

Madrasah Head's Supervision Strategy to Enhance Teacher Professionalism Through E-Performance

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ABSTRACT

Entering the era of massive digital transformation, modern Islamic educational institutions are required to make radical innovations in governance and supervision systems to ensure the quality of learning. The purpose of this study is to describe the flow of implementation of the Madrasah Head Supervision model in Improving Teacher Professionalism through E-Performance in MIN 2 Pasuruan City. This research method uses a qualitative approach, with data collection techniques through interviews, observations and documentation and analyzed with the concept of Miles Humberman. The results of the study show that the implementation of the madrasah head supervision model through E-Performance in MIN 2 Pasuruan City is carried out systematically through four main stages, namely planning, implementation, monitoring and evaluation, and follow-up; E-Performance has a very strategic role in supporting the implementation of supervision of madrasah heads. Supporting factors for the implementation of E-Performance include the commitment of madrasah heads in implementing digital-based supervision, good digital competence of teachers, availability of information technology facilities and infrastructure, government policy support, and madrasah work culture that is adaptive to technological developments.

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1. INTRODUCTION

Entering the era of massive digital transformation, modern Islamic educational institutions are required to make radical innovations in governance and supervision systems to ensure the quality of learning. One of the pillars that determines the success of the quality is the professionalism of teachers, which is linearly influenced by the effectiveness of the supervisory function carried out by the Head of the Madrasah. The urgency of raising the title "Madrasah Head Supervision Strategy in Improving Teacher Professionalism through E-Performance in MIN 2 Pasuruan City" is very important, considering that the E-Performance platform has now been integrated by the government (including the Ministry of Religious Affairs) as a formal accountability instrument for the state civil apparatus. The transfer of instrument supervision from conventional-analog methods to an E-Performance-based digital ecosystem requires a mature reconstruction of leadership strategies. This research is very important as an academic foundation to reveal how madrasah managers utilize bureaucratic

technology not just as an administrative burden, but as a strategic tool to boost teachers' pedagogical, professional, social, and personality competencies in a sustainable manner.

However, at the implementation level, there is a sharp conflict of paradigm and operations (conflict gate) between the essence of ideal clinical supervision and the reality of utilizing E-Performance applications. (source) On the one hand, academic supervision should focus on dialogical guidance, personal mentoring, and mutual instructional development of teachers in the classroom. On the other hand, the presence of E-Performance is often stuck in the formalities of loading administrative workloads that are quantitative, rigid, and focused on document reporting alone. This tension is exacerbated by the digital literacy gap among senior teachers, resistance to changes in the supervision system, and the tendency of Madrasah Heads to position E-Performance as a tool to punish performance achievement (scores) rather than as a professional training instrument. Academic blanks and structural problems in the form of "mutual formalization without substance" are crucial points that require in-depth study.

Departing from this impact, the focus of this research is directed to comprehensively analyze the formulation, implementation, and evaluation of the supervision strategy of Madrasah Heads mediated by the E-Performance platform. The researcher will focus on the adaptation pattern of the leadership of the Head of the Madrasah in translating quantitative indicators in E-Performance into a substantive teacher professionalism training program. More specifically, this study examines the driving factors (drivers) of the smooth digital transition, the cultural-technical obstacles faced in the madrasah environment, and how feedback from the E-Performance system is transformed into a sustainable professional development program (PKB) for teachers. Through encompassing this focus, research remains consistent in the Islamic Education Management corridor that highlights the integration of trust values, iqan (professionalism), and openness in modern governance.

2. METHODS

This research uses a type of field study with a qualitative-descriptive approach presented in the form of a case study. This methodological choice is based on the characteristics of the problem being studied, where the researcher wants to understand, describe, and interpret in depth the "how" the supervision strategy of the Head of Madrasah is actualized through the E-Performance platform to boost the professionalism of teachers in a natural setting. The qualitative approach allows researchers to capture the complexity of meaning, interaction dynamics, and cultural and technical phenomena related to the transition of digital supervision in madrasahs without the presence of intervention or manipulation variables. Through the design of the case study, the researcher can conduct a holistic exploration of governance policies, leadership behaviors, and teachers' responses in a specific and contextual manner.

The data in this study was collected through the combination of three common in qualitative methodology, namely; interviews, observations, and documentation to ensure the validity of the data through triangulation. Because this study uses a qualitative-descriptive analysis approach with a case study design, the data technique used relies on the Miles, Huberman, and Saldaña (2014) Interactive Analysis Model. This qualitative data analysis process is carried out interactively and takes place continuously until it is completed through four main stages: 1) Data Collection (Data Collection): Collecting all raw data from the field through the results of in-depth interview transcripts, field notes of observations, and copies of E-Performance teacher achievement documents. Data Condensation: 2) The process of selecting, activating, abstracting, and transforming raw data that emerges from field notes. At this stage, the researcher discards irrelevant data and codifies data (coding) related to the teacher's supervision strategy and professionalism. Data Presentation (Data Display): 3) Compile a collection of information that has been condensed into the form of narrative text, matrix, or explanatory flow chart so that the dynamics of the supervision strategy of the Head of Madrasah through E-Performance are easy to understand and explanatory conclusions are drawn. 4) Conclusion Drawing and Verification (Drawing Conclusions/Verification): Looking for the meaning, pattern, order, and

configuration of the data presented. The initial conclusions that are still vague will be rigorously reviewed by testing the validity of data in the field until a valid (grounded) conclusion is obtained. In qualitative research, researchers do not use mathematical formulas or inferential/deductive statistics (such as regression or Anova) because the purpose of this study is not to test hypotheses or generalize populations, but to understand in depth the meaning of governance phenomena.

However, technically operationally in this case study, the researcher used the Constant Comparative Analysis technique from Glaser and Strauss which was validated through Robert K. Yin's Pattern Matching. Conceptually, the analysis of its logic can be formulated into a deductive-inductive reasoning scheme

3. RESULTS AND DISCUSSION

3.1. Description of the Implementation Flow of the Madrasah Head Supervision Model in Improving Teacher Professionalism through E-Performance in MIN 2 Pasuruan City

Based on the results of the research, the implementation of the supervision model of madrasah heads in improving teacher professionalism through E-Performance in MIN 2 Pasuruan City is carried out systematically through several interrelated stages, namely planning, implementation, monitoring and evaluation, and follow-up.

At the planning stage, the head of the madrasah prepares a Performance Target program that is adjusted to the performance goals of the Head of Religious Education of the Ministry of Religion. Planning is carried out through a coordination meeting with the deputy head of the madrasah and teachers to determine the performance indicators to be achieved. Furthermore, the teacher prepares performance goals based on the performance goals of the madrasah head by adjusting the teacher's functional topuk. In this stage, E-Performance is used as a medium to set teachers' work targets, compile learning programs, and document various professional activities of teachers.

The next stage is the implementation of supervision. The head of the madrasah conducts academic supervision and managerial supervision on a regular basis. Academic supervision is carried out through learning observation, examination of teaching equipment, and assistance in the learning process. Meanwhile, managerial supervision is carried out through administrative monitoring and reporting of teachers' duties that have been inputted into the E-Performance system. With E-Kinerja, madrasah heads can monitor the implementation of teachers' duties more easily and objectively based on the data available in the system.

The next stage is monitoring and evaluation. Madrasah heads utilize the data stored in E-Performance to assess the level of achievement of teacher performance targets. The evaluation was carried out by comparing the targets that had been set with the realization of reported performance. The results of the evaluation are then used to identify the strengths, weaknesses, and needs for teacher competency development.

The last stage is the follow-up of supervision. Based on the results of the evaluation, the head of the madrasah provides feedback to teachers in the form of coaching, training, workshops, individual mentoring, and group discussions. This follow-up aims to correct the deficiencies found during the supervision process while encouraging continuous improvement of teacher professionalism.

The implementation flow shows that E-Performance not only functions as a means of reporting administration, but also becomes a strategic instrument that supports all stages of supervision of madrasah heads from planning to evaluation and follow-up.

3.2. Analysis of the Role of E-Performance in Supporting the Implementation of Madrasah Head Supervision in Improving Teacher Professionalism in MIN 2 Pasuruan City

The results of the study show that E-Performance has a very important role in supporting the implementation of supervision of madrasah heads. The role can be analyzed from the following aspects:

1. As an Instrument for Monitoring Teacher Performance

E-Performance allows madrasah heads to monitor the implementation of teachers' duties in real time. Through this system, various teacher activities such as the preparation of learning tools, learning

implementation, learning outcome assessment, and professional development can be documented digitally. This condition makes it easier for madrasah heads to monitor without always having to conduct direct inspections.

2. Increasing Supervisory Objectivity

Prior to the implementation of E-Performance, the supervision process relied more on observations and manual reports that were susceptible to subjectivity. With the existence of E-Kinerja, the supervision process is based on systematically documented data so that the assessment results become more objective, transparent, and accountable.

3. Makes Evaluation and Decision Making Easier

The data stored in E-Performance provides comprehensive information about teacher performance achievements. Madrasah heads can identify teachers who need further guidance, determine appropriate competency improvement programs, and make decisions based on accurate data.

4. Encouraging Teacher Discipline and Responsibility

The implementation of E-Performance encourages teachers to be more disciplined in carrying out and reporting their duties. Every activity carried out must be documented in the system so as to increase teachers' awareness of their professional responsibilities.

5. Supporting the Development of Teacher Professionalism

E-Performance helps teachers reflect on the performance that has been achieved. Teachers can see the development of their performance achievements from time to time so that they are encouraged to continue to improve their pedagogic, professional, social, and personality competencies. Thus, E-Performance functions as an instrument for the development of sustainable professionalism.

Overall, E-Performance acts as a connecting medium between the supervision function of madrasah heads and efforts to improve teacher professionalism. This system makes supervision more effective, efficient, data-based, and oriented towards improving the quality of education.

3.3. Identification of Supporting Factors and Inhibiting Factors of E-Performance in Supporting the Implementation of Madrasah Head Supervision in Improving Teacher Professionalism in MIN 2 Pasuruan City

3.3.1. Supporting Factors

Based on the results of the research, there are several factors that support the successful implementation of E-Performance in the supervision of madrasah heads, namely:

1. Commitment of the Head of Madrasah

The head of the madrasah has a high commitment to implementing digital-based supervision. This commitment is shown through coaching, mentoring, and supervision that is carried out consistently on the use of E-Performance.

2. Teachers' Digital Competencies

Most teachers already have basic skills in using information technology so that the adaptation process to the E-Performance system can run well. This digital competence is an important capital in the successful implementation of the system.

3. Availability of Technology Infrastructure

The availability of adequate internet networks, computer devices, laptops, and smartphones is the main supporting factor in the implementation of E-Performance in madrasahs.

4. Government Policy Support

The policies of the Ministry of Religion and the government related to the digitization of performance management provide a strong foundation for madrasahs in implementing the E-Performance system.

5. Adaptive Work Culture

A work culture that supports innovation and change makes it easier for teachers to accept a technology-based supervision system. This creates a more professional and quality-oriented work environment.

3.3.2. Inhibiting Factors

In addition to supporting factors, the study also found several factors that are obstacles in the implementation of E-Kinerja, namely:

1. Limitations of Digital Literacy for Some Teachers

There are still some teachers who have difficulties in operating the E-Performance system, especially teachers who have limited experience in the use of information technology.

2. Internet Network Disruption

Technical obstacles in the form of unstable internet networks sometimes hinder the process of data input and teacher performance reporting.

3. High Administrative Burden

Some teachers consider that filling out E-Performance takes quite a lot of time so that it has the potential to increase the administrative burden if it is not managed properly.

4. Lack of Ongoing Training

Training on the use of E-Performance that has not been carried out regularly can cause differences in the level of understanding and skills of teachers in utilizing the system optimally.

5. Resistance to Change

A small number of teachers still show a lack of enthusiasm for the change in the work system from manual to digital because it requires adjustment to new work habits. The findings of the study show that the supervision of madrasah heads through E-Performance in MIN 2 Pasuruan City has been running systematically and is able to support the improvement of teacher professionalism. E-Performance functions as a monitoring, evaluation, and decision-making instrument that allows madrasah heads to carry out supervision in a more objective and data-based manner. The success of the implementation of this system is supported by the commitment of madrasah heads, teachers' digital competence, technological infrastructure, government policies, and an adaptive work culture. However, there are still several obstacles such as limited digital literacy, internet network disruptions, high administrative burden, lack of continuous training, and resistance to change that need attention to increase the effectiveness of E-Performance implementation in the future. Thus, the implementation of E-Performance has proven to be a strategic innovation in supporting the supervision of madrasah heads while improving teacher professionalism through a more transparent, measurable, and sustainable performance management system.

4. CONCLUSION

Based on the results of the research on the Madrasah Head Supervision Strategy in Improving Teacher Professionalism through E-Performance in MIN 2 Pasuruan City, several conclusions can be drawn as follows: The implementation of the madrasah head supervision model through E-Performance in MIN 2 Pasuruan City is carried out systematically through four main stages, namely planning, implementation, monitoring and evaluation, and follow-up. At the planning stage, the head of the madrasah sets a supervision program and teacher performance targets that are integrated with the E-Performance system. At the implementation stage, supervision is carried out through academic supervision and managerial supervision supported by digital data in E-Performance. Furthermore, monitoring and evaluation are carried out by utilizing teacher performance achievement data stored in the system to measure the level of achievement of work targets. The results of the evaluation are then followed up through coaching, training, mentoring, and providing feedback to teachers.

The Role of E-Performance in Supporting the Implementation of Madrasah Head Supervision in Improving Teacher Professionalism in MIN 2 Pasuruan City; E-Performance has a very strategic role in supporting the implementation of supervision of madrasah heads. This system functions as a teacher performance monitoring instrument, a data-based evaluation tool, and a media to support objective decision-making. Through E-Kinerja, madrasah heads can monitor the implementation of teachers' duties more effectively, transparently, and accountably. In addition, E-Performance also encourages

the improvement of discipline, responsibility, and professional awareness of teachers because every work activity is systematically documented. The use of E-Performance has been proven to help madrasah heads in identifying the needs of teacher development so as to contribute to improving the professionalism of teachers in MIN 2 Pasuruan City.

Supporting Factors and Inhibiting Factors of E-Performance in Supporting the Implementation of Madrasah Head Supervision in Improving Teacher Professionalism in MIN 2 Pasuruan City; Supporting factors for the implementation of E-Performance include the commitment of madrasah heads in implementing digital-based supervision, good digital competence of teachers, availability of information technology facilities and infrastructure, government policy support, and madrasah work culture that is adaptive to technological developments. Meanwhile, the inhibiting factors found include limited digital literacy among some teachers, internet network disruptions, high administrative burden that must be input into the system, lack of continuous training, and the resistance of some teachers to changes from manual to digital systems.

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