Nusantara Edulearn Journal
Vol. 1 No. 1 (2026), p. 26-37
Available online at https://cendikianusantara.com/index.php/EduLearn

Optimizing Supervision Programs for Teaching Skills and Teacher Performance: A Professional Development Perspective

Fadhilah Endina Mahirah[1]*, Zurin Sazka Putri Maulida[1], Ola Fedda Mona Denona[2]
[1]Universitas Islam Negeri Walisongo Semarang, Indonesia
[2]International Islamic University Islamabad, Pakistan

DOI: https:// 10.61987/edulearn.v1i1.100

Article History:
Received: 02 January 2025
Revised: 19 March 2026
Accepted: 13 April 2026

Keywords:
Teacher Supervision, Teaching Skills, Teacher Performance

Abstract:
Teacher supervision is increasingly important as educational institutions seek to strengthen teaching quality and support continuous professional development. However, supervision is often implemented as an administrative evaluation rather than a developmental process that responds to teachers' professional needs. This study aims to explore how supervision programs can be optimized to improve teaching skills and teacher performance by examining teacher experiences, supervisory practices, feedback mechanisms, and institutional support. A qualitative case study design was employed, with data collected through semi-structured interviews, observations, and document analysis involving teachers, supervisors, and school administrators. Data were analyzed through data condensation, data reduction, data display, and verification. The findings indicate that structured and continuous supervision contributes to improvements in pedagogical competence, lesson planning, classroom management, teaching strategies, teacher confidence, and professional performance. Constructive feedback and systematic follow-up were identified as important mechanisms supporting these improvements. However, limited time, administrative orientation, and insufficient personalization may reduce supervision effectiveness. The study implies that schools should reposition supervision as a collaborative and continuous professional-development process supported by individualized feedback, competent supervisors, adequate resources, and systematic follow-up.

INTRODUCTION

Teachers occupy a strategic position in determining the quality of education because their professional competence directly shapes students' learning experiences and preparedness for future social and professional challenges. In an educational environment characterized by rapid technological, curricular, and social changes, teachers are expected not only to deliver subject content but also to continuously develop their pedagogical and professional capabilities. Recent studies emphasize that improving educational quality requires effective institutional management, strategic planning, and continuous improvement of

***Email Correspondence:** fadhilahendinamaira@gmail.com*
This is an open access article under the CC BY 4.0 license. © 2026, the author(s)
https://creativecommons.org/licenses/by/4.0/

educators' competencies (Rahman, 2026; Hikmah & Mudarris, 2026). Teacher career management and organizational development are also increasingly influenced by digital transformation, requiring educational institutions to provide appropriate professional support (Asrani, 2024; Kusumawati, 2025; Susanti et al., 2025). Therefore, strengthening teacher performance is not merely an institutional concern but a broader social necessity. Effective supervision can become an important mechanism for ensuring that teachers receive continuous guidance and opportunities for professional growth.

The importance of teacher supervision becomes more evident because educational quality depends on the ability of schools to establish systems that support teachers throughout their professional development. Supervision should function beyond administrative monitoring by facilitating reflection, constructive feedback, problem identification, and improvement of classroom practices. Evidence from studies on educational management indicates that systematic management, effective leadership, and appropriate institutional strategies contribute to improving the quality of educational services (Kusnanto et al., 2023; Manshur, 2026; Zaini, 2024; Walid et al., 2025). Furthermore, educational institutions increasingly operate within environments shaped by digital technology, requiring teachers and school managers to adapt continuously (Syafiih, 2025; Murtadho et al., 2023). Consequently, supervision programs that respond to changing professional needs can help schools maintain educational standards while supporting teachers' long-term development. When supervision is implemented effectively, its benefits can extend beyond individual teachers to students, schools, families, and society through improved educational quality and learning outcomes.

Despite the strategic importance of teachers and supervision, educational institutions continue to encounter difficulties in maintaining consistent teacher performance and professional development. One major problem concerns the limited integration between supervision activities and teachers' actual developmental needs. Supervision may be conducted as a routine institutional requirement without sufficient attention to individualized feedback, professional learning, or sustained follow-up. In addition, school management systems may prioritize administrative compliance rather than creating supportive environments for continuous improvement. Studies concerning educational management have highlighted the importance of strategic planning, resource optimization, and systematic quality assurance in strengthening educational institutions (Barus & Lama, 2024; Hikmah & Mudarris, 2026). Similar challenges emerge in the context of digital transformation, where institutions must ensure that technological and organizational changes are accompanied by adequate human-resource development (Asrani, 2024; Rahman, 2026). These conditions demonstrate the need to reconsider supervision as an integrated professional-development mechanism rather than merely an evaluation procedure.

The situation becomes more complex in practice because teachers may experience supervision differently depending on how supervisors communicate expectations, conduct observations, provide feedback, and follow up on identified weaknesses. In some educational settings, supervision can be perceived primarily as an assessment of teacher performance, causing teachers to concentrate on fulfilling procedural requirements rather than reflecting critically on their

instructional practices. Meanwhile, supervisors may face limitations in developing individualized guidance, coordinating professional development, or adapting supervision to different teacher competencies. The effectiveness of educational management depends substantially on how organizational systems and human resources are coordinated (Venugopal et al., 2024; Barus & Lama, 2024). The growing use of digital technology also creates additional expectations for teacher competence and institutional support (Murtadho et al., 2023; Wahyudin et al., 2023). This phenomenon indicates a disconnect between the formal existence of supervision programs and their potential to produce meaningful professional improvement.

Previous research has established that improving educational quality requires systematic management, strategic leadership, professional development, and institutional support. Studies have examined strategic management for improving madrasah quality (Manshur, 2026; Rahman, 2026), teacher career management through digitalization (Asrani, 2024), and leadership practices for strengthening teacher performance (Zaini, 2024; Holidi, 2025). Other research has emphasized resource optimization within internal quality assurance systems as an important component of institutional improvement (Barus & Lama, 2024; Muharromah, 2025). These studies collectively demonstrate that teacher development cannot be separated from the broader organizational system. However, much of the existing literature addresses teacher development, leadership, digital transformation, or educational quality as separate dimensions. Consequently, limited attention has been given to supervision as a continuous process connecting teacher needs, supervisor competencies, feedback mechanisms, and institutional conditions. This limitation leaves an important research gap concerning how supervision programs can be systematically optimized to produce sustainable improvements in teaching performance.

Another limitation concerns the practical mechanisms through which supervision can translate institutional expectations into meaningful changes in teachers' classroom practices (Anapah et al., 2026; Holili & Khoiroh, 2024). Existing studies provide valuable insights into educational management and professional improvement, but they do not sufficiently explain how supervision activities can be structured to accommodate differences in teacher needs, supervisor capabilities, organizational culture, and changing educational demands. Research on qualitative inquiry emphasizes the importance of understanding educational phenomena through participants' experiences and contextual conditions (Okoko et al., 2023; Mahendra et al., 2024). Similarly, qualitative data analysis requires systematic interpretation to identify patterns and relationships within complex organizational processes (Salmona & Kaczynski, 2024; Shoha, 2026). Thus, an important gap remains in understanding supervision as a dynamic interaction between teachers, supervisors, and institutional structures. Addressing this gap is important because supervision will have limited developmental value if it is disconnected from teachers' actual challenges, lacks meaningful feedback, or is implemented without continuous institutional support.

This study introduces a comprehensive perspective on supervision by examining it as a developmental process rather than simply an evaluative activity. The study focuses on the relationship between teacher needs, supervisor roles, feedback practices, follow-up mechanisms, and organizational conditions that

shape the effectiveness of supervision programs. Its novelty lies in integrating these dimensions into a single framework for understanding how supervision can support sustainable improvements in teaching skills and teacher performance. The study also considers the importance of communication, collaboration, reflection, and continuous professional support within supervision practices. By viewing supervision as an interactive and context-sensitive process, this research seeks to move beyond procedural understandings of teacher evaluation. The proposed perspective is important because educational institutions need supervision systems that are responsive, developmental, and capable of adapting to teachers' diverse professional conditions and the changing demands of contemporary education.

The central research problem is how supervision programs can be optimized to improve teachers' teaching skills and overall performance. This problem raises several related questions concerning how supervision is implemented, how supervisors provide developmental guidance, how teachers respond to supervision, and which institutional conditions support or constrain its effectiveness. The provisional argument of this study is that supervision is more likely to improve teacher performance when it is designed around teachers' actual professional needs, supported by competent supervisors, accompanied by constructive and actionable feedback, and followed by continuous assistance. Supervision is therefore expected to be most effective when teachers perceive it as a collaborative process for professional growth rather than as an administrative evaluation. Based on this argument, the study seeks to identify the mechanisms that make supervision meaningful and sustainable while generating practical recommendations for educational institutions seeking to strengthen teacher professionalism and improve the quality of education.

RESEARCH METHODS

This study employed a qualitative case study design to examine the implementation of teacher supervision programs and their contribution to improving teaching skills and teacher performance. A qualitative case study was selected because it enables researchers to explore educational phenomena within their natural contexts and to understand participants' experiences, perceptions, and interactions in depth (Okoko et al., 2023; Mahendra et al., 2024). The design was considered appropriate because teacher supervision involves complex organizational processes that cannot be adequately understood through numerical measurement alone. Qualitative inquiry allows researchers to identify contextual meanings, relationships, and patterns emerging from participants' experiences (Salmona & Kaczynski, 2024; Magnone & Yezierski, 2024). Accordingly, the study focused on how supervision was planned, implemented, experienced, and followed up within schools. This approach enabled an integrated examination of teacher needs, supervisor practices, feedback mechanisms, and institutional conditions influencing supervision effectiveness.

The research was conducted in selected schools that implemented structured teacher supervision programs involving classroom observation, performance evaluation, feedback, and professional development activities. The research setting was selected purposively because the participating schools provided relevant cases for examining supervision practices and allowed access to

teachers, supervisors, and school administrators. Purposive selection is appropriate in qualitative research when participants or settings are chosen because they possess information directly related to the phenomenon being investigated (Magnone & Yezierski, 2024; Okoko et al., 2023). The selection also considered institutional willingness to participate and the availability of relevant supervision documents and personnel. Rather than seeking statistical generalization, the study prioritized contextual depth and information richness. Therefore, the selected setting provided an appropriate environment for understanding how supervision programs operated in practice and how organizational conditions shaped teachers' professional development and performance.

Data were collected through semi-structured interviews, observations, and document analysis to obtain comprehensive information concerning the implementation and effectiveness of teacher supervision programs. Semi-structured interviews were conducted with teachers, supervisors, and school administrators to explore their experiences, perceptions, expectations, and evaluations of supervision activities. Observations were used to examine supervision practices, interactions, feedback processes, and follow-up activities in their natural institutional context. Relevant documents, including supervision schedules, observation records, teacher performance evaluations, professional development materials, and supervision reports, were also examined as supporting evidence. The use of multiple qualitative techniques enabled the researcher to compare information obtained from different sources and strengthen the depth of interpretation (Mahendra et al., 2024; Okoko et al., 2023). Data collection was conducted systematically to capture both participants' perspectives and the organizational practices surrounding teacher supervision.

Data were analyzed through an interactive process involving data condensation, data reduction, data display, and data verification. First, the collected interview transcripts, observation notes, and documents were organized and condensed by identifying information relevant to teacher supervision, professional development, feedback, and performance improvement. Second, data reduction was conducted by coding, categorizing, and selecting information that directly addressed the research questions. Third, the reduced data were displayed through thematic categories, matrices, and narrative descriptions to facilitate the identification of recurring patterns and relationships. Finally, verification was undertaken by comparing evidence across participants and data sources and by conducting member checking when necessary. This analytical process supported systematic interpretation and strengthened the credibility of the findings (Salmona & Kaczynski, 2024; Okoko et al., 2023). The analysis was iterative, allowing emerging findings to be continuously compared with the collected evidence.

RESULTS AND DISCUSSION

Results

Implementation of Supervision Programs in Schools

Observations in several schools revealed that supervision programs are routinely conducted by school principals and educational supervisors. Teachers reported weekly and monthly supervision schedules covering lesson planning, teaching methods, and evaluation of learning outcomes. In practice, supervision

activities vary, including classroom visits, direct observations, and group discussions on teaching strategies. Documentation such as supervision reports and observation notes indicate a strong focus on enhancing teachers' pedagogical competence.

Interviews with teachers indicated that despite the formal nature of supervision, the interaction between supervisors and teachers is generally collaborative. Many teachers expressed that they feel guided and receive practical suggestions for more effective teaching methods. This emphasizes that supervision functions not only as an assessment but also as an opportunity for professional learning.

Documentation showed that schools have standard formats for supervision, including indicators for teaching skills and achievement of learning objectives. However, observations also noted variations in supervision implementation among teachers, depending on experience and readiness. This suggests that supervision effectiveness is influenced by individual teacher factors and classroom context.

Overall, the supervision program is structured but flexible, adapting to teachers' needs. Observations and documentation indicate that supervision serves as a professional development tool rather than just an administrative evaluation.

Teachers' Perceptions and Impact on Teaching Skills

In-depth interviews with teachers revealed positive perceptions of supervision programs. Teachers emphasized that supervision helps evaluate teaching strategies and improve lesson quality. Several teachers noted that feedback from supervisors assists in adjusting teaching methods according to students' characteristics.

Classroom observations indicated that teachers who regularly received supervision appeared more confident, employed varied teaching methods, and responded more effectively to student questions. Documentation of teacher reflections shows improvement in lesson planning after receiving supervisor feedback.

Challenges were also reported, such as limited time for supervision or administrative focus overshadowing professional development. Some teachers suggested more personalized and in-depth supervision to address individual needs.

Table 1. Summary of Supervision Programs' Perception and Impact

Data Source	Key Findings
Observation	Teachers under supervision are more confident, interactive, and responsive in class.
Interview	Teachers perceive supervision as supportive and beneficial; they desire more personalized guidance.
Documentation	Reflections and lesson plans show improved teaching strategies and pedagogical quality after supervision.

Table 1. Summary of Supervision Programs' Perception and Impact provides a summary of key findings regarding the effectiveness of supervision programs on teachers. Observations revealed that teachers under supervision exhibited increased confidence, interactivity, and responsiveness in the classroom,

indicating a positive impact on their teaching behavior. Interviews showed that teachers viewed supervision as supportive and beneficial, although they expressed a desire for more personalized guidance tailored to their specific needs. Documentation, including reflections and lesson plans, demonstrated improvements in teaching strategies and pedagogical quality after receiving supervision. Overall, while teachers' perceptions varied, the data collectively suggests that supervision programs enhance teachers' confidence, teaching abilities, and professional development, contributing to more effective teaching practices.

Influence of Supervision on Teacher Performance

Observations and documentation from teacher evaluations indicate that regular supervision improves teacher performance. Teachers who initially faced difficulties in classroom management or lesson preparation showed higher evaluation scores after consistent supervisory support.

Interviews with school principals highlighted that teachers actively participating in supervision demonstrated higher professional motivation, positively impacting learning outcomes. Teachers became more disciplined, structured in their teaching, and better able to manage classrooms.

Supervision's impact, however, is influenced by multiple factors such as experience, workload, and available facilities. While supervision is effective in improving performance, its benefits are maximized in a supportive school environment.

Overall, supervision positively influences teacher performance. Evidence from observations, interviews, and documentation suggests that supervision contributes to professionalism and teaching effectiveness, ultimately benefiting student learning outcomes.

Recommendations for Optimizing Supervision Programs

Teachers suggested that supervision programs should be more personalized, considering individual teacher needs and classroom contexts. Offering longer or more frequent sessions focused on professional development rather than administrative checklists could enhance program effectiveness.

Observations indicate that pairing new teachers with experienced mentors during supervision could help them adopt innovative teaching strategies more quickly. Additionally, providing continuous professional development workshops in conjunction with supervision can consolidate learning and improve teaching skills.

Documentation shows that schools with clear supervision frameworks, combined with supportive follow-up and feedback mechanisms, achieve better teaching performance outcomes. Therefore, schools are encouraged to integrate supervision into a broader professional development plan rather than treating it as an isolated activity.

Discussion

The findings demonstrate that structured teacher supervision contributes positively to the development of teaching skills and teacher performance. Classroom observations, supervision visits, group discussions, and supervision documentation indicate that continuous guidance enables teachers to identify weaknesses and strengthen their instructional practices. This finding is consistent with research emphasizing systematic educational management as an important mechanism for improving institutional and professional quality (Rahman, 2026;

Manshur, 2026). It also supports Asrani's (2024) argument that teacher professional growth requires systematic management and continuous support. Theoretically, these findings reinforce the view that supervision should be understood as a developmental mechanism connecting organizational management with teacher professional improvement. Practically, schools can strengthen supervision by establishing regular observation schedules, constructive feedback mechanisms, and structured follow-up activities. The contribution of this finding lies in demonstrating how supervision can function as an integrated component of teacher development rather than merely an administrative monitoring activity.

Teachers' positive perceptions further indicate that supervision becomes more meaningful when teachers perceive feedback as supportive and relevant to their instructional needs. Participants reported that supervisory guidance helped them recognize strengths, identify weaknesses, and adjust teaching strategies according to classroom conditions. This finding corresponds with studies showing that educational quality improves when institutional systems provide continuous support for educators rather than relying solely on administrative evaluation (Kusnanto et al., 2023; Zaini, 2024). The finding also complements research emphasizing the importance of organizational conditions and human-resource management in influencing professional performance (Venugopal et al., 2024; Barus & Lama, 2024). Theoretically, this suggests that teacher supervision operates through reflective learning and professional interaction. Practically, supervisors should provide specific, actionable, and dialogical feedback. The study contributes by emphasizing that teachers' acceptance of supervision is influenced not simply by its frequency but by the developmental quality of supervisor–teacher interactions.

The observed improvements in teaching practices suggest that supervision can strengthen teachers' pedagogical competence, particularly in lesson planning, classroom management, instructional variation, and student engagement. Teachers who received regular supervision demonstrated greater confidence and flexibility in adapting instructional strategies. This finding is consistent with research demonstrating that systematic educational interventions and appropriate learning management can strengthen classroom effectiveness (Yahya, 2023; Zahro, 2024). It also supports the broader argument that educational improvement requires continuous attention to teachers' professional practices rather than isolated training activities. Theoretically, the finding extends the understanding of supervision by positioning classroom observation and feedback as mechanisms through which professional knowledge can be translated into observable instructional change. Practically, schools should connect supervision results with targeted professional development, mentoring, and opportunities for collaborative reflection. The study contributes an evidence-based explanation of how supervision can influence specific dimensions of classroom practice.

The findings also show that supervision is associated with improvements in teacher motivation, discipline, organization, and responsiveness to classroom dynamics, although these outcomes are not determined by supervision alone. Teacher experience, workload, institutional resources, and organizational support influence the extent to which supervisory guidance can be translated into

improved performance. This finding is consistent with research emphasizing the importance of organizational resources and supportive institutional conditions in achieving educational quality (Barus & Lama, 2024; Venugopal et al., 2024). It also complements research highlighting the importance of effective school leadership in strengthening teacher performance (Zaini, 2024). Theoretically, this indicates that supervision should be understood within a broader organizational system rather than as an isolated managerial intervention. Practically, school leaders need to provide sufficient time, resources, and professional support for supervision. The contribution of this study is its recognition of contextual factors as important conditions shaping supervision outcomes.

The challenges identified in the implementation of supervision demonstrate that positive outcomes depend strongly on how supervision is designed and delivered. Limited time, excessive administrative orientation, and insufficient personalization can reduce teachers' engagement with supervision. These findings suggest that supervision programs should be flexible enough to accommodate differences in teachers' competencies, responsibilities, and professional needs. This perspective is consistent with research emphasizing the importance of adaptive educational management and strategic institutional planning (Hikmah & Mudarris, 2026; Kusumawati, 2025). It also corresponds with the principle that qualitative educational inquiry should examine practices within their specific organizational and contextual circumstances (Okoko et al., 2023; Mahendra et al., 2024). Theoretically, this finding challenges uniform approaches to supervision and supports a contextualized model of professional development. Practically, supervisors should prioritize individualized feedback and manageable supervision schedules. The study contributes a contextual perspective for designing more responsive supervision programs.

Overall, the findings indicate that effective supervision is characterized by continuity, supportive communication, actionable feedback, contextual sensitivity, and systematic follow-up. The convergence of observations, interviews, and documents demonstrates that supervision can strengthen teaching practices and teacher performance when integrated with broader professional development systems. This finding extends existing literature by connecting supervision practices with organizational management, teacher reflection, and institutional support rather than treating supervision as an independent activity. From a theoretical perspective, the study proposes that supervision effectiveness emerges from the interaction between supervisory guidance, teacher engagement, and organizational conditions. From a practical perspective, schools should integrate supervision with professional development, mentoring, collaborative reflection, and digital or administrative support systems where appropriate (Asrani, 2024; Rahman, 2026). The principal contribution of this study is therefore the development of a more comprehensive understanding of supervision as a continuous professional-learning process that can support sustainable improvements in teacher performance.

CONCLUSION

This study concludes that effective teacher supervision should be understood as a continuous professional learning process rather than merely an administrative evaluation activity. The main lesson is that regular classroom observation, constructive feedback, professional discussion, and systematic follow-

up can strengthen teachers' confidence, pedagogical competence, lesson planning, classroom management, and overall performance. The scientific contribution of this study lies in providing a contextual understanding of supervision by connecting teacher development with supervisor practices, reflective learning, and organizational support, thereby extending the conceptualization of supervision as an integrated professional-development mechanism. However, the study is limited by its focus on selected school contexts, which may restrict the transferability of the findings to different educational settings. Future research should examine diverse schools, regions, and educational systems and investigate how digital technologies can support continuous supervision and feedback. Practically, the implication is that educational institutions and policymakers must reposition supervision as a collaborative, personalized, and supportive development framework, while theoretically, the implication is that supervision theories should integrate organizational culture, leadership support, and continuous feedback mechanisms to explain sustainable teacher performance improvements.

ACKNOWLEDGEMENT

I would like to express my sincere gratitude to all those who have supported me throughout the course of this research. Special thanks to the teachers, supervisors, and school administrators who participated in this study and shared their valuable insights. I also extend my appreciation to my academic advisor for their guidance and encouragement. Lastly, I am grateful to my family and friends for their unwavering support and understanding. This research would not have been possible without their help and encouragement.

CONFLICTS OF INTEREST

No competing interests or conflicts of interest are associated with this study or its publication.

USE OF ARTIFICIAL INTELLIGENCE (AI)-ASSISTED TECHNOLOGY

ChatGPT was used to assist with the revision and language improvement of this article. The authors remain fully responsible for the content, interpretation, and final version of the manuscript.

REFERENCES

Anapah, M. G. I., Al Musadieq, M., & Ruhana, I. (2026). Psychological Mechanisms of Employee Engagement: The Mediating Role of Job Satisfaction in the Relationship between Participative Leadership, Work-Life Balance, and the Work Environment in Cooperatives. *Business and Applied Management Journal, 4*(1), 145–162. https://doi.org/10.61987/bamj.v4i1.2169

Asrani, A. (2024). Teacher Career Management Transformation: Enhancing Professional Growth through Digitalization. *Journal of Educational Management Research, 3*(2), 225–240.

Barus, N. A., & Lama, A. V. (2024). Optimizing Resources in the Implementation of Internal Quality Assurance Systems: An Exploratory Study in Islamic Educational Institutions. *JUMPA: Jurnal Manajemen Pendidikan, 5*(2), 124–134. https://doi.org/10.33650/jumpa.v5i2.8895

Hikmah, U., & Mudarris, B. (2026). A Strategic Plan for High Quality and Effective Madrasah Management in Realized Quality Superior Education. *Journal of Education Management and Policy, 2*(1), 39–49.

Holidi, M. (2025). CBT Exam Implementation Guidance for Students in Facing Digital-Based Assessments. *Communautaire: Journal of Community Service, 4*(3), 297–312. https://doi.org/10.61987/communautaire.v4i3.820

Holili, M., & Khoiroh, W. (2023). The Role of Financial Audits in Strengthening Accountability and Transparency in Funding Management. *Business and Applied Management Journal, 1*(1), 37–47. https://doi.org/10.61987/bamj.v1i1.366

Kusnanto, N., Sukristyanto, A., & Rochim, A. I. (2023). Relevance of National Education Policies as an Effort to Improve the Quality of Madrasah Tsanawiyah Education Services. *The Spirit of Society Journal: International Journal of Society Development and Engagement, 6*(2), 136–151. https://doi.org/10.29138/scj.v6i2.2210

Kusumawati, I. (2025). AI-Based Human Capital as a Catalyst for Increasing the Strategic Agility of Educational Organizations. *International Journal of Multidisciplinary Research, 1*(5), 239–245.

Magnone, K. Q., & Yezierski, E. J. (2024). Beyond Convenience: A Case and Method for Purposive Sampling in Chemistry Teacher Professional Development Research. *Journal of Chemical Education, 101*(3), 718–726. https://doi.org/10.1021/acs.jchemed.3c00217

Mahendra, A., Ilhami, M. W., Nurfajriani, W. V., Afgani, M. W., & Sirodj, R. A. (2024). Metode Etnografi dalam Penelitian Kualitatif. *Jurnal Ilmiah Wahana Pendidikan, 10*(17), 159–170.

Manshur, U. (2026). Madrasah Vision Management Strategy in Realizing Superior Educational Quality. *EDUCARE: Jurnal Ilmu Pendidikan, 5*(1), 1–15. https://doi.org/10.71392/ejip.v5i1.122

Muharromah, L. (2025). Digital Ethics in the Perspective of Islamic Education: Cultivating Religious Awareness in Cyberspace. *Journal of Educational Management Research, 4*(3), 1280–1293.

Murtadho, M. I., Rohmah, R. Y., Jamilah, Z., & Furqon, M. (2023). The Role of Digital Literacy in Improving Students' Competence in Digital Era. *Al-Wijdan Journal of Islamic Education Studies, 8*(2), 253–260. https://doi.org/10.58788/alwijdn.v8i2.2328

Okoko, J. M., Tunison, S., & Walker, K. D. (2023). *Varieties of Qualitative Research Methods*. Springer. https://doi.org/10.1007/978-3-031-04394-9

Rahman, M. (2026). Improving the Quality of Education in Madrasah Tsanawiyah through Digital Technology-Based Strategic Management. *JETech: Journal of Education and Technology, 2*(1), 11–19.

Salmona, M., & Kaczynski, D. (2024). Qualitative Data Analysis Strategies. In *How to Conduct Qualitative Research in Finance* (pp. 80–96). Edward Elgar Publishing. https://doi.org/10.4337/9781803927008.00012

Shoha, S. I. (2026). Curriculum Renewal Management in Elementary Schools: A Case Study of the Implementation of the Independent Curriculum in Schools. *Journal of Education Management and Policy, 2*(1), 61–71.

Susanti, D., Faizin, F., & Lateh, M. (2025). Eradicating Bullying, Creating a Safe and Comfortable Learning Environment through Child-Friendly Schools. *Early Childhood Development Gazette, 2*(1), 38–48. https://doi.org/10.61987/gazette.v2i1.608

Syafiih, M. (2025). The Future of Education in the Digital Era: Between Technological Innovation and Equitable Access. *Proceeding of International Conference on Education, Society and Humanity, 3*(1), 737–741.

Venugopal, K., Monalisa, M., Pravalika, B., & Jagadeesh, B. (2024). The Interplay of Individual Behavior and Organizational Performance: Insights from the Indian Context. *International Journal of Innovative Research and Practices, 12*(1).

Wahyudin, A., Nashirudin, H., Furqon, M., Rohmad, R., & Choironi, M. A. (2023). Effectiveness of Hybrid Learning Using Streaming Technology in Education. *International Journal of Instructional Technology, 2*(2), 45–52. https://doi.org/10.33650/ijit.v2i2.9332

Walid, W., Rijal, S., Hair, M. A., & Atnawi, A. (2025). Managing the Adoption of Digital Comic Media in Fiqh Learning: Managerial Conditions Shaping Effectiveness in an Islamic Secondary School. *JUMPA: Jurnal Manajemen Pendidikan, 6*(2), 313–324.

Yahya, M. (2023). Circuit Learning in Improving Concentration Student Learning in Madrasah. *PALAPA: Jurnal Studi Keislaman dan Ilmu Pendidikan, 11*(1), 252–263. https://doi.org/10.36088/palapa.v11i1.3149

Zahro, F. (2024). Behaviour Management in the Classroom: Improving the Quality of Education through Systematic Optimization of the Learning Environment. *FALASIFA: Jurnal Studi Keislaman, 15*(1), 35–47. https://doi.org/10.62097/falasifa.v15i1.1787

Zaini, A. W. (2024). Improving Islamic Religious Education Teachers' Performance through Effective School Leadership. *AFKARINA: Jurnal Pendidikan Agama Islam, 8*(1). https://doi.org/10.33650/afkarina.v8i1.5331