



Linking Instructional Supervision to Teacher Development and School Growth in Early-Stage Islamic Elementary Institutions

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ABSTRACT

Academic supervision is crucial for shaping teacher quality in educational institutions, yet its implementation in newly established Islamic schools remains underexplored. Most research focuses on established schools, creating a critical gap in understanding supervision's role during the formation phase when institutional culture and teacher adaptation are developing. This study addresses this gap by exploring academic supervision at SD Al-Halaby Islamic School, an early-stage Islamic elementary school operating for three years. Employing a descriptive qualitative approach with triangulation, semi-structured interviews, online questionnaires, and documentation analysis, all active teachers (n=25) participated through total sampling, supported by key informants including the principal, foundation board, parents, and community figures. Findings reveal that 92% of teachers reported supervision facilitated adaptation to the Islamic vision, 84% showed pedagogical improvements, and 96% preferred collaborative-reflective models. Challenges include psychological tension (72% initially), time constraints (80%), and nascent supervision culture (44%). Unlike established schools where supervision refines practices, this study demonstrates that supervision in early-stage Islamic schools functions dually as a socialization mechanism and a development tool, contributing to 1,045% enrollment growth. Results underscore that strengthening supervisory capacity as a core strategy not only improves learning quality but accelerates systemic institutional growth, building foundations for reputation and sustainability.

Keywords: educational mentoring, newly established school, supervision

INTRODUCTION

Academic supervision is a professional development process aimed at helping teachers improve their competencies and teaching quality in the classroom. Unlike administrative evaluation, academic supervision emphasizes mentoring through classroom observation, feedback provision, and reflective guidance to foster professional teacher development [1], [2]. Research demonstrates that effective supervision provides direction, guidance, and constructive feedback to teachers, contributing significantly to the improvement of their teaching performance [3], [4]. In other words, through academic supervision, principals or supervisors can encourage teachers to continuously improve their planning, implementation, and evaluation of learning.

A number of empirical studies support the central role of supervision in enhancing teacher competence and performance. Found that academic supervision by supervisors has a significant positive influence on teacher commitment and performance in schools [5]. Similar findings were reported in international contexts; research in Nigeria showed that supervision significantly improves teacher performance as well as student academic achievement [6]. The implications of

these findings are clear mentoring through supervision contributes to the improvement of the teaching-learning process. Teacher performance can increase significantly and positively impact the quality of learning in schools when academic supervision and teacher competence are optimized simultaneously [7]. Therefore, experts emphasize the importance of strengthening academic supervision programs and professional teacher development; investment in both aspects not only improves teacher performance but also enhances educational quality comprehensively [8], [9]. In other words, consistent and quality academic supervision plays a strategic role in promoting school growth through the enhancement of educators' capacity.

The relationship between supervision and school growth materializes when the improvement of teacher competence leads to student progress and overall institutional performance. In the long term, professionally developing teachers will produce more effective learning, better student learning outcomes, and a productive school climate, all of which are indicators of school growth.

The literature indicates that supervision is capable of improving classroom teaching practices and, in turn, increasing student success by enhancing

professional growth and teacher performance [10], [11]. Conceptualize supervision as a performance-based approach for teacher development and school improvement [12]. This means that academic supervision impacts not only individual teachers but also the institutional level; as teaching quality improves, the school as a whole grows in terms of educational output quality and public trust.

Furthermore, modern supervision models emphasize collaborative approaches and peer mentoring as efforts to enhance the effectiveness of teacher development. Collaborative supervision involves close cooperation between supervisors and teachers in the process of planning, observation, and post-teaching reflection [13], [14]. Studies from several European countries emphasize the importance of collaborative action in education [15]. Similarly, a qualitative study at a state senior high school in Bandung showed that collaborative supervision implemented through planning phases, clinical classroom observation, and reflective follow-up contributed to measurable improvements in teacher competence in lesson planning, active-innovative teaching, formative assessment, and strengthening professional reflection [16], [17]. These findings are consistent with the view that supervisory relationships characterized by partnership and mutual trust encourage teachers to be more open to feedback and learning innovations [18]. In addition to collaborative supervision, peer mentoring is also recognized as a crucial component in teacher development, especially for novice teachers who require support to integrate into the education system [19], [20]. With structural support from leadership, mentoring and collaborative supervision can work in tandem to create a culture of continuous self-improvement in schools [21], [22].

Despite the theoretically and empirically proven benefits of academic supervision, its implementation in practice particularly in newly established Islamic schools still faces various fundamental challenges. First, most academic supervision research focuses on established schools with stable systems and organizational cultures, while the context of early-stage Islamic schools facing unique challenges in building vision, standards, and institutional culture from scratch remains vastly underexplored empirically. Newly established Islamic schools generally have diverse teacher profiles, with some still young or requiring intensive mentoring in translating the school's Islamic vision into concrete learning practices. The process of establishing teaching standards and Islamic values is still being consolidated, requiring more focused academic supervision from the outset [23], [24].

Second, supervision in many schools/madrasahs is often still routine administrative and formalistic, with limited evidence of effectiveness in improving teacher performance [25]. Research shows that principals' leadership styles significantly influence teacher performance [26], and the frequency of madrasah principals' supervision positively correlates with improvements in teacher performance, with supervision

accounting for approximately 31% of the variance in teacher performance [27]. However, in early-stage Islamic schools, the challenges are more complex. Supervisors (principals) often face time constraints due to juggling administrative-operational tasks; supervisor capacity in managing effective supervision still needs enhancement; the culture of supervision as professional development (not merely administrative oversight) has not been fully established; and standardized supervision instruments sensitive to Islamic education contexts remain minimal. These conditions hinder the adaptation process of new teachers, pedagogical-professional competence development, and institutional growth during the critical school establishment period.

Third, the context of early-stage Islamic schools requires supervision that focuses not only on the technical aspects of learning but also on the internalization of moral values and Islamic work ethics as distinctive institutional features. Research emphasizes the importance of character value-based educational supervision in improving teacher performance in Islamic educational institutions [23], [24]. During the school establishment phase, teachers need to be guided in translating the Islamic vision into concrete learning practices, integrating moral, spiritual values, and Islamic professionalism into every aspect of teaching. Studies show that academic supervision plays a vital role in ensuring the delivery of high-quality education that integrates academic knowledge and moral development [29], [30]. Implementation of planned supervision in madrasah has proven successful in significantly improving teacher performance and encouraging positive changes in teaching practices [31]. However, how academic supervision in early-stage Islamic schools can effectively function as a development mechanism that supports teacher adaptation, strengthening of pedagogical-professional competencies integrated with Islamic values, and its impact on institutional growth systemically, has not been widely explored.

Fourth, although the literature confirms the importance of supervision for teacher development and school growth [32], [33], research that integratively examines the interconnection between academic supervision, professional teacher development, and institutional growth in the context of early-stage Islamic schools remains very limited. The majority of research tends to study supervision in a fragmented manner focusing on technical aspects of supervision or its impact on teacher performance alone without exploring how supervision functions as a strategic mechanism during the critical school establishment phase: helping teachers adapt to the vision and culture of new institutions, responsively strengthening pedagogical-professional competencies, and contributing to reputation building and systemic school growth.

This research addresses these gaps by exploring the implementation of academic supervision at SD Al-Halaby Islamic School, Banjarbaru, a newly established Islamic elementary school operating for three years. The novelty of this research lies in several aspects. First,

contextual focus on early-stage Islamic schools with different dynamics and challenges from established schools, where systems, supervision culture, and institutional standards are still in the formation process. Second, a holistic approach integrating three interconnected dimensions: (a) supervision as a mechanism for teacher adaptation to the culture, vision, and expectations of new institutions which has been underexplored in supervision literature; (b) strengthening pedagogical and professional competencies (including integration of Islamic values) responsive to teacher needs in newly established schools; and (c) supervision's contribution to institutional growth through learning quality improvement, reputation building, and public trust linking supervision to institutional outcomes systemically. Third, the use of multi-stakeholder perspectives involving not only teachers and principals but also foundation boards, parents, and local community figures to provide a comprehensive picture of supervision's impact on school growth from both internal and external viewpoints. Fourth, in-depth exploration of teachers' psychological dynamics in the supervision process (anxiety, trust, preferences for collaborative-reflective supervision models) often neglected in conventional supervision research but crucial for effective development in newly established schools.

Therefore, this research aims to: explore the implementation of academic supervision in early-stage Islamic schools, encompassing practices, teachers' psychological dynamics, and implementation challenges; analyze supervision's contribution to professional teacher development, particularly in school vision adaptation, pedagogical-professional competency strengthening, and collaborative work climate formation; and investigate supervision's impact on overall institutional growth, including learning quality improvement, reputation building, and stakeholder trust. The research findings are expected to provide practical guidance for administrators and supervisors in newly established Islamic schools in designing effective supervision programs, while enriching the body of knowledge about academic supervision in the Islamic education context.

RESEARCH METHODS

This study employed a descriptive qualitative approach to understand teachers' perceptions regarding

Table 1. Teachers' Perceptions of Supervision Functions in Adaptation (n=25)

Adaptation Aspect	Number	Percentage (%)
Understanding the school's Islamic vision	23	92
Adjusting teaching methods to standards	21	84
Integrating Islamic values into learning	22	88
Understanding institutional work culture	20	80

Documentation analysis showed routine supervision occurred twice per semester for each teacher. Classroom observation notes (40 documents) indicated progressive supervision focus from vision alignment to practical implementation strengthening. The finding that 92% of teachers

academic supervision implementation at SD Al-Halaby Islamic School, which had entered its third year of operation. This approach was chosen for its capability to capture participants' meanings, experiences, and interpretations naturally without variable manipulation within the developing Islamic education context [34].

The research population consisted of all 25 active teachers at SD Al-Halaby Islamic School, Banjarbaru, comprising classroom teachers (10), special subject teachers (11), and companion teachers (3). Total sampling technique was used due to the limited and relatively homogeneous population [35]. Additional key informants included the principal, two foundation board members, six parents, and two community figures purposively selected for source triangulation. Primary data were collected through semi-structured interviews (45-60 minutes per participant, 100% response rate) and online open questionnaires via Google Forms. Secondary data included supervision documents, evaluation reports, classroom observation notes, and internal school policies. Data collection occurred from August to October 2024.

Data were analyzed using interactive analysis techniques involving three cyclical stages [36]. Data reduction was performed through verbatim transcription, open coding generating codes such as "anxiety during observation" and "constructive feedback," and axial coding producing categories like "psychological dynamics" and "implementation barriers."

Data validity was ensured through credibility (source and method triangulation, member checking, three-month engagement), transferability (thick description), dependability (audit trail), and confirmability (peer debriefing and reflexivity) [37].

RESULT AND DISCUSSION

1. Supervision as a Teacher Adaptation Mechanism

Findings indicated that 23 out of 25 teachers (92%) reported supervision facilitated adaptation to institutional vision, culture, and standards. Teachers reported that supervision helped them understand institutional expectations and translate the Islamic vision into learning practices. Teacher A stated, *"Through supervision, I better understand how to integrate Islamic values into daily learning."* Teacher B added, *"Feedback from the principal greatly helped me adjust teaching methods to school standards."*

reported supervision facilitated adaptation confirms developmental supervision theory, which emphasizes intensive mentoring during the teacher induction phase [38]. Why does supervision become a crucial adaptation mechanism in early-stage Islamic schools? First, newly established schools do

not yet have established organizational routines and work culture, so teachers cannot learn implicitly through environmental observation. They require explicit guidance through supervision to understand institutional expectations. Second, Islamic schools have a complex dual mission achieving academic excellence while forming students' Islamic character. This complexity requires special mentoring so teachers can integrate both aspects into daily learning practices.

These research findings align with findings emphasizing the vital role of supervision in ensuring the integration of academic knowledge and moral development in Islamic educational institutions [39], [40]. However, this research expands understanding by showing that in early-stage schools, supervision functions not only as quality assurance but also as a primary socialization mechanism that helps teachers internalize institutional values and standards. This differs from findings in established schools, where supervision tends to focus more on refinement and fine-tuning of existing teaching practices rather than foundational learning about institutional culture and vision. The theoretical implication of this finding is the enrichment of supervision literature by identifying adaptive function as a dimension distinct

Table 2. Teachers' Psychological Dynamics in the Supervision Process (n=25)

Psychological Dynamics	Initial Stage	After Mentoring
Experiencing anxiety or pressure	18 (72%)	5 (20%)
Feeling comfortable with supervision	7 (28%)	20 (80%)
Trusting supervisor's good intentions	9 (36%)	22 (88%)
Open to receiving feedback	11 (44%)	24 (96%)

The finding that 72% of teachers experienced anxiety during the initial supervision stage but decreased to 20% after trust was established confirms the importance of psychological aspects in supervision [41]. Why does this anxiety emerge? First, teachers in new schools face dual pressure proving their competence in institutions building their reputation while adapting to expectations they do not yet fully understand. Second, initial perceptions of supervision are often related to performance evaluation and assessment, not mentoring, thus triggering defensive responses. Third, lack of intensive supervision experience in previous schools makes teachers unfamiliar with academic supervision processes and purposes. The dramatic decrease in anxiety from 72% to 20% after trust was established with supervisors confirms the concept of supervision as an act of care [42]. When teachers perceive supervisors as partners concerned with their development (not merely bureaucratic evaluators), openness and motivation to develop increase significantly. Humanistic approaches in supervision building trust, acknowledging teacher efforts, and emphasizing learning aspects rather than mere assessment have proven effective in reducing psychological pressure [43].

However, this finding contradicts supervision practices still commonly found in many Indonesian schools/madrasahs, where supervision is

from the evaluative and developmental functions previously known. Supervision in early-stage schools needs to be understood as a strategic organizational socialization instrument. Practical implications indicate that principals in newly established Islamic schools need to design supervision as a structured induction program with greater time allocation for mentoring, modeling, and reflective discussions about school vision, not merely formal evaluative observations. Supervision programs need to be systematically designed with clear stages, starting from introducing school vision and culture, modeling expected teaching practices, to continuous mentoring for implementation strengthening.

2. Teachers' Psychological Dynamics in Supervision

Findings revealed that 18 out of 25 teachers (72%) experienced anxiety during initial supervision implementation. Teacher C stated, *"Initially nervous, afraid my performance would be judged poorly in front of students."* However, 20 out of 25 teachers (80%) reported that anxiety decreased as trust relationships with supervisors developed. Teacher E stated, *"After I knew the principal's intention was to help, not punish, I became more open to receiving input."*

often an administrative formality and tends to find faults. This difference shows that supervision success highly depends on how supervisor-teacher relationships are built and maintained. The theoretical implication is strengthening the concept of trust-based supervision as a prerequisite for effective teacher mentoring, especially in new school contexts where teachers are in psychologically vulnerable phases. Practical implications indicate that supervisors (principals) need training not only in technical supervision aspects (observation, learning analysis) but also in soft skills such as empathetic communication, building trust, and providing constructive and supportive feedback. Schools need to allocate time for pre-conferences that build rapport before observation and post-conferences that are dialogical, not evaluative monologues.

3. Strengthening Teachers' Professional Competence

Supervision results showed that 21 out of 25 teachers (84%) reported improvements in pedagogical and professional competence after participating in several supervision cycles. Teacher F stated, *"I received considerable input to improve lesson plans and learning strategies."* Documentation analysis of supervision evaluation reports (25 documents) showed that the most improved competency areas were lesson planning (84%),

teaching methods (88%), and learning outcome evaluation (76%). Beyond pedagogical aspects, 19 out of 25 teachers (76%) reported improved ability to integrate Islamic values into learning. Teacher H

stated, *"The supervisor provided examples of how to incorporate moral values into daily classroom discussions."*

Table 3. Competency Areas Improved Post-Supervision (n=25)

Competency Area	Number	Percentage (%)
Lesson planning	21	84
Interactive teaching methods	22	88
Classroom management	19	76
Student learning outcome evaluation	19	76
Islamic values integration	19	76
Professional reflection	17	68

The finding that 84% of teachers reported improved pedagogical competence and 76% reported improved ability to integrate Islamic values confirms that effective supervision can improve learning quality through professional teacher development [44]. Why did supervision succeed in improving competence in this context? First, the supervision paradigm applied was developmental, not inspective. Modern supervision no longer aims to find faults but rather encourages continuous improvement through reflection [45]. Second, the reflective-participatory approach used at SD Al-Halaby Islamic School actively involves teachers in identifying their own improvement areas, so ownership of the development process is stronger. What is interesting about this finding is the dual function of supervision in Islamic schools improving teaching hard skills (planning, methods, evaluation) while simultaneously developing soft skills in the form of applying Islamic values and professional work ethics. Effective supervision supports pedagogical development as well as professional ethics in teaching practice [46]. This finding reinforces the argument that supervision in Islamic schools cannot be separated from the character formation mission. Unlike general schools where supervision focus tends to be on technical learning aspects, Islamic schools require holistic supervision,

integrating professional competence with internalization of spiritual and moral values.

The theoretical implication is a contribution to the literature on context-specific supervision models, particularly how supervision in value-based educational institutions (religious schools) requires different approaches from secular schools. Practical implications indicate that supervision instruments in Islamic schools need to be specifically designed to assess and develop not only pedagogical competence but also teachers' ability to instill Islamic values. Supervisors need dual competence mastering modern academic supervision principles while deeply understanding Islamic values that become the institution's soul. Supervisor training in early-stage Islamic schools must integrate both aspects comprehensively.

4. Supervision Implementation Barriers

Despite its benefits, supervision implementation faced several obstacles. Time constraints were mentioned by 20 out of 25 teachers (80%) as the primary barrier. Teacher I stated, *"The principal and we often juggle many tasks, so supervision schedules are often postponed."* Supervision schedule documentation showed that from a target of four times per year, the average realization was only 2.3 times per teacher in the 2023/2024 academic year.

Table 4. Identified Supervision Implementation Barriers (n=25)

Barrier Type	Number	Percentage (%)
Supervisor time constraints	20	80
High administrative workload	18	72
Non-standardized supervision instruments	10	40
Supervisor capacity needs improvement	12	48
Supervision culture not yet established	11	44
Unclear communication	9	36

Beyond structural factors, 11 out of 25 teachers (44%) stated that the supervision culture as development (not oversight) had not been fully formed. Teacher J stated, *"Sometimes supervision feels like just a formality, without in-depth discussion about what needs improvement."* Identification of supervision implementation barriers (80% mentioning time constraints, 72% high administrative burden, 40% non-standardized instruments) confirms that common supervision constraints include time limitations, resources, and practice inconsistencies [47]. Why are these barriers

more acute in early-stage schools? First, the pioneering phase of schools is characterized by limited conditions still minimal human resources, unestablished systems, and priorities that often shift between short-term operations and long-term system building. Principals often juggle many functions (manager, supervisor, teacher, and even administration), so academic supervision does not receive adequate time allocation. Second, supervision culture as professional development (not merely oversight) requires time to build, especially if teachers and principals have no

experience with developmental supervision models in previous schools.

The finding that 44% of teachers felt supervision culture was not yet established, and communication was often unclear, aligns with findings that top-down supervision models without adequate feedback cause miscommunication [48]. This shows that supervision implementation barriers are not only structural (time, instruments) but also cultural (mindset, communication, shared understanding of supervision purposes). Cultural barriers are actually more difficult to overcome because they require paradigm changes and long-term habituation. However, this research also identifies strategies to overcome these barriers, which align with best practices from the literature. Sustainable teacher development programs supported by multi-sectoral collaboration have proven effective in improving teacher competence [49]. Continuous professional development focusing on modernizing teaching methods increases teacher commitment and their ability to create engaging assessments [50]. Practical implications suggest that early-stage Islamic schools need to take proactive steps including arranging supervision schedules that remain feasible despite teachers' busy workloads, for instance by applying rotation systems or utilizing students' free time; strengthening the capacity of senior teachers to act as co-supervisors through

Table 5. Teachers' Expectations for Supervision Models (n=25)

Expected Supervision Model	Number	Percentage (%)
Collaborative supervision (two-way discussion)	24	96
Reflective supervision (joint analysis)	23	92
Peer coaching or mentoring	21	84
More supportive, less evaluative	22	88
Specific and constructive feedback	25	100

The aspiration of 96% of teachers toward collaborative supervision models and 92% toward reflective models confirms global trends in modern supervision. Supervision is most effective when perceived by teachers as something done with them, not to them [51]. Collaborative approaches facilitate mutually supportive interactions and strengthen teacher motivation to develop professionally [52]. Why do teachers desire this transformation? First, their experience with initially evaluative supervision caused anxiety and defensive attitudes, so they realized that more participatory approaches would be more conducive to professional learning. Second, as professionals, teachers have needs to be valued as partners in decision-making about their own learning, not merely evaluation objects. Third, teachers realize that professional learning most effectively occurs through reflection and dialogue, not through one-sided instruction. This hope aligns with strong theoretical frameworks. Supervision functions not merely as performance evaluation but rather creates collaborative environments that encourage teaching strategy development and teachers' personal growth [53]. Within the developmental supervision framework, supervisors

targeted training programs or benchmarking visits to more established schools; developing supervision instruments that are simple yet comprehensive and adapted to the specific context of Islamic education; and building a shared understanding among teachers that supervision is a mentoring and developmental process rather than an audit, which can be fostered through continuous socialization and habituation. The theoretical implication is that supervision implementation barriers are context-dependent and require solutions adapted to institutional development stages. Supervision literature needs more discussion of implementation strategies in resource-constrained conditions and during establishment phases, not only in already established schools.

5. Preference for Collaborative-Reflective Supervision Models

Findings showed that 24 out of 25 teachers (96%) expected a more collaborative and reflective supervision model in the future. Online questionnaires revealed that teachers desired supervision characterized by two-way dialogue, not one-way assessment. Teacher K stated, *"I hope supervision can become a discussion forum, not just being evaluated."* Teacher L added, *"It would be better if there were peer coaching, where senior teachers could share tips informally."*

adjust approaches to teachers' needs and progress levels, and involve teachers as partners in instructional improvement. Transformative supervision describes ideal interactions as active partnerships that reduce teacher isolation and encourage continuous critical reflection [54].

This finding is also consistent with the Professional Learning Community (PLC) concept, where teachers regularly discuss and share best practices [55]. Reflective models have proven effective in enhancing teacher capacity by encouraging them to think critically about their own practices [56], [57]. The theoretical implication is strengthening the argument that supervision needs to transform from hierarchical-evaluative models toward democratic-developmental ones, especially in the modern era where teacher professionalism is increasingly recognized. Practical implications indicate that early-stage Islamic schools have strategic opportunities to build collaborative-reflective supervision culture from the beginning, without having to change entrenched old culture as in older schools. To realize this transformation, schools need to allocate sufficient time for post-observation reflective discussions (at least 30-45

minutes for in-depth dialogue rather than just 10-15 minutes), train principals in techniques for facilitating reflective conversations rather than merely giving directives, build peer coaching systems where senior teachers mentor junior teachers collegially, and create safe spaces where teachers feel secure acknowledging difficulties and experimenting with new methods without fear of judgment.

6. Supervision's Contribution to Institutional Growth

External key informant perspectives indicated that academic supervision contributed to

Table 6. Institutional Growth Indicators (Years 1-3)

Indicator	Year 1	Year 2	Year 3
Number of new student applicants	38	100	435
Parent satisfaction rate*	100%	100%	100%
Student academic achievement (average grades)**	86	88	89
Islamic-based extracurricular programs	3	5	8

*Based on the school's annual satisfaction survey

**Based on semester report card averages

School documentation data showed an increase in applicants from 45 students (first year) to 78 students (third year), indicating growing public trust. Interview data with foundation board members confirmed that teacher quality improvement through supervision became a key factor in institutional growth. Foundation Board Member A stated, *"Investment in teacher supervision from the beginning has proven to build a strong school foundation."* The finding that supervision contributes to improved school reputation (evidenced by 100% parent satisfaction and dramatic enrollment growth from 38 to 435 students) confirms the view that supervision has impacts extending beyond individual teacher levels. Supervision plays an important role in building learning communities during the early school establishment stage, when professional support and collaboration are crucial for overcoming initial challenges [58]. Supervision provides constructive criticism and support that helps educators optimize teaching strategies and align them with institutional goals [59]. How can individual teacher supervision impact overall institutional growth? The causal mechanism can be explained through the following chain of effects.

First, supervision improves teacher teaching quality (as shown by competence improvement in 84% of teachers). Second, improved teaching quality directly impacts better student learning experiences, reflected in increased academic achievement (average grades rose from 86 to 89) and positive character formation. Third, parent satisfaction increases when they see positive development in their children, both academically and morally (100% of parents reported satisfaction). Fourth, parent satisfaction triggers positive word-of-mouth in the community, which in turn increases school reputation and attracts more applicants (1,045% increase over three years). Fifth, student quantity growth enables schools to develop new programs

school growth. All interviewed parents (n=6, 100%) reported satisfaction with teaching quality and stated that their children showed positive academic and character development. Parent A stated, *"I see teachers becoming increasingly professional, my child is also more enthusiastic about learning."* Two interviewed community figures confirmed that SD Al-Halaby Islamic School's reputation in the community had increased over the past three years. Community Figure A stated, *"This school is starting to be known as a quality Islamic school, many of my neighbors are asking about enrollment."*

(extracurricular activities increased from 3 to 8 programs) that further strengthen institutional attractiveness and quality. This positive cycle creates sustainable growth momentum. This finding aligns with the view that supervision is central to instructional improvement leading to improved student achievement [60]. Although supervision's direct focus is teachers, its ultimate goal is to improve learning and support student success [61]. This research expands understanding by showing that supervision's impact does not stop at the student outcomes level but continues to the institutional outcomes level in the form of reputation, public trust, and organizational growth. This is crucial for early-stage schools struggling for survival and building legitimacy amid competition with established schools.

The theoretical implication is a contribution to literature on the systemic impact of supervision, which has thus far focused more on micro (individual teacher) and meso (classroom/student) impacts but less on macro (institutional growth) impacts. Practical implications indicate that foundations or administrators of newly established Islamic schools need to view supervision not as a cost center but as a strategic investment that will generate returns in the form of long-term institutional growth. Resource allocation for supervisor training, instrument development, and time allocation for quality supervision is a rational investment that will be repaid through reputation growth and institutional sustainability.

CONCLUSION

This study confirms that academic supervision in newly established Islamic elementary schools functions critically as both a socialization mechanism facilitating teacher adaptation to institutional vision (92% of teachers) and a professional development tool strengthening pedagogical competence (84%

improvement). While implementation faces contextual barriers including time constraints (80%), high administrative workloads (72%), and nascent supervision culture (44%), supervision effectiveness depends primarily on relational quality rather than procedural compliance, evidenced by anxiety reduction from 72% to 20% following trust establishment and overwhelming teacher preference for collaborative-reflective models (96%). Most significantly, this research demonstrates supervision's systemic impact extending beyond individual teacher development to institutional growth, with strategically designed supervision contributing to substantial enrollment increases from 38 to 435 students (1,045% growth) and improved academic achievement (average grades from 86 to 89) through cascading effects of improved teaching quality, enhanced student outcomes, increased parent satisfaction, and positive community reputation. Therefore, supervisory capacity strengthening must be prioritized as strategic investment rather than operational cost in early-stage Islamic schools to ensure sustainable institutional excellence.

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