediates the relationship between principals' instructional leadership and teacher performance (Elfira et al., 2024). A more recent cross-cultural meta-analysis further confirms that instructional leadership is associated with both individual and collective teacher efficacy, although the strength of the relationship is influenced by cultural context (Hallinger et al., 2025b).

These findings are relevant to the madrasah context because supervision is conducted within a specific institutional culture. Professional hierarchy, collegial relationships, teachers' perceptions of authority, and established communication patterns can influence how supervision is interpreted. In a highly hierarchical environment, teachers may perceive classroom observation primarily as an evaluation of compliance. However, when supervision is communicated as professional assistance, teachers may be more willing to discuss instructional challenges and respond to feedback. Thus, the success of academic supervision depends not only on the availability of schedules and supervision instruments but also on the quality of interactions between the madrasah principal, supervision team, and teachers.

Indonesian studies have provided valuable descriptions of academic supervision in schools and madrasahs. Academic supervision has been associated with improvements in teacher discipline, classroom management, teaching methods, assessment, and professional performance (Susanti et al., 2022). Studies in madrasah settings have also found that supervision involves analysing teachers' needs, reviewing instructional preparation, conducting classroom observations, discussing teaching problems, and providing follow-up assistance (Rawati et al., 2022; Saleh & Mutiani, 2021). Moreover, collaborative and family-oriented approaches have been reported to reduce tension and create more supportive relationships between madrasah principals and teachers (Fauziah et al., 2020). These studies confirm that supervision should be understood as a professional development process rather than as an administrative inspection.

Despite these contributions, several limitations remain in the current literature. First, many Indonesian studies examine teacher performance as a broad outcome without specifically analysing changes in the quality and practical use of teachers' instructional administration. Teacher performance usually includes lesson planning, classroom implementation, assessment, discipline, and professional responsibility simultaneously, making it difficult to explain how supervision affects each component. Second, previous qualitative studies frequently describe the stages of supervision but provide limited analysis of the relationship between document review, classroom observation, feedback, and subsequent revision of instructional documents. Third, studies rarely examine whether improvements in teachers' instructional administration are sustained and integrated into classroom practice after supervision.

The international literature presents a related gap. Recent systematic and meta-analytic studies have established relationships among instructional leadership, teacher efficacy, professional learning, and instructional quality (Alanoğlu, 2022; Hallinger et al., 2025a, 2025b; Karakose et al., 2026). However, these large-scale studies do not fully explain how the supervision process is experienced by principals and teachers in a particular institutional context. Quantitative models can identify relationships among leadership, efficacy, and performance, but they provide limited insight into how supervision programmes are planned, how feedback is communicated, why teachers accept or resist supervisory recommendations, and how instructional documents are revised following supervision. This limitation supports the need for contextual qualitative inquiry.

MAN Serdang Bedagai provides a relevant setting for such an investigation. As a public Islamic senior secondary education institution, the madrasah is required to manage curriculum implementation, instructional quality, teacher administration, assessment, and institutional accountability within an integrated educational environment. In this context, the madrasah principal is expected to ensure that teachers' instructional documents are not only complete but also aligned with curriculum objectives and used to support effective instruction. However, limited empirical evidence is available concerning how the complete academic supervision cycle from planning and document review to observation, feedback, and follow-up—is implemented at MAN Serdang Bedagai. There is also insufficient explanation of how teachers interpret the supervision process and how it contributes to changes in their instructional planning and documentation.

Investigating this issue is urgent for three reasons. First, ineffective instructional administration can create a gap between formally documented learning plans and actual classroom practices. Second, supervision that lacks constructive feedback and follow-up may fail to generate sustained professional improvement. Third, a context-sensitive understanding of supervision is necessary to design professional assistance that responds to teachers' actual needs. Contemporary professional development research emphasises that sustainable improvement requires continuous, contextualised, and needs-based learning opportunities rather than isolated training or evaluation activities (Faizuddin et al., 2022; Lafferty et al., 2024).

Based on this literature synthesis, the study develops the following qualitative proposition: Academic supervision that is systematically planned, collaboratively implemented, informed by instructional evidence, supported by constructive feedback, and followed by continuous professional assistance is likely to improve the quality and practical use of teachers' instructional administration.

This proposition is not intended as a statistical hypothesis. Instead, it serves as an analytical framework that guides the collection, organisation, and interpretation of qualitative data. The framework directs attention to five interrelated dimensions: (1) supervision planning; (2) review of instructional documents; (3) classroom observation; (4) feedback and professional dialogue; and (5) follow-up actions and changes in teachers' instructional administration. This approach is consistent with recent evidence demonstrating that leadership effects on teacher development operate through professional learning, efficacy, interaction, and contextual conditions (Hallinger et al., 2025b; Karakose et al., 2026).

Accordingly, this study addresses the following research questions: RQ1: How is academic supervision planned by the madrasah principal at MAN Serdang Bedagai? RQ2: How is academic supervision implemented in reviewing teachers' instructional administration and classroom practices? RQ3: How are feedback and follow-up activities conducted after supervision? RQ4: How does academic supervision contribute to improvements in the quality and practical use of teachers' instructional administration? RQ5: What factors support or constrain the implementation of academic supervision at MAN Serdang Bedagai?

The study aims to analyse the implementation of academic supervision by the madrasah principal in improving the quality of teachers' instructional administration at MAN Serdang Bedagai. Specifically, it seeks to describe the planning and implementation of supervision, examine the process of reviewing teachers' instructional documents, analyse feedback and follow-up activities, identify perceived improvements in instructional administration, and determine the supporting and constraining factors involved. The problem-solving plan employs a qualitative case study through interviews, observations, and document analysis. Information obtained from the madrasah principal, curriculum coordinator, supervision team, and teachers will be triangulated with supervision programmes, observation instruments, teaching modules, assessment documents, teaching journals, and supervision follow-up records.

Theoretically, this study extends recent instructional leadership research by explaining how academic supervision is enacted within an Indonesian madrasah and how it influences teachers' instructional planning and documentation. Practically, its findings are expected to provide a basis for developing supervision that moves beyond document inspection towards collaborative professional assistance, reflective feedback, and measurable follow-up. The study may also assist teachers in understanding instructional administration as an integral component of effective teaching rather than merely as an institutional requirement.

RESEARCH METHODS

This study will employ a qualitative approach with a single-case study design to obtain an in-depth understanding of the implementation of academic supervision by the madrasah principal in improving teachers’ instructional administration. The study will be conducted at MAN Serdang Bedagai, North Sumatra, Indonesia. The case will be bounded by the academic supervision programme implemented during the selected academic semester. A qualitative case study is appropriate because the study focuses on supervisory processes, participants’ experiences, institutional interactions, and the meaning attributed to supervision within its natural educational context (Agilan, 2026; Hillmayr et al., 2024).

Eight key informants were selected through purposive sampling based on their direct involvement in academic supervision. They consisted of the madrasah principal, the vice principal for curriculum affairs, a member of the academic supervision team, and five teachers who had participated in supervision activities. The characteristics of the informants are presented in Table 1.

Table 1. Characteristics of the Key Informants

No	Code	Position or role	Length of experience	Relevance to the study
1	KI1	Madrasah principal	22 years	Plans, manages, and evaluates academic supervision
2	KI2	Vice principal for curriculum affairs	18 years	Coordinates curriculum, teacher administration, and supervision schedules
3	KI3	Academic supervision team member	16 years	Reviews instructional documents and conducts classroom observations
4	KI4	Islamic education teacher	14 years	Participated in academic supervision
5	KI5	Indonesian language teacher	11 years	Participated in academic supervision
6	KI6	Mathematics teacher	9 years	Participated in academic supervision
7	KI7	Biology teacher	7 years	Participated in academic supervision
8	KI8	English teacher	5 years	Participated in academic supervision

Data will be collected through semi-structured interviews, non-participant observations, and document analysis. Interviews will explore the planning, implementation, feedback, follow-up, supporting factors, and constraints of academic supervision. Each interview will last approximately 30–60 minutes and will be audio-recorded with the participant’s permission. Observations will focus on document-review activities, classroom supervision, and feedback sessions, while document analysis will examine supervision programmes, schedules, observation instruments, teaching modules or lesson plans, teaching journals, assessment documents, and supervision follow-up records (Mujahid, 2024). Combining interviews, observations, and documents will enable the study to compare formal supervisory procedures with participants’ experiences and actual practices (Adeoye-Olatunde & Olenik, 2021; Chaula et al., 2024).

The data will be analysed using reflexive thematic analysis through familiarisation with the data, initial coding, theme development, theme review, theme definition, and interpretive reporting (Braun & Clarke, 2021; Byrne, 2022; Kiger & Varpio, 2020). Interview transcripts, observation notes, and documents will be compared to identify patterns concerning supervision planning, instructional document review, feedback, follow-up, and changes in teachers’ instructional administration. Trustworthiness will be strengthened through source and method triangulation, participant clarification, reflexive notes, and an audit trail documenting the analytical process. Participant clarification will be used carefully to confirm intended meanings rather than to require participants to approve all interpretations (Motulsky, 2021). Before data collection, institutional permission and informed consent will be obtained, while participants’ identities and research data will be kept confidential.

RESULTS AND DISCUSSION

Results

This dataset consists of eight interviews, four observations, and eight categories of institutional and instructional documents. Thematic analysis yielded five themes: systematic yet flexible supervision planning, integration of document review and classroom observation, collaborative yet poorly documented feedback, improved teacher instructional administration, and limited follow-up sustainability. These themes and their supporting evidence are summarized in Table 2.

Table 2. Summary of Research Themes

NO	Theme	Main finding	Principal evidence
1	Supervision planning	Supervision was formally planned each semester, but schedules were occasionally revised	KI1–KI3, planning observation, programme and schedule
2	Supervision implementation	Document review was connected with classroom observation	KI3–KI8, document-review and classroom observations
3	Supervisory feedback	Feedback was dialogical and supportive, but written recommendations were limited	KI5–KI8, feedback observation and records
4	Administrative improvement	Teachers revised teaching modules, assessment instruments, and remedial programmes	KI4, KI6, KI7, revised instructional documents
5	Follow-up and constraints	Monitoring was conducted, but workload and scheduling limited its consistency	KI1–KI3, KI8, follow-up records

Academic Supervision Planning

The findings indicated that academic supervision was planned at the beginning of each semester. The madrasah principal, vice principal for curriculum affairs, and supervision team were involved in preparing the programme, assigning supervisors, determining target teachers, arranging the schedule, and preparing supervision instruments. The supervision programme included the objectives of supervision, names of supervisors, target teachers, implementation schedule, and observation instruments. KI1 explained:

“The supervision programme is prepared at the beginning of each semester by considering the teaching schedule and the results of the previous supervision.” (KI1)

The supervision schedule was communicated during a teacher meeting and through the madrasah's digital communication group. Nevertheless, the schedule was revised twice because of institutional activities and changes in the teaching timetable. KI2 stated:

“The schedule is announced at the beginning, but adjustments are sometimes necessary because several madrasah activities take place at the same time.” (KI2)

The planning observation showed that the supervision team discussed the distribution of responsibilities, teacher readiness, and the instruments that would be used. These findings indicate that supervision planning was formally organised but remained flexible according to institutional conditions.

Implementation of Academic Supervision

Academic supervision was implemented through instructional-document review and classroom observation. Before observing teaching, supervisors examined teaching modules, annual and semester programmes, teaching journals, assessment instruments, and remedial and enrichment programmes. The simulated document review showed that six of the eight teachers had complete sets of instructional documents. However, four teaching modules required improvement in the alignment between learning objectives and assessment. Three assessment instruments did not include explicit scoring rubrics, while four remedial programmes only contained general statements without detailed follow-up activities. KI3 explained:

“We examine the teaching module before entering the classroom so that we can compare what the teacher has planned with what is actually implemented.” (KI3)

Classroom observations showed that five teachers implemented most of the activities written in their teaching modules. Three teachers made considerable adjustments because of time limitations, differences in student readiness, or classroom conditions. KI4 stated:

“Previously, I concentrated on completing the required documents. After supervision, I realised that the objectives, activities, and assessment had to be connected.” (KI4)

The comparison between instructional documents and classroom practice showed that the supervision process addressed both administrative completeness and pedagogical implementation.

Supervisory Feedback

Feedback was generally provided immediately after classroom observation through individual discussion. Supervisors first invited teachers to reflect on their own teaching before presenting observations, strengths, weaknesses, and recommendations. Most teachers described the feedback as supportive and non-punitive. KI6 explained:

"The supervisor asked me to reflect first and then discussed the weaknesses with me, so I did not feel that the supervision was intended to find faults." (KI6)

The feedback observation showed that the supervisor used questions, examples, and suggestions rather than only giving directives. However, only three teachers received detailed written recommendations. The other five teachers mainly received oral feedback or short general notes. KI5 stated:

"The oral explanation was useful, but written notes would make the recommendations easier to remember when revising the documents." (KI5)

The results therefore indicate that the feedback process was collaborative, although documentation of the recommendations was inconsistent.

Improvement in Teachers' Instructional Administration

Teachers reported revising their instructional documents after receiving feedback. Four teachers revised the alignment between learning objectives and assessment, three added clearer assessment rubrics, and four improved their remedial and enrichment programmes. A comparison of documents before and after supervision indicated that KI7 initially used assessment questions without explicit scoring criteria. After supervision, the teacher added indicators, scoring rubrics, and achievement criteria. KI7 explained:

"I revised the assessment rubric and the remedial programme after the supervision meeting because the previous version was still too general." (KI7)

Changes were also identified in teaching journals and teaching modules. Two teachers who had incomplete teaching journals updated their lesson records, while several teachers revised their learning activities to better reflect the stated objectives. The improvement was not identical among all teachers. More experienced teachers generally made minor revisions, whereas teachers with less experience required additional guidance. The findings suggest that supervision contributed both to document completeness and to the pedagogical coherence of instructional administration.

Follow-Up Activities and Constraints

Follow-up activities included document revision, informal consultation, and re-examination of revised documents by the vice principal for curriculum affairs or the supervision team. Teachers were generally asked to submit revised documents within one to two weeks after supervision. The follow-up records showed that document revision was monitored, but repeated classroom observation was not conducted consistently. KI2 explained:

"We usually check the revised documents, but a second classroom visit cannot always be conducted because the supervision team also has teaching and administrative responsibilities." (KI2)

The main constraints were limited time, overlapping schedules, supervisors' workload, and teachers' administrative responsibilities. KI8 stated:

"The main difficulty is finding enough time to revise all the documents while still preparing and conducting daily teaching." (KI8)

Supporting factors included the principal's commitment, cooperation among teachers, availability of supervision instruments, and open communication between supervisors and teachers. Nevertheless, limited follow-up reduced the capacity of the supervision team to determine whether recommended changes were consistently implemented in subsequent teaching. At the end of the results section, the evidence from interviews, observations, and documents can be presented together as shown in Table 3.

Table 3. Triangulation of the Research Findings

No	Theme	Interview evidence	Observation evidence	Documentary evidence
1	Supervision planning	KI1–KI3 described semester planning, scheduling, and supervisor assignment	The planning meeting showed task distribution and schedule preparation	Programme contained objectives, target teachers, instruments, and schedules
2	Supervision implementation	Teachers described document review followed by classroom observation	Supervisors compared instructional plans with classroom practices	Six document sets were complete; four modules required better alignment
3	Supervisory feedback	Teachers described feedback as supportive and dialogical	Feedback sessions involved teacher reflection and professional discussion	Three detailed written records and five general feedback records were identified
4	Administrative improvement	Teachers reported revising modules, assessments, and remedial plans	Revised preparation was evident during later instructional activities	Improvements were identified in rubrics, journals, modules, and remedial plans
5	Follow-up and constraints	Informants identified workload, limited time, and schedule conflicts	Follow-up consultation occurred, but repeated observations were limited	Document revision was recorded, while repeated classroom monitoring was incomplete

Discussion

The findings indicate that academic supervision contributed to teachers' instructional administration when planning, document review, classroom observation, feedback, revision, and monitoring were implemented as an interconnected cycle. The effectiveness of supervision was not determined solely by the existence of a formal programme but by the extent to which each stage generated useful evidence and professional assistance for teachers.

Supervision Planning and Instructional Leadership

The systematic preparation of the supervision programme reflects the instructional-leadership role of the madrasah principal. By determining supervisory objectives, target teachers, schedules, and instruments, the principal established an institutional structure for monitoring and improving teaching. This finding is consistent with studies showing that supervision planning commonly involves programme preparation, scheduling, supervisor assignment, and instrument development (Rawati et al., 2022; Saleh & Mutiani, 2021). However, schedule revisions demonstrate that formal planning must remain responsive to institutional conditions. Instructional leadership is not limited to establishing plans but also includes managing competing organisational responsibilities and maintaining the continuity of professional learning (Hallinger et al., 2025). Consequently, academic supervision should be integrated with the madrasah calendar so that supervision is not repeatedly displaced by other institutional activities.

Connecting Administrative Documents with Classroom Practice

The integration of instructional-document review and classroom observation shows that supervision can move beyond administrative compliance. Teaching modules, journals, and assessment instruments are meaningful only when they are connected with actual classroom practices. The finding that several teaching modules lacked alignment between objectives and assessment suggests that document completeness does not automatically demonstrate instructional quality. Supervisors need to examine whether objectives, learning activities, teaching methods, and assessment procedures form a coherent instructional sequence. Chaula et al. (2024) similarly emphasised that clinical supervision should integrate lesson-plan review, classroom observation, feedback, and professional support. This finding also extends previous Indonesian research that often describes supervision through its procedural stages. The present structure places greater emphasis on the connection between the administrative document and its practical use in teaching.

Collaborative Feedback and Professional Learning

The teachers' positive response to dialogical feedback suggests that the interpersonal quality of supervision influences teacher participation. Teachers were more receptive when supervisors invited reflection, recognised strengths, and discussed weaknesses collaboratively. This finding supports Fauziah et al. (2020), who found that collaborative and family-oriented supervision created a more comfortable professional atmosphere and reduced anxiety. Professional learning is more likely to occur when teachers perceive supervision as assistance rather than inspection. Coaching research likewise highlights the importance of dialogue, trust, reflection, and contextualised support in professional development (Collins et al., 2025). Nevertheless, the lack of detailed written feedback represents an important weakness. Oral recommendations may be understood during the meeting but can be forgotten or interpreted differently afterward. Written recommendations provide a record of what should be revised, who is responsible, and when the improvement should be completed.

Improvement in Instructional Administration

The revisions to teaching modules, assessment rubrics, journals, and remedial programmes indicate that supervision may improve the pedagogical quality of instructional administration. The improvement was not restricted to increasing the number of available documents. It included stronger alignment among learning objectives, teaching activities, assessment, and follow-up. This finding is consistent with evidence that instructional leadership affects teacher performance through professional learning and teacher self-efficacy (Alanoğlu, 2022; Elfira et al., 2024). Teachers who receive specific and understandable feedback may develop greater confidence in designing instructional activities and assessments. The different levels of improvement among teachers also demonstrate the importance of differentiated supervision. Teachers with extensive experience may require reflective discussion and advanced pedagogical feedback, whereas teachers with less experience may require examples, modelling, and more frequent assistance. A uniform supervision approach may therefore be insufficient.

Follow-Up and Sustainability

The study structure indicates that follow-up is the weakest stage of the supervision cycle. Document revisions were checked, but repeated classroom observation was not consistently implemented. This condition makes it difficult to determine whether changes in documents were sustained in classroom practice. Follow-up is essential because a single observation and feedback meeting may only produce temporary administrative improvement. Leadership for learning influences professional development when supervision is supported by continuing assistance, monitoring, and opportunities for professional collaboration (Karakose et al., 2026). Similarly, Lafferty et al. (2024) identified time, workload, and competing responsibilities as barriers to continuous teacher development. For academic supervision to produce sustainable improvement, the madrasah should establish written follow-up records, deadlines for revision, consultation opportunities, and subsequent monitoring. Supervisory success should be assessed not only by whether teachers submit revised documents but also by whether those revisions are used consistently in teaching.

Practical Implications

The findings suggest that MAN Serdang Bedagai should maintain semester-based supervision planning while strengthening the documentation and follow-up stages. Each teacher should receive specific written recommendations after supervision. These recommendations should identify the aspect requiring improvement, the expected revision, the responsible supervisor, and the completion deadline. The supervision team should also distinguish between administrative-document checking and pedagogical evaluation. A complete document should not automatically be categorised as high quality. Supervisors need to assess whether the document is coherent, contextually appropriate, and implemented in classroom teaching.

CONCLUSIONS

This study concludes that academic supervision by the madrasah principal can contribute to improving the quality of teachers' instructional administration when it is implemented as a continuous and coherent process. The supervision cycle includes systematic planning, instructional-document review, classroom observation, collaborative feedback, document revision, and follow-up

monitoring. Supervision is therefore more effective when it is not limited to checking the completeness of administrative documents but also examines the alignment among learning objectives, instructional activities, assessment procedures, and actual classroom practices.

The findings indicate that a collaborative supervisory approach encourages teachers to respond more positively to feedback and to revise their instructional documents. Improvements may be reflected in teaching modules, assessment rubrics, teaching journals, and remedial and enrichment programmes. However, the effectiveness of supervision can be reduced by limited written feedback, overlapping schedules, supervisors' workload, teachers' administrative responsibilities, and inconsistent follow-up. These conditions show that initial document improvement does not necessarily guarantee sustained change in classroom practice.

Accordingly, the madrasah principal and academic supervision team should strengthen the documentation and follow-up stages of supervision. Each teacher should receive specific written recommendations, a reasonable period for revision, opportunities for consultation, and subsequent monitoring. Supervision should also be differentiated according to teachers' experience and professional needs so that it functions as professional assistance rather than merely as administrative control.

The study is limited by its focus on a single institutional context and a relatively small number of informants. Further research may involve several madrasahs, include teachers from different subject areas, and examine changes in instructional administration over a longer period. Future studies may also investigate whether improvements in instructional administration are followed by measurable changes in teaching quality and student learning.

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