



Literature Review: The Effectiveness of Madrasah Principal Supervision in Improving Teacher Discipline

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ABSTRACT

Keywords:

Educational Supervision; Madrasah Principal Supervision; Teacher Discipline; Teacher Professionalism

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This study aims to examine the effectiveness of madrasah principal supervision in improving teacher discipline based on findings from previous studies. A literature review method with a descriptive qualitative approach was employed. The data consisted of 16 scholarly articles related to madrasah principal supervision, educational supervision, leadership, teacher discipline, and teacher performance. Data were analyzed using thematic synthesis by categorizing findings into four themes: supervision practices, the impact of supervision on teacher discipline, supporting factors, and inhibiting factors. The results indicate that effective supervision is implemented through academic supervision, attendance monitoring, performance evaluation, coaching, communication, role modeling, and the application of reward and punishment systems. Supervision that is systematic, consistent, communicative, and supported by clear follow-up actions contributes significantly to improving teacher discipline. Supporting factors include communicative leadership, clear disciplinary regulations, continuous coaching, motivation, adequate facilities, and exemplary behavior from the principal. In contrast, limited time, insufficient facilities, weak follow-up, low teacher awareness, and resistance to evaluation hinder supervision effectiveness. The findings imply that madrasah principal supervision should be conducted in a collaborative, continuous, and supportive manner to foster a disciplined work culture and strengthen teacher professionalism.

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INTRODUCTION

Teacher discipline has become a critical issue in contemporary education because it directly influences the quality of teaching, student learning outcomes, and institutional effectiveness. In educational institutions, disciplined teachers are expected to fulfill their responsibilities consistently, including attending classes on time, preparing lesson plans, implementing learning activities

effectively, and conducting assessments according to established standards. The importance of teacher discipline extends beyond individual performance because it contributes to public trust in educational institutions and supports the achievement of national educational goals. Previous studies have demonstrated that disciplined teachers are more likely to create productive learning environments and improve student achievement (Adnan, 2023; Kibtiyah, 2022; Mandasari et al., 2023; Yuswanto et al., 2023). Moreover, teacher discipline is widely recognized as an indicator of professionalism because it reflects commitment, responsibility, and accountability in educational practice (Abdillah, 2024; Soedjiwo, 2022; Suryati et al., 2021; Yesepa et al., 2024). Therefore, strengthening teacher discipline remains an essential concern for educational stakeholders and society at large.

Despite its importance, maintaining teacher discipline remains a persistent challenge in many educational institutions. Various schools and madrasahs continue to experience problems related to teacher attendance, incomplete instructional planning, delayed assessment practices, and inconsistencies in classroom implementation. These issues often reduce instructional effectiveness and hinder the achievement of educational objectives (Fenezia & Armiami, 2025; Jusup et al., 2024). The complexity of the problem is further intensified by organizational, managerial, and individual factors that influence teacher behavior. Weak monitoring systems, limited supervisory practices, insufficient feedback mechanisms, and low professional commitment may contribute to disciplinary problems among teachers (Milki et al., 2026; Sundari & Yusran, 2025). As educational institutions are increasingly required to meet quality assurance standards, the need for effective supervision becomes more urgent. Teacher discipline is no longer viewed merely as compliance with administrative regulations but as a fundamental requirement for ensuring educational quality and institutional accountability (Fadere et al., 2024; Tarashtwal et al., 2026). Consequently, identifying effective strategies for improving teacher discipline has become a significant concern in educational management and leadership studies.

In practice, various phenomena indicate that teacher discipline is strongly influenced by the supervisory role of school and madrasah leaders. Many madrasah principals have implemented supervision through attendance monitoring, classroom observations, performance evaluations, coaching activities, and administrative reviews. However, the effectiveness of these practices varies considerably across institutions. Some madrasahs have successfully established disciplined work cultures through systematic supervision and continuous coaching, while others continue to face recurring disciplinary problems despite the existence of formal supervisory procedures.

Empirical evidence suggests that supervision becomes more effective when it is accompanied by communication, mentoring, motivation, and follow-up actions rather than merely emphasizing compliance and sanctions (Kibtiyah, 2022; Mandasari et al., 2023; Khuliyati, 2022). Furthermore, supervision of teacher discipline increasingly encompasses not only attendance but also lesson planning, instructional implementation, and assessment activities, all of which are essential components of teacher professionalism and educational quality improvement.

Previous studies have extensively examined the role of madrasah principal supervision in improving teacher discipline and performance. Research findings indicate that supervision serves not only as a mechanism of control but also as a process of professional development and instructional improvement. Academic supervision, classroom observation, coaching programs, performance evaluation, and discipline monitoring have been identified as common supervisory practices that contribute positively to teacher discipline (Kibtiyah, 2022; Mandasari et al., 2023; Yuswanto et al., 2023). Several studies also highlight the importance of communicative and participatory supervision in fostering positive attitudes among teachers and encouraging professional commitment (Adnan, 2023; Hasibuan et al., 2019; Hidayat & Nurfitriani, 2022). In addition, documentation such as attendance records, lesson plans, and teaching reports has been recognized as an important source of evidence for evaluating teacher discipline and performance (Abdillah, 2024; Mandasari et al., 2023; Iku, 2022; Haratua et al., 2023). These findings demonstrate the significant contribution of supervision to teacher accountability and institutional effectiveness.

Although previous studies provide valuable insights, several limitations remain evident in the existing literature. Most studies focus on specific cases, individual institutions, or particular supervisory practices, resulting in fragmented findings that are difficult to generalize. Furthermore, research has primarily emphasized the positive effects of supervision while providing limited synthesis regarding the supporting and inhibiting factors that influence supervisory effectiveness. Existing studies also tend to investigate teacher performance more broadly without specifically examining teacher discipline as a distinct area of concern. In addition, the available evidence is dispersed across different contexts, making it difficult to develop a comprehensive understanding of effective supervision strategies in madrasahs. As a result, there remains a need for a systematic synthesis of previous research findings that can integrate diverse perspectives, identify recurring patterns, and clarify the mechanisms through which supervision contributes to teacher discipline. Addressing this gap is important for strengthening both theory and practice in educational supervision.

This study offers a novel contribution by synthesizing previous research findings on madrasah principal supervision specifically from the perspective of teacher discipline. Rather than examining a single institution or supervisory practice, this study integrates diverse empirical findings to develop a comprehensive understanding of effective supervision strategies, supporting factors, and barriers to implementation. The study also emphasizes teacher discipline as a central analytical focus, thereby providing a more specific perspective than studies that broadly address teacher performance. By consolidating fragmented evidence into a coherent framework, this review seeks to enrich theoretical discussions on educational supervision and provide practical insights for improving leadership practices in madrasahs. The resulting synthesis is expected to contribute to the development of more effective and sustainable supervisory approaches that promote professional responsibility and institutional quality.

Based on the issues and gaps identified above, this study investigates the effectiveness of madrasah principal supervision in improving teacher discipline through a literature review approach. The study assumes that supervision can significantly enhance teacher discipline when it is conducted systematically, collaboratively, and continuously, supported by effective communication, professional coaching, and clear follow-up actions. Therefore, this research seeks to answer four questions: (1) What forms and methods of madrasah principal supervision have been discussed in previous studies? (2) How does madrasah principal supervision influence teacher discipline according to previous studies? (3) What factors support the effectiveness of madrasah principal supervision in improving teacher discipline? and (4) What factors hinder the effectiveness of madrasah principal supervision in improving teacher discipline? The findings are expected to contribute to educational supervision literature and provide evidence-based recommendations for strengthening teacher discipline and professionalism in madrasahs.

RESEARCH METHODS

This study employed a qualitative research design using a literature review approach (Bhangu et al., 2023; England, 2021). The qualitative design was selected because it enables an in-depth understanding and interpretation of previous research findings related to the effectiveness of madrasah principal supervision in improving teacher discipline. Rather than collecting primary field data, this study focused on analyzing and synthesizing documented evidence from scholarly publications to identify patterns, themes, and conceptual relationships. A literature review was considered appropriate because the topic

has been investigated in various contexts, yet the findings remain fragmented and require comprehensive synthesis to provide a broader understanding of effective supervisory practices in madrasahs.

The data sources consisted of 16 scholarly articles related to madrasah principal supervision, educational supervision, madrasah leadership, teacher discipline, and teacher performance. The articles were obtained from reputable academic databases and selected through purposive sampling based on three criteria: relevance to the research objectives, clarity of research methodology, and availability of empirical findings. Data collection was conducted using documentation techniques by systematically reviewing the selected articles and recording important information, including the authors, year of publication, research objectives, methods, and major findings. The characteristics of the selected studies are presented in Table 1, which provides an overview of the articles included in the review and serves as the foundation for the thematic synthesis.

Table 1. Characteristics of the Articles Included in the Literature Review

No.	Uthor(s)	Article Title	Method	Research Findings
1	M. Almi Hidayat & Nurfitriani (2022)	Madrasah Principal Management to Improve Teacher Discipline and Learning During the COVID-19 Pandemic	Descriptive qualitative; interviews, observations, documentati on	The principal improved teacher discipline through aligning perceptions, guidance on digital media use, provision of Wi-Fi, weekly monitoring, monthly evaluations, fingerprint attendance, dress code discipline, and giving rewards to exemplary teachers.
2	Desi Marlina (2021)	The Effect of Principal's Coaching and Supervision Patterns on Teacher Discipline and Performance	Quantitative; questionnaire ; descriptive analysis using SPSS	Coaching patterns influenced teacher discipline, whereas supervision alone did not significantly affect discipline or performance. However, coaching and supervision combined had a positive effect on teacher discipline.
3	Lilla Kamila (2022)	Communication Strategies of Madrasah Principals in Developing Professionalism and Discipline Character of Teachers at MA Al-Mawaddah Blitar	Descriptive qualitative; interviews, observations, documentati on	Communication strategies of the principal contributed to building professionalism and teacher discipline. Communication served as a means of performance control, guidance, and coaching to enhance teacher discipline.

4	Syafni Nurti & Suswati Hendriani (2022)	Principal Strategies in Improving Teacher Work Discipline	Descriptive qualitative; observation, interviews, documentation; triangulation; Miles & Huberman analysis	The principal acted as an educator, manager, administrator, supervisor, leader, innovator, and motivator. Supervision and control activities were conducted to improve teacher work discipline.
5	Anhar (2022)	Madrasah Principal Management in Improving Teacher Discipline at mts Arussakinah Sape	Qualitative; interviews, observations, documentation	Management included planning rules, role modeling, coaching, supervising teacher performance, motivation, giving rewards, and evaluating through classroom monitoring. Teacher discipline led to improved performance.
6	[Author name to be verified] (2022)	Improving Teacher Discipline in Classroom Attendance through Principal Role Modeling	Action research; two cycles; observation, monitoring, interviews	The principal's role modeling and verbal/written warnings for late teachers increased classroom attendance discipline. Teacher tardiness decreased after intervention.
7	Rati Mandasari, Maimunah & Ali Murtopo (2023)	Madrasah Principal Supervision in Improving Discipline of Educational Staff at mts Nurul Wathan Pusaran	Qualitative; field research; observation, interviews, documentation; data reduction, presentation, conclusion	Supervision was effective due to inclusion of oversight, coaching, and motivation. Effectiveness influenced by leadership policies, individual awareness, and facilities.
8	Durotun Nasihah, Anis Fauzi & Hanafi (2023)	Analysis of Madrasah Principal Leadership in Improving Teacher Discipline and Performance at MAN 2 Kota Cilegon	Qualitative; interviews, observations, documentation; data reduction, presentation, conclusion	The principal applied a democratic, open, and communicative leadership style. Discipline improvement involved commitment, reward and punishment, and attendance points, while performance improved through coaching, training, seminars, and supervision.
9	Ira Damayanti Hasibuan et al. (2024)	The Role of Madrasah Principal Supervision in Improving Teacher	Mixed methods; qualitative case study	Supportive, collaborative, and development-oriented supervision positively affected teacher motivation and

		Performance	and quantitative correlational survey	performance. Quantitative results showed a significant correlation between supervision intensity and quality with teacher performance.
10	Ani Apiyani (2024)	Effectiveness of School Principal Supervision on Teacher Discipline	Literature review; descriptive	Principal supervision significantly contributed to teacher discipline. Frequency, quality, and approach of supervision affected teacher compliance with regulations and procedures.
11	Aprillia Nurul Azmi Batu Bara (2024)	Effectiveness of Madrasah Principal Supervision in Improving Discipline of Educators and Staff at MAS PAB 1 Sampali	Qualitative; observation, interviews, documentation	Systematic and consistent supervision improved awareness and commitment to discipline among teachers and staff.
12	Siti Aminah (2024)	Teacher Perceptions of Madrasah Principal Leadership on Discipline and Performance	Quantitative descriptive; questionnaire of 34 teachers	Positive significant relationship between teacher perception of principal leadership and teacher performance. Discipline was significantly correlated with performance. Leadership perception and discipline contributed 18.8% to performance improvement.
13	Nurma, Azhar & Sri Rahmi (2025)	Effectiveness of Clinical Supervision by Madrasah Principals in Improving Al-Qur'an Hadith Teacher Performance at mtsn 5 Aceh Timur	Descriptive qualitative; observation, interviews, documentation	Structured, collaborative, and needs-based clinical supervision enhanced teacher competence in designing, implementing, and assessing teaching.
14	Putri Wulandari, Mahmud MY & Ajuzar Fiqhi (2025)	Managerial Strategies of Madrasah Principals in Strengthening Teacher Work Discipline at mts Negeri 1 Batang Hari	Descriptive qualitative; observation, in-depth interviews, documentation	Managerial strategies through planning, organizing, implementation, and supervision positively influenced teacher discipline, punctuality, responsibility, and created a conducive learning environment.
15	Enny Maryani	Effectiveness of School Principal	Literature review;	Structured, collaborative, and reflective supervision

(2025)	Supervision in Improving Teacher Discipline and Performance at Elementary Schools	descriptive qualitative; thematic synthesis	improved discipline and performance. Supervision based on Islamic values, effective communication, and integrated quality management also supported professionalism and a disciplined work culture.
16 Abdul Rokhman & Supriyoko (2020)	Analysis of Madrasah Ibtidaiyah Teacher Performance in Terms of Principal Managerial Competence, Teacher Discipline, and Compensation	Quantitative; total sampling; questionnaire; multiple regression analysis	Principal managerial competence, teacher discipline, and compensation positively and significantly influenced teacher performance. Discipline alone also had a significant contribution to teacher performance.

The collected data were analyzed using the interactive qualitative analysis model of Miles, Huberman, and Saldaña (2014), which consists of data condensation, data display, and conclusion drawing/verification. During the data condensation stage, relevant findings from the selected studies were identified, coded, and categorized according to the research focus. The data were then organized and presented through thematic displays to facilitate comparison and interpretation across studies. Finally, conclusions were drawn and continuously verified by comparing findings from different articles to ensure consistency and credibility. Through this analytical process, the study generated a comprehensive synthesis of the forms of supervision, the influence of supervision on teacher discipline, as well as the supporting and inhibiting factors affecting the effectiveness of madrasah principal supervision.

RESULTS AND DISCUSSION

Forms and Methods of Madrasah Principal Supervision

Based on the review of 16 selected articles, the forms of madrasah principal supervision in improving teacher discipline are carried out through several methods, including academic supervision, coaching, monitoring, evaluation, role modeling, communication, and the implementation of reward and punishment. Supervision is not merely understood as an activity to control teachers, but also as a process of professional guidance that helps teachers perform their duties with greater discipline, responsibility, and professionalism.

The most common form of supervision found in previous studies is academic and performance supervision. Madrasah principals monitor teacher attendance, lesson plan preparation, classroom teaching practices, and the evaluation of learning outcomes. For example, Syarifuddin et al. (2024) found

that madrasah principal management in improving teacher discipline was carried out through rule planning, role modeling, coaching, teacher performance supervision, motivation, rewards, and classroom monitoring. This indicates that supervision is not limited to administrative aspects but also directly relates to teachers' instructional responsibilities.

In addition to supervision, monitoring and periodic evaluation are also frequently applied. Monitoring is conducted to observe the extent to which teachers comply with school rules, arrive on time, teach according to schedule, and complete instructional administration. Hidayat and Nurfitriani (2022) showed that madrasah principals improved teacher discipline through weekly monitoring, monthly evaluation, fingerprint attendance systems, dress code discipline, and rewards for exemplary teachers. This finding suggests that continuous supervision enables principals to track the development of teacher discipline over time.

Another important method is coaching and direct communication. Madrasah principals do not only supervise teachers but also provide guidance, motivation, and direction. Kamila (2022) found that the principal's communication strategy played an important role in developing teacher professionalism and discipline. Communication functioned as a means of performance control, direction, and coaching so that teachers could become more disciplined and professional. Therefore, communication is an essential part of supervision because it creates a more open and constructive working relationship between the madrasah principal and teachers.

Several studies also emphasize supervision through role modeling. Role modeling is important because teachers are more likely to accept rules when the principal also demonstrates discipline. The study on improving teacher attendance discipline through principal role modeling showed that verbal and written warnings, combined with exemplary behavior from the principal, could reduce teacher tardiness in entering the classroom. This shows that supervision does not always have to be conducted through formal approaches, but can also be implemented through the principal's concrete example.

Furthermore, supervision is also carried out through a managerial approach consisting of planning, organizing, implementation, and supervision. Wulandari et al. (2025) showed that madrasah principals applied managerial strategies through the formulation of clear disciplinary policies, proportional task distribution, leadership by example, continuous coaching, and consistent evaluation of discipline. This indicates that effective supervision requires a clear system, not merely spontaneous action when disciplinary violations occur.

Thus, the forms and methods of madrasah principal supervision discussed in previous studies include academic supervision, discipline monitoring, performance evaluation, coaching, communication, role modeling, reward and punishment, and managerial strategies. The most effective supervision is supervision that is planned, consistent, communicative, and followed by clear follow-up actions.

The Influence of Madrasah Principal Supervision on Teacher Discipline

The literature review shows that madrasah principal supervision influences teacher discipline through the improvement of awareness, compliance with rules, punctuality, work responsibility, and consistency in carrying out teaching and learning activities. Supervision that is planned and continuous encourages teachers to better understand their duties and responsibilities as educators. In this context, supervision is not merely a process of inspection or control, but also a form of coaching that helps teachers work in a more disciplined and professional manner.

The influence of madrasah principal supervision on teacher discipline is visible in the aspects of attendance and punctuality. Several studies show that principals who monitor attendance, conduct routine evaluations, and implement attendance systems can reduce teacher tardiness. Hidayat and Nurfitriani (Hidayat & Nurfitriani, 2022), for instance, found that teacher discipline improved through weekly monitoring, monthly evaluation, fingerprint attendance, and rewards for exemplary teachers. This indicates that routine supervision can shape disciplined habits among teachers in carrying out their duties.

Supervision also influences teachers' responsibility in the learning process. Teachers who receive supervision and evaluation from the principal tend to pay more attention to teaching preparation, completeness of lesson plans, and classroom implementation. Syarifuddin (Syarifuddin et al., 2024) found that discipline improvement was conducted through rule planning, role modeling, coaching, teacher performance supervision, motivation, reward provision, and evaluation through classroom monitoring. The study also emphasized that teacher discipline contributed to improved teacher performance.

Furthermore, supervision affects teacher discipline through coaching and motivation. Mandasari et al. (2023) found that madrasah principal supervision was effective because it included supervision, guidance, and motivation. This means that the principal does not only observe teachers' behavior but also provides direction so that teachers can improve their discipline. Through guidance and motivation, teachers are encouraged to comply with madrasah rules and perform their duties responsibly.

Another influence can be seen in the improvement of teacher awareness and commitment to discipline. Batu Bara (2024) showed that supervision carried out through careful planning, collaborative implementation, and comprehensive evaluation successfully increased awareness and commitment to discipline among educators and educational staff. This finding indicates that systematic supervision does not only produce formal compliance but also builds internal awareness among teachers to become more disciplined.

Supervision combined with leadership and managerial strategies also has a positive impact on teacher discipline. Wulandari et al. (Wulandari et al., 2025) found that managerial strategies implemented through planning, organizing, implementation, and supervision positively influenced teacher discipline, punctuality, teaching responsibility, and the creation of a conducive learning environment. This finding suggests that effective supervision should be part of a broader madrasah management system.

However, not all studies show that supervision has a direct partial effect on teacher discipline. Marlina (2021) found that supervision alone did not significantly affect teacher discipline or performance. However, coaching and supervision simultaneously influenced teacher discipline. This finding is important because it shows that supervision is not sufficient when implemented separately. Supervision becomes more effective when combined with coaching, communication, role modeling, motivation, and clear follow-up actions.

Therefore, based on previous studies, madrasah principal supervision influences teacher discipline through several mechanisms, including attendance monitoring, performance evaluation, coaching, motivation, role modeling, and the implementation of reward and punishment. Supervision that is consistent, communicative, and followed by clear actions is more effective in improving teacher discipline than supervision that is merely administrative.

Supporting Factors for Effective Madrasah Principal Supervision in Improving Teacher Discipline

Based on the literature review, several supporting factors consistently appear in previous studies. The first factor is effective madrasah principal leadership. Principals who demonstrate democratic, communicative, and participatory leadership are able to build positive working relationships with teachers, making supervision easier to accept and implement. Nasihah & Fauzi (2023) emphasized that open and communicative leadership encourages teachers to comply with rules and strengthen their commitment to discipline.

The second factor is the existence of clear disciplinary rules and standards. Standards related to attendance, school regulations, instructional administration, and teaching responsibilities allow principals to conduct supervision objectively.

At the same time, teachers are able to understand what rules and responsibilities must be followed. Without clear standards, supervision may become inconsistent and ineffective.

The third factor is consistency in supervision. Supervision conducted routinely through weekly monitoring, monthly evaluations, classroom supervision, and coaching meetings is more effective than supervision carried out only occasionally. Hidayat and Nurfitriani (Hidayat & Nurfitriani, 2022) showed that routine monitoring and evaluation helped improve teacher compliance with rules and strengthen teacher discipline.

The fourth factor is the principal's role modeling. A disciplined madrasah principal provides a concrete example for teachers. Role modeling becomes an important element because teachers are more likely to follow disciplinary rules when the principal also demonstrates discipline in daily practice. This shows that discipline is not only instructed but also demonstrated through leadership behavior.

The fifth factor is coaching, motivation, and rewards. Supervision accompanied by guidance, motivation, reward and punishment, and constructive feedback encourages teachers to comply with rules and carry out their duties more responsibly. Mandasari et al. (Mandasari et al., 2023) showed that effective supervision included guidance and motivation, which contributed to teacher awareness of discipline.

The final supporting factor is the availability of facilities and infrastructure. Supporting facilities such as digital attendance systems, teaching devices, internet access, and adequate classrooms help principals conduct supervision more effectively. In the context of online learning, for example, Wi-Fi facilities and digital learning media become important factors in supporting teacher discipline.

Overall, the effectiveness of madrasah principal supervision is determined by a combination of effective leadership, clear disciplinary standards, consistent supervision, role modeling, coaching, motivation, rewards, and adequate facilities. These factors are interconnected and together form a supervision mechanism that can improve teacher discipline in a sustainable manner.

Barriers to Effective Madrasah Principal Supervision in Improving Teacher Discipline

The literature review also shows several factors that hinder the effectiveness of supervision. The first inhibiting factor is the low awareness of teacher discipline. Some teachers still view discipline merely as a formal obligation rather than as part of professional responsibility. As a result, compliance with rules may only occur when direct supervision is present, not because of internal awareness.

The second factor is supervision that is overly administrative. Supervision that only focuses on documents, attendance records, or administrative requirements is not sufficient to build disciplined behavior among teachers. Teachers may complete administrative requirements formally, but this does not always lead to better responsibility or quality in teaching practice. The third factor is the lack of follow-up after supervision. Supervision will be less effective if the principal only records problems without providing coaching, feedback, or solutions. Marlina (Marlina, 2021) emphasized that coaching combined with supervision is more effective than supervision alone. This means that findings from supervision must be followed by guidance and improvement efforts.

The fourth factor is the limited time of the madrasah principal. Principals have many responsibilities, including administrative, managerial, supervisory, and community-related duties. These responsibilities may limit the principal's ability to conduct routine supervision of teachers. The fifth factor is limited facilities and infrastructure. Without supporting facilities, such as digital attendance systems, learning devices, or internet access, principals may face difficulties in monitoring teacher discipline effectively. This becomes particularly important in the context of online or technology-based learning.

The sixth factor is teacher resistance or lack of openness toward evaluation. Some teachers may feel that supervision is excessive or perceive it as a fault-finding activity. This can reduce their willingness to accept feedback and improve their discipline. Therefore, supervision needs to be implemented in a humane, dialogical, and collaborative manner. Thus, the inhibiting factors of madrasah principal supervision include low teacher awareness, overly administrative supervision, lack of follow-up, limited time, limited facilities, and teacher resistance to evaluation. To overcome these obstacles, supervision must be implemented through a humanistic, collaborative, and continuous approach, supported by communicative and coaching-oriented leadership.

CONCLUSION

This literature review demonstrates that madrasah principal supervision is a crucial factor in improving teacher discipline when implemented systematically, consistently, collaboratively, and continuously. The key lesson from this study is that effective supervision extends beyond administrative control and functions as a process of professional guidance, motivation, evaluation, and capacity building that fosters teacher responsibility and commitment. The strength of this review lies in its synthesis of findings from 16 previous studies, providing a comprehensive understanding of the forms of supervision, their influence on teacher discipline, and the factors that support or hinder supervisory effectiveness. Consequently, this study contributes to the

development of educational supervision and Islamic education management literature by offering an integrated conceptual framework for understanding teacher discipline in madrasahs. However, this study is limited by its reliance on secondary data and the relatively small number of reviewed articles, which may not fully represent diverse educational contexts. Future research is recommended to employ empirical approaches, comparative studies, or mixed-method designs to examine the effectiveness of supervision practices across different levels and types of Islamic educational institutions.

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