



## Strategic Planning of Academic Supervision in Fostering a Qur'anic Generation: The Perspective of Integrated Islamic Schools

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### Abstract :

Islamic education currently faces major challenges in forming a Qur'anic generation amidst globalization and the growing moral crisis. Integrated Islamic Schools (SIT) offer an educational model that integrates Islamic values with quality formal education. In this context, the role of teachers is very strategic, so their professional development becomes very important. Academic supervision serves as an important instrument in guiding teachers through a collaborative, reflective, and systematic approach. This study aims to analyze the strategic planning of academic supervision in forming a Qur'anic generation at SIT. With a descriptive qualitative approach, data were collected through observation, interviews, and documentation. The findings of the study indicate that supervision planning includes goal setting, target identification, scheduling, preparation of procedures, and active involvement of teachers through pre-supervision activities. This pre-supervision step helps school leaders understand teacher readiness and design more focused supervision. The supervision process not only includes pedagogical aspects but also emphasizes the integration of Islamic values in teaching. Therefore, the academic supervision planning strategy at SIT has proven effective in improving teacher quality while strengthening students' Qur'anic character, in line with the vision of holistic education that balances spiritual, intellectual, and moral development.

## INTRODUCTION

Islamic education today faces significant challenges in shaping a generation that excels not only academically but also embodies Qur'anic character. The wave of globalization, which brings with it various secular values, coupled with a moral crisis affecting the younger generation, places Islamic educational institutions in a strategic position to prepare students who are balanced spiritually, emotionally, socially, and intellectually. Integrated Islamic Schools (Sekolah Islam Terpadu/SIT) have emerged as an educational model that offers an integration of Islamic values with a high-quality formal education system (Utami et al., 2025). In this grand vision, teachers serve as the main actors in the process of shaping students' character, and improving teacher quality is an absolute necessity that must be carried out in a focused and sustainable manner.

One of the key instruments in developing teacher professionalism is academic supervision. Academic supervision is a collaborative process between supervisors and teachers aimed at enhancing the quality of learning through guidance and reflection (Diyanti & Atikah, 2024; Humaira et al., 2024). Supervision not only focuses on the

technical performance of teachers, but also values formation and personal development (Pisriwati et al., 2024; Putri et al., 2024). In this context, academic supervision is not merely an administrative oversight activity, but rather a systematic and well-planned form of guidance designed to support teachers in planning, implementing, and evaluating learning in an effective and meaningful way (Ruhmi & Yuliana, 2025; Sastraatmadja et al., 2024). Supervision plays a role in enhancing teacher empowerment, creating a more conducive teaching and learning environment, making the teaching process more effective, and increasing teacher satisfaction in carrying out their duties (Amrullah et al., 2024). The supervision process serves as a medium to ensure that the learning conducted by teachers not only delivers knowledge but also shapes students' Islamic character through the teacher's example, a conducive classroom environment, and value-rich teaching materials. Through supervision, the feedback received by teachers enhances their teaching performance. This feedback plays a crucial role in improving and refining instructional strategies, which in turn contribute to the overall improvement of teacher performance (Balqis & Usman, 2025).

Strategic planning in supervision serves as the fundamental foundation that determines the direction and overall quality of the supervision process (Fathih, 2022). Without thorough planning, supervision activities risk becoming sporadic, unfocused, or merely symbolic, offering no real impact on improving the quality of learning. Therefore, effective supervision must be preceded by an in-depth identification of teachers' needs, ensuring that the interventions provided are truly relevant and aligned with the challenges encountered in the field (Sain, 2025; Saleh, 2021). The next step is to develop a realistic and structured supervision schedule, allowing its implementation to proceed consistently without disrupting the teachers' workflow. The selection of the supervision approach must also be tailored to the characteristics of the teachers, the school environment, and the intended learning objectives (Heru & Bali, 2024; Shidqi & Trimulyo, 2024). A flexible yet goal-oriented approach will provide space for teachers to develop optimally. In addition, the implementation of supervision must be accompanied by a continuous evaluation process to ensure that each supervision activity brings about real and sustainable improvements in teaching practices (Hidayati et al., 2024; Saputra et al., 2022). In the environment of Integrated Islamic Schools, supervision planning must be aligned with the school's vision of nurturing a Qur'anic generation.

This study is important to explore how academic supervision can be designed and implemented in a visionary, collaborative, and contextual manner within Integrated Islamic Schools. Preliminary observations conducted by the researcher through interviews with teachers who had been supervised by the principal revealed that there were meetings held by the principal to discuss the implementation of academic supervision in the school. Additionally, a supervision team was involved in guiding teachers in the preparation of teaching modules before the supervision process. Considering the significance of this issue, the research question arises: What is the strategic planning of academic supervision in fostering a Qur'anic generation in Integrated Islamic Schools? The objective of this study is to analyze the strategy of academic supervision planning in nurturing a Qur'anic generation within the Integrated Islamic School context.

This study offers an original contribution with an explicit link between academic supervision strategy planning and the formation of a Qur'anic generation in the context of Integrated Islamic Schools (SIT). Although various studies have highlighted the

importance of academic supervision in improving teacher professionalism, few have placed it within the broader framework of comprehensive Islamic character training, especially in an educational environment that integrates Islamic values and the national curriculum. This study fills this gap by presenting a strategic perspective that positions supervision not merely as a routine administrative activity, but as a transformational instrument that supports the vision of Islamic educational institutions in forming students with Qur'anic character. Thus, the approach used not only emphasizes the technical aspects of planning but also the integration of spiritual values in every stage of supervision implementation. This shows that this study has theoretical relevance as well as practical significance in efforts to strengthen the quality of Islamic education in the contemporary era.

## RESEARCH METHOD

This study employs a qualitative approach with a descriptive qualitative research design. The focus of the research is to describe the conditions obtained from the informants, in which the researcher plays a central role in directing the entire course of the study (Handoko et al., 2024; Nadirah et al., 2022; Nurhayati et al., 2024). The research subjects consist of teachers, the vice principal in charge of curriculum, and the principal at SMP IT Nurul Islah, Banda Aceh City. The data collection techniques used include observation, interviews, and documentation. The interview guideline instrument was developed based on the following indicators (Jariyah et al., 2023):

**Table 1: Indicators of Supervision Planning**

Aspect	Indicators
Planning	<ul style="list-style-type: none"> <li>a. Determining the objectives of academic supervision</li> <li>b. Determining the targets of academic supervision</li> <li>c. Designing the steps to be implemented during academic supervision</li> <li>d. Setting the schedule for academic supervision</li> <li>e. Involving teachers in the academic supervision planning program</li> </ul>

The data analysis process was carried out in three stages: data reduction, data presentation, and conclusion drawing and verification (Saadah et al., 2022). Data reduction is a process of deep and flexible thinking, requiring intelligence and broad insight. For novice researchers, this process can be carried out through discussions with peers or experts. After the data is reduced, the next step is data presentation. In qualitative research, data presentation can take the form of narratives, diagrams, flows, or relationships between categories, although narratives are the most commonly used format. The final stage is concluding and conducting verification. Conclusions in qualitative research usually consist of new findings, whether in the form of a clearer depiction of an object, cause-effect or interactive relationships, hypotheses, or previously undisclosed theories.

## RESULT AND DISCUSSION

### Result

This study examines the implementation of academic supervision at SMP IT Nurul Islah as part of a strategy to improve teacher professionalism and learning quality. The main focus of the study is on three main aspects in the implementation of academic

supervision, namely systematic and collaborative planning, teacher reflection through the pre-supervision process, and the integration of Islamic values in supervision planning in the Integrated Islamic School environment. These three aspects reflect a supervision approach that is not only administrative but also transformative and contextual, following the holistic vision of Islamic education. Although there are challenges in its implementation, the research findings show that supervision at SMP IT Nurul Ishlah has been carried out in a structured manner and has had a positive impact on improving the quality of learning. The following is a more detailed explanation of the research results.

### Systematic and Collaborative Supervision Planning

Systematic and collaborative academic supervision planning at SMP IT Nurul Ishlah cannot be separated from the strategic role of the principal and vice principal for curriculum in designing a comprehensive process. In an interview, the Vice Principal for Curriculum, Mrs. SA, explained, “We started the planning by evaluating the previous year’s supervision and identifying teacher needs based on performance and curriculum data. From there, we compiled supervision steps that included the schedule, supervision focus, and the instruments used.” This approach reflects data-based and participatory planning, where teachers are involved through initial dialogue and filling out pre-supervision instruments. This teacher involvement is one of the strengths in building a sense of ownership of the supervision process, while also increasing their readiness to face academic supervision.

In addition, the Principal of SMP IT Nurul Ishlah, Mr. AN, added that collaboration does not only occur in planning, but also becomes a principle in the implementation of supervision itself. He stated, “We do not want supervision to be understood as unilateral control. Instead, we want to create a healthy discussion space so that teachers feel accompanied, not just supervised.” This approach encourages the creation of a culture of mutual trust between management and teachers and strengthens the spirit of continuous improvement in learning. Through this systematic and collaborative supervision, schools can ensure that the process of teacher professional development does not occur incidentally, but rather through structured stages that are responsive to needs in the field.

Educational supervision in schools serves not only as a form of oversight but also as a means of systematic and planned professional development for teachers. From the teachers' perspective, the supervision carried out by the principal has encompassed various important aspects of the learning process. One of the main focuses of this supervision is the development of more interactive and inclusive teaching strategies. Teachers receive constructive feedback on how they deliver material, interact with students, and utilize technology in the learning process. Based on the indicators of supervision planning, the following are the results of observations conducted at SMP IT Nurul Ishlah:

Table 2. Observation Result

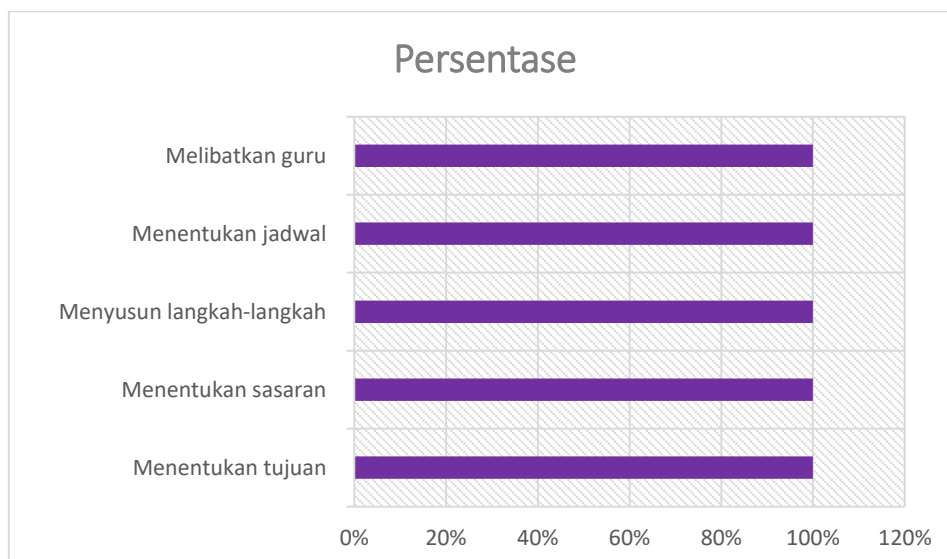
Aspect	Indicators	Description
Planning	a. Determining the objectives of academic supervision	√
	b. Determining the targets of academic supervision	√
	c. Designing the steps to be implemented during academic supervision	√
	d. Setting the schedule for academic supervision	√

In the aspect of academic supervision planning, all indicators have been fulfilled well, indicating that the supervision process has been designed systematically and comprehensively. The objectives of academic supervision have been established as a foundation for the direction of implementation, such as improving the quality of learning or fostering teachers' professional competence. In addition, the targets of supervision have also been specifically determined, both in terms of the subjects to be supervised and the focus of development. The steps for implementing supervision have been systematically designed, covering pre-supervision activities, implementation, and follow-up actions, demonstrating technical and procedural readiness. The supervision schedule has also been arranged by considering appropriate timing and adjusting to the teachers' activities, so that the supervision implementation does not disrupt the teaching and learning process. Equally important, teachers are actively involved in the planning process, such as through the completion of pre-supervision instruments or initial dialogue about learning needs. This teacher involvement reflects a collaborative approach to supervision, which ultimately enhances the effectiveness and meaningfulness of the supervision activities themselves.

### **Teacher Reflection through Pre-Supervision**

Pre-supervision at SMP IT Nurul Ishlah is designed as an initial stage in the academic supervision process that is oriented towards reflective and directed teacher professional development. Through a set of questions compiled based on supervision indicators, teachers are invited to independently analyze and evaluate their learning designs before being implemented in class. Questions cover important components such as learning objectives, methods used, selection of media and learning resources, evaluation strategies, and anticipation of obstacles that may arise. This activity not only strengthens teachers' technical readiness in teaching but also forms pedagogical and spiritual awareness that is characteristic of Integrated Islamic Schools. Reflections carried out by teachers in the pre-supervision stage encourage more structured, contextual, and Islamic learning, thus having a positive impact on student involvement in the learning process. Thus, pre-supervision becomes one of the strategic instruments in planning effective and meaningful academic supervision.

Although it has great potential in encouraging the quality of learning, the implementation of pre-supervision is not free from various challenges. One of the main obstacles is the limited time available to teachers, given the dense workload and administrative responsibilities that must be carried out. This often makes the reflection process in pre-supervision only carried out as a formality without in-depth exploration of the actual instructional problems. In addition, not all teachers have adequate reflective skills or are accustomed to a critical analysis approach to the teaching materials they prepare. This difference in level of understanding has an impact on the quality of the pre-supervision results produced. Therefore, supporting strategies are needed, such as learning reflection training or individual coaching, so that teachers can optimize the pre-supervision process as a real professional development space. By strengthening this capacity, pre-supervision not only becomes a routine but develops into a practice that can form teachers who are adaptive, reflective, and oriented towards improving the quality of learning.



**Graph 1: Supervision Planning Percentage**

The findings from Figure 1 show that the pre-supervision process at SMP IT Nurul Ishlah is an effective space for teachers to conduct initial reflection on their learning plans. This activity allows teachers to evaluate important aspects such as methods, media, learning objectives, and evaluation strategies before being implemented in the classroom. This reflective activity is very relevant in the context of Integrated Islamic Schools, where learning not only emphasizes cognitive achievement but also the integration of spiritual values. With pre-supervision, teachers can align their teaching strategies with the school's vision in forming a Quranic generation. However, the effectiveness of this reflection is highly dependent on the active involvement of teachers and the quality of dialogue in the pre-supervision session. When teachers are truly involved and open to feedback, pre-supervision can encourage more meaningful and quality learning.

However, several obstacles were still found in the implementation of pre-supervision that hindered the optimization of the reflection process. Time constraints, administrative burdens, and low reflective skills of some teachers are challenges in themselves. This causes some teachers to only fill out the pre-supervision instrument as a formality without an in-depth analysis of the strengths and weaknesses of their learning plans. To overcome these obstacles, supporting strategies are needed, such as intensive mentoring, reflective training, and providing special time to carry out pre-supervision optimally. If these challenges can be overcome, then pre-supervision has the potential to be an important instrument in strengthening the quality of learning while strengthening a reflective culture in the school environment. Overall, pre-supervision is an important foundation in collaborative academic supervision and continuous improvement.

### **Integration of Islamic Values in Supervision**

Before the supervision activities are carried out, the principal or the vice principal of curriculum conducts a pre-supervision session by providing a series of questions to the teachers, which are developed based on academic supervision indicators. These questions cover various essential aspects, such as learning objectives, methods used, selected media, and learning resources, as well as evaluation planning and strategies for

addressing potential obstacles in the teaching and learning process. Through these questions, the principal or vice principal can gain a deeper understanding of the learning plans and approaches prepared by the teacher. In addition, this pre-supervision process allows for the collection of relevant information regarding the strategies employed by the teacher to create effective, interactive, and curriculum-aligned learning. These questions were prepared by the vice principal of curriculum at SMP IT Nurul Ishlah. Below are the pre-supervision questions:

**Table 3. Pre-Supervision Questions**

No	Questions
1	What are the learning objectives you plan to present?
2	How will you begin the lesson?
3	What teaching method will you use? Why did you choose that method?
4	What learning resources and media have you prepared? Explain your reasoning.
5	Describe the stages of the lesson you plan to deliver.
6	What assessment preparations have you made?
7	What problems might hinder students in learning, and how will you anticipate them?
8	Are there any materials you anticipate might be difficult to understand?
9	What aspects of this lesson require special attention?
10	What character traits will you develop, and how?
11	How does the material relate to real life?
12	What are the worldly benefits of the material being presented?
13	How will you close the lesson?

The results of the pre-supervision from Table 3 show that the process serves as the foundation for designing more targeted and effective supervision activities. Thus, supervision is not merely an administrative task, but a developmental effort that supports the continuous professional growth of teachers. The ultimate goal is to ensure that teachers can consistently enhance the quality of their teaching practices and have a significant positive impact on student learning outcomes.

Specifically, in the environment of Integrated Islamic Schools (Sekolah Islam Terpadu or SIT), academic supervision planning cannot be separated from the school's vision to nurture a Qur'anic generation—students who are not only intellectually capable but also possess a strong spiritual and moral foundation. Therefore, supervision strategies must integrate Islamic values at every stage. Supervision is not only about improving teachers' pedagogical and professional skills, but also about fostering character, strengthening spirituality, and embedding Islamic values into the learning process. Hence, strategic planning in supervision becomes a crucial instrument in realizing holistic education that aligns with the mission and unique character of Integrated Islamic Schools.

## Discussion

The vice principal for curriculum holds a central role in designing academic supervision aligned with curricular goals. The planning process begins with curriculum analysis, understanding the competencies that students must achieve, and evaluating teaching strategies (Aziz & Sain, 2025). The vice principal also collaborates with teachers to review lesson plans, ensuring that the applied strategies support curriculum objectives while identifying areas that require improvement (Herlina, 2024). The supervision

schedule is carefully arranged so it does not disrupt the teaching process and is focused on key stages that require feedback.

Meanwhile, the principal views supervision planning as a strategic annual activity, starting with the evaluation of previous supervision outcomes, identifying teachers' needs, and analyzing the school's condition. The main focus is on improving teacher competence, both in pedagogical aspects and in adapting to curriculum developments. In designing the supervision plan, the principal refers to various resources such as the national curriculum and teacher performance evaluations. Although this process faces challenges such as limited time, human resources, and up-to-date data, the principal strives to overcome these issues through a collaborative and data-driven approach (Arifin et al., 2024; Hidayah, 2024). This ensures that supervision genuinely becomes a tool for professional teacher development and has a tangible impact on the quality of education.

At SMP IT Nurul Ishlah, educational supervision is not only a form of oversight but also a means for the planned and systematic professional development of teachers. From the teachers' perspective, supervision encompasses key aspects of the teaching process, including instructional strategies, interaction with students, and the use of technology. Teachers also receive constructive feedback that encourages the improvement of instructional quality (Hidayati et al., 2024; Rizqa et al., 2024). The observation results indicate that all indicators of academic supervision planning have been fulfilled, including the determination of objectives, targets, implementation steps, scheduling, and teacher involvement. This demonstrates that the planning process is comprehensive and collaborative. The involvement of teachers through pre-supervision strengthens the effectiveness of the supervision, as it allows teachers to reflect on their lesson plans (Bjørndal et al., 2024; Prasetya et al., 2022).

Pre-supervision is conducted by the principal or the vice principal for curriculum affairs by presenting questions based on supervision indicators (Abdullah, 2024; Hasanah, 2024). These questions explore aspects such as learning objectives, methods, media, and potential obstacles. The results are then used as a foundation to design more targeted supervision that aligns with the teachers' needs. As an Integrated Islamic School, supervision at SMP IT Nurul Ishlah also emphasizes the integration of Islamic values. The supervision process not only focuses on pedagogical aspects but also the development of character and spirituality (Ferdinan et al., 2024). The principal and the vice principal for curriculum affairs play a crucial role in designing supervision to align with the school's vision of nurturing a Qurani generation. Thus, supervision becomes a strategic instrument in realizing holistic and meaningful education.

## CONCLUSION

Educational supervision at SMP IT Nurul Ishlah plays a vital role as a professional development effort for teachers, implemented in a systematic, collaborative manner, and focused on improving the quality of learning. All aspects of supervision planning—including objectives, targets, implementation steps, schedules, and teacher involvement—have been well fulfilled, reflecting the school's readiness and commitment to teacher development. Through pre-supervision, teachers are encouraged to reflect on their lesson plans, while the principal and vice principal use this information to design targeted and effective supervision. As part of an Integrated Islamic School, the supervision strategy also integrates Islamic values at every stage, making it a strategic instrument for realizing education that is not only academically excellent but also spiritually and morally strong.

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