



From Monitoring to Mentoring: Transforming Technology Enhanced Academic Supervision for Teachers' Professional Development in Madrasahs

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Abstract

Research on academic supervision has been dominated by conventional approaches oriented toward administrative oversight, while studies on the integration of technology into academic supervision as a means of teacher professional development are still limited, particularly in madrasah environments. This study aims to examine the transformation of technology-based academic supervision at MTsN 17 Tanah Datar in supporting teacher professional development. The study used a qualitative approach with a case study design. Participants included the madrasah principal, the deputy principal for curriculum, and teachers selected based on their involvement in implementing academic supervision. Data were collected through in-depth interviews, observation, and document analysis, then analyzed using the interactive model of Miles, Huberman, and Saldaña, with data validity guaranteed through triangulation of sources and methods. The results show that academic supervision develops through five stages, from conventional classroom supervision, evaluation of supervision effectiveness, non-intrusive supervision based on CCTV, reflective supervision based on learning videos, to the use of supervision results as the basis for teacher professional development programs. This transformation encourages a culture of reflection, collaboration, and constructive feedback. This study is limited to a single location, so its generalizability needs to be further tested through quantitative or multi-site research in other madrasah contexts.

INTRODUCTION

The quality of classroom learning significantly impacts the overall quality of education. As the primary agents of learning, teachers are required to possess pedagogical competencies that enable them to effectively respond to curriculum developments, diverse student characteristics, and the ongoing digital transformation in education.

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Therefore, ongoing professional development through academic supervision is a fundamental need to improve teacher competency. From an instructional leadership perspective, madrasah principals and school heads serve not only as administrators but also as instructional leaders responsible for creating a conducive learning environment, improving teaching quality, and supporting teachers' ongoing professional development (Hallinger et al., 2020) (Mala et al., 2021).

Conceptually, academic supervision is defined as the process of providing professional support to teachers to improve the quality of learning, not simply the activity of monitoring or assessing teacher performance (Glanz, 2018). Goldhammer, as cited in Handayani et al. (2025), through the concept of clinical supervision, explains four interrelated stages of supervision: pre-observation planning, classroom observation, analysis of observation results, and providing constructive feedback to improve instructional practice.

Furthermore, Glickman et al. (2017) emphasize that modern academic supervision should focus on a collaborative, reflective, and teacher-centered approach to enhance their professional competence. Thus, the quality of professional coaching and feedback provided is as important as classroom monitoring activities in determining the effectiveness of academic supervision (McGhee & Stark, 2018) (Postholm, 2023). However, direct classroom observation accompanied by feedback sessions remains the primary practice of academic supervision in many educational institutions.

Various studies have shown that the presence of supervisors in the classroom can influence teacher teaching behavior, so this conventional supervision approach does not always result in optimal improvements in teacher pedagogical competence (Mekarsari & Sudana, 2025). Observation results may not reflect actual teaching practices because teachers tend to perform their best when they are aware of being supervised. Consequently, the data generated from the supervision process may be less representative as a basis for developing teacher professional development programs (Gong et al., 2025).

The rapid development of digital technology opens up new opportunities for innovation in academic supervision. The use of digital platforms, e-supervision, virtual supervision, and classroom learning videos allows for more flexible supervision processes, better documentation, and supports teachers' self-reflection on their teaching practices. Previous research has shown that video-based reflection improves the quality of feedback, encourages collaboration between teachers, and facilitates continuous improvement in instructional practices by allowing teachers to evaluate their performance more objectively (Incecay & Dikilitaş, 2022) (Richter et al., 2022).

From a reflective practice perspective, Schön, as cited in Avello Garcia and Muñoz Lahoz (2023), argues that reflection on teaching experiences is an important strategy for teachers' professional development because it allows them to independently identify the strengths and weaknesses of the methods used. This view is reinforced by Avello's findings, which indicate that technology-based reflective practice can foster continuous professional development while increasing teaching effectiveness.

In the past five years, studies on academic supervision have shown a shift in focus from administrative monitoring to teacher professional development. Gulo dan Handayani (2026) found that coaching-based academic supervision improved teachers' pedagogical competence through collaborative and reflective feedback. Similarly, Shobariyah dan Dwikurnaningsih (2025) demonstrated how a coaching-based supervision e-module helped principals manage teacher development programs more systematically. Furthermore, Wiyono et al. (2023) revealed that the integration of information and communication technology (ICT) in academic supervision, such

as the use of Zoom, Google Meet, WhatsApp, Google Forms, and video recordings, improves the quality of communication between supervisors and teachers, as well as the quality of learning. Meanwhile, Richter et al. (2022) demonstrated that video-based reflection improves teachers' reflective skills and the quality of teaching practices.

Despite these advances, existing research still primarily focuses on the effectiveness of supervision techniques or the application of technology solely as a supervisory tool. The transformation from a monitoring-oriented approach to technology-based professional development that integrates non-intrusive classroom observation, video-based reflection, appreciative feedback, collaboration between teachers, and the use of supervision results as the basis for teacher professional development programs remains understudied in the literature. This gap underlies this research, which analyzes the evolution of technology-based academic supervision at MTsN 17 Tanah Datar.

Academic supervision practices at MTsN 17 Tanah Datar clearly reflect this trend. Based on a preliminary study, the principal initially conducted academic supervision through direct classroom observation. However, assessment results indicated that teachers felt uncomfortable teaching when the principal was physically present in the classroom, resulting in observations that did not fully reflect actual teaching practices.

In response to this issue, the principal implemented a non-intrusive supervision strategy by utilizing CCTV installed in each classroom, allowing observations to be conducted without the direct presence of the supervisor. This innovation then evolved into a reflective supervision model based on classroom video learning integrated with the Ministry of Religious Affairs' e-Kinerja application.

Based on this description, this study aims to examine how technology-based academic supervision at MTsN 17 Tanah Datar has undergone changes and explain how this transformation has shifted the orientation of supervision from activity monitoring to teacher professional development.

This study offers a conceptual model of technology-based academic supervision that integrates teacher collaboration, appreciative feedback, video-based reflection, non-intrusive classroom observation, and ongoing professional development. In addition to providing an alternative framework for implementing academic supervision in madrasahs in the era of digital transformation, this research is expected to contribute to the development of instructional leadership literature.

METHODS

This research employed a qualitative approach with a case study design. This approach was chosen because the research aimed to gain a comprehensive understanding of the evolution of technology-based academic supervision at MTsN 17 Tanah Datar, from conventional classroom observation, to non-intrusive, CCTV-based supervision, to reflective supervision based on classroom instructional videos as a teacher professional development strategy.

Case studies allow researchers to deeply examine participants' interpretations of academic supervision practices and understand the phenomenon in its natural context (Yin, 2018). The research was conducted at MTsN 17 Tanah Datar, West Sumatra, Indonesia. This location was purposively selected because the school had developed an innovative, technology-based academic supervision model as part of its efforts to improve the quality of learning. Participants were selected through purposive sampling based on their direct involvement in academic supervision implementation.

They included the principal as the primary informant, the deputy head of curriculum, and several teachers who had experienced all three forms of supervision:

direct classroom observation, CCTV-based supervision, and video-based supervision. Teachers were selected to represent a variety of supervision experiences and to obtain rich and in-depth data on the implementation of the supervision program.

Data were collected through in-depth interviews, observations, and document analysis, conducted in stages throughout the supervision period. Semi-structured interviews with the madrasah principal and teachers were conducted to explore their perspectives, strategies, and experiences in implementing technology-based academic supervision.

Observations focused on the supervision process and accompanying teacher development activities. Document analysis was conducted on supervision reports, supervision instruments, classroom learning videos, e-Kinerja documents, and official publications from MTsN 17 Tanah Datar related to academic supervision and teacher professional development to strengthen and validate the interview findings.

The trustworthiness of the data in this study was maintained through four qualitative criteria as proposed by Lincoln and Guba: credibility, transferability, dependability, and confirmability. Data credibility was achieved through source and method triangulation. Source triangulation was conducted by comparing data from the madrasah principal, vice-principal, and teachers, while method triangulation was conducted by comparing the results of interviews, observations, and document analysis.

Credibility was also strengthened through member checking with the madrasah principal as the primary informant to ensure the researcher's interpretations aligned with the participants' experiences and perspectives. Transferability was maintained through a detailed description of the research context (thick description) so that readers could assess the relevance of the findings to other similar contexts. Data dependability and certainty were maintained through systematic recording of the research process (audit trail), including field notes, interview transcripts, and documentation of the analysis stages, so that the research process and results could be traced and accounted for.

Data were analyzed using Miles et al. (2014), interactive model, which consists of data condensation, data presentation, and drawing and verifying conclusions. Analysis was conducted iteratively throughout the data collection phase until the research was completed.

The results of the analysis were then categorized into five main themes that illustrate the evolution of academic supervision: (1) conventional academic supervision through classroom observation; (2) evaluation of supervision effectiveness; (3) non-intrusive supervision based on CCTV; (4) reflective supervision based on classroom learning videos; and (5) utilization of supervision results as a basis for teacher professional development.

RESULT AND DISCUSSION

The results show that academic supervision at MTsN 17 Tanah Datar has gradually changed from a traditional, monitoring-focused supervision model to a technology-enhanced model that prioritises teachers' professional development, professional mentoring, and reflective practice. This change did not happen overnight; rather, it started with an assessment of the efficacy of the current supervision procedures. It then developed through the incorporation of technology, modifications to feedback procedures, and the application of supervision results to the creation of teacher professional development initiatives.

According to the data analysis, academic supervision underwent five significant stages of transformation, as shown in Figure 1:



Figure 1. The Five Main Stages of Academic Supervision Transformation. (Source: Researcher's data analysis, visualized via Generative AI, [2026])

Academic supervision at MTsN 17 Tanah Datar was carried out by direct classroom observation throughout the principal's early tenure. This is the traditional method of supervision that is frequently used in madrasahs. Using an academic supervision tool, the principal visited classes during instructional sessions to observe teachers' methods. Following the observation, teachers were given one-on-one feedback that highlighted their strengths and areas for development.

Academic monitoring has been identified as one of the institution's top initiatives for raising educational standards, according to a review of documents posted on the madrasah's official website. The results of the interviews, however, showed that instructors' pedagogical ability had not yet improved to the fullest extent as a result of direct classroom observation. The principal clarified that while regular supervision was carried out, improvements in the calibre of instruction in the classroom tended to happen gradually.

Additionally, teachers stated that the principal's presence in the classroom put them under psychological strain while they were teaching. One educator said: "Our focus is split when the principal walks into the classroom. The lesson does not flow as effortlessly as it typically does because we feel like we are being judged while we continue to teach." Another educator clarified that during observations in the classroom, they were more concerned with showcasing their greatest teaching skills than with teaching organically. As a result, real classroom teaching approaches were harder to capture in the observation data.

The results show that the best advances in teachers' pedagogical ability have not been achieved by traditional academic supervision through direct classroom observation. Some instructors felt that they were being assessed because of the principal's presence in the classroom, which caused them to perform at their best rather than using their usual methods. Because of this, the supervision findings were less useful as a foundation for creating teacher professional development programmes since they could not accurately represent real teaching and learning processes.

These results are in line with (Gulo & Handayani, 2026), who contend that academic supervision that is mainly concerned with administrative evaluation has little effect on enhancing instructors' skills. In a similar vein, (Istikomah et al., 2025) stress that classroom observation gains greater significance when it is followed by thoughtful conversations and ongoing professional assistance.

Then (Solowati et al., 2026), who discovered that a coaching-based method converts academic supervision from a monitoring activity into a process of professional mentoring that encourages teacher reflection and instructional improvement, corroborate the findings. According to Temcharoen dkk. (2025), coaching and mentoring-based supervision also improves teachers' professional competence through ongoing introspection and professional communication.

Furthermore, (Maryani & Putra, 2025) found that reflective academic supervision, as opposed to supervision that only concentrates on administrative evaluation and classroom observation, is more successful in raising the calibre of instruction and learning. Thus, a technology-enhanced supervision model that prioritises professional mentorship and ongoing teacher professional development was developed at MTsN 17 Tanah Datar in response to the shortcomings of traditional academic supervision.

The principal assessed the efficacy of the current academic supervision procedures in response to these difficulties. The review found that the observation procedure, which gave teachers the impression that they were being watched, was the primary problem rather than the supervision tool itself. The principal made the decision to put CCTV cameras in each classroom as a result of this introspection. This method allowed for remote classroom inspections from the principal's office, eliminating the need for the supervisor to physically visit the classroom. The principal clarified:

"I wanted to observe authentic teaching, not teaching that changes simply because I am present in the classroom."

Teachers reported feeling more at ease in the classroom as a result of this modification. One educator said:

"We are still aware that our teaching is part of the supervision process, but we no longer feel pressured because the principal is not physically present in the classroom."

Additionally, the vice principal for curricular affairs clarified that compared to traditional in-person classroom observations, the usage of CCTV offered more objective information about teaching and learning in the classroom..

The results show that the principal's consideration of the shortcomings of traditional academic supervision led to the adoption of CCTV. The observation environment, which gave teachers the impression that they were being watched, was the primary problem rather than the supervision tool itself. This prevented teachers from instructing in a natural way.

Through the use of CCTV, classroom inspections could be carried out without the supervisor physically present, giving instructors greater comfort when instructing and giving the principal a more impartial view of actual classroom procedures. These results confirm the claims made by (Sermal & Yunus, 2025) that the use of technology in academic supervision makes the process more adaptable, impartial, and encouraging for instructors' professional growth.

Then (Puspitasari et al., 2025) revealed similar results, showing that coaching-based academic supervision improves instructors' pedagogical competency by encouraging them to actively reflect on their teaching methods.

Furthermore, (Kadroon, 2023), who showed that coaching and mentoring based supervision encourages ongoing professional discourse, increases instructors' receptivity to feedback, and supports continuous development in instructional practice, further corroborate these findings. Furthermore, Subni dkk. (2023) highlighted that incorporating technology into educational supervision enhances collaboration, adaptability, and responsiveness to the professional demands of teachers.

Thus, by producing more genuine classroom evidence to support teachers' ongoing professional development, the installation of CCTV at MTsN 17 Tanah

Datar not only changed the way the principal conducted classroom observations but also changed the focus of academic supervision from monitoring to professional mentoring.

The method of observation was not the only aspect of the transformation. Additionally, the principal modified how feedback was given during the supervision process. The results of the interviews showed that identifying the teacher's abilities and effective teaching techniques was the first step in every monitoring meeting. The principal clarified that when instructors are first acknowledged and valued for their accomplishments, they are more open to ideas for development.

Instructors admitted that this method made the supervision environment more transparent and encouraging. One educator said:

"We never receive immediate criticism. Before making recommendations for improvement, the principal always starts by highlighting our accomplishments."

Teachers' opinions of academic monitoring were altered by this strategy. Teachers began to consider supervision as a chance for collaborative learning and professional development rather than simply an assessment procedure.

The results show that one of the main elements in the evolution of academic supervision at MTsN 17 Tanah Datar was altering the method of providing feedback.

The principal first recognised the teachers' strengths and effective teaching methods rather than starting the supervisory process by pointing out their flaws. Teachers were more open to criticism since they saw it as professional assistance rather than an assessment thanks to this method.

These results align with the findings of (Ramadhona et al., 2025), who found that mentorship and instructional coaching boost instructors' self-confidence, make them more receptive to criticism, and encourage ongoing professional development. In a similar vein, (Poulou et al., 2023) discovered that comments given following a classroom observation is more successful in assisting teachers in identifying their areas of strength and growth.

Furthermore, (Suarni, 2023), who showed that academic supervision combined with coaching enhances the quality of classroom management by giving teachers the chance to reflect on their teaching methods and have professional conversations with the supervisor, further supports these conclusions.

Additionally, (Parpucu & Al-Mabuk, 2018) stressed that a crucial component of improving the efficacy of teacher professional development programmes is constructive criticism centred on professional development. In order to continuously improve the quality of teaching and learning, MTsN 17 Tanah Datar implemented a change in the feedback approach that not only changed teachers' perceptions of academic supervision but also promoted a more collaborative and reflective culture of professional mentoring.

The results show that after the Ministry of Religious Affairs' *e-kinerja* application was put into place, academic supervision at MTsN 17 Tanah Datar continued to change beyond the use of CCTV as a classroom observation tool to reflective video-based supervision. In accordance with a set timetable, teachers have to record their lessons in the classroom and turn in the recordings to the principal as proof of their performance and oversight.

When compared to CCTV-based observation, instructional videos allowed the principal to review classroom practices on a regular basis. This allowed for a more thorough examination of different facets of teaching, such as time management, teacher-student interactions, classroom management, instructional strategies, and the use of instructional media. Before getting criticism from the principal, teachers were also given the chance to consider their own teaching methods.

The results also showed that teachers worked together to produce educational videos. The principal formed teacher teams that worked together to create lesson plans, carry out instruction in the classroom, record and edit videos, publish them on YouTube, and then send the video links to the principal for oversight. In addition to meeting the *e-kinerja* system's administrative criteria, this procedure promoted professional conversations among educators on teaching methods, the usage of educational media, and ways to solve problems in the classroom. The principal then gave instructors feedback through thoughtful conversations that started by identifying their strengths before making recommendations for enhancements and different teaching methods. As a result, video-based supervision not only produced more detailed feedback but also promoted a culture of introspection, teamwork, and professional mentorship that aided in the ongoing improvement of instructors' pedagogical competency.

The study's findings indicate that the use of educational videos has changed academic supervision from a series of observational activities to a more thorough professional reflection process. In contrast to direct observation or CCTV, which only provides a picture of the classroom at that moment, video allows teachers and madrasah administrators to review the teaching process in a more comprehensive way, allowing for a more thorough analysis of many aspects of the classroom.

In addition, the guru has the opportunity to reflect on himself before receiving the *umpan balik* from the madrasah head. This is in line with (Stoetzel et al., 2025) explanation that video analysis can enhance professional reflection and provide more critical and insightful learning practices. According to (Mann et al., 2020), research, video-based reflection helps teachers identify students' strengths and weaknesses in a more objective way, which will improve the quality of instruction.

Another important aspect is the development of teacher collaboration in the process of creating instructional videos. Not only does the guru serve as a supervisory object, but they also actively participate in teaching, encourage learning, provide guidance, and facilitate collaborative learning.

This situation indicates that supervision has developed into a professional learning community (professional learning community) that supports teacher competency development in a continuous manner. The results of this study are consistent with (Istiqamah et al., 2024), who found that reflective academic supervision can increase teacher professionalism through reflective dialogue, coaching, and follow-up.

The final conclusion shows that neither individual recommendations nor score assignments marked the conclusion of the supervisory procedure. Rather, the information gathered from instructional films, CCTV surveillance, and classroom observations was thoroughly examined to determine the needs of teachers in terms of professional development.

The vice principal for curriculum clarified that professional development programmes were created based on instructors' recurrent areas of weakness. Documentation from MTsN 17 Tanah Datar's official website provided more evidence for this conclusion. According to a release dated 18 June 2026, the school strengthened the use of Deep Learning in classroom instruction by holding a Digital Learning Workshop Based on the Love-Based Curriculum (Kurikulum Berbasis Cinta/KBC).

The material shows how teacher capacity-building initiatives at MTsN 17 Tanah Datar are closely linked with academic monitoring. Professional development programmes are created based on the needs found during the academic supervision process, not as general training exercises. The results show that academic supervision at MTsN 17 Tanah Datar went beyond classroom observations and feedback to

include the utilisation of supervision findings as a foundation for creating professional development programmes for instructors.

To determine instructors' competency needs, data from classroom observations, CCTV surveillance, and instructional films were methodically analysed. This ensured that professional development activities were created based on real needs rather than standard administrative programmes.

This result is in line with (Rusli et al., 2021), who contended that in order to guarantee that professional development is both focused and long-lasting, the content and follow-up of academic supervision should be based on instructors' needs assessment. In a similar vein, (Haryanto, 2024) highlighted that the success of academic supervision is dependent not only on the observation process but also on the follow-up measures put in place through professional development programmes and teacher coaching based on the supervision findings.

Furthermore, (Cooper et al., 2020), who contended that professional development for teachers becomes more meaningful when it is based on learning needs discovered by instructors' actual teaching practices rather than being driven merely by administrative obligations, further supports these findings.

In this sense, supervision results provide useful information for creating professional development initiatives that are pertinent to the requirements of educators. Additionally, (Badri et al., 2016) emphasised that schools may create more effective training programmes that enhance the quality of teaching and learning by addressing the professional development requirements of teachers.

As a result, the approach used at MTsN 17 Tanah Datar shows how academic supervision has developed into a data-driven professional development system, where each teacher capacity-building programme is created in accordance with the needs found throughout the academic supervision process.

CONCLUSION

This study shows that academic supervision at MTsN 17 Tanah Datar evolved from a monitoring-oriented approach to technology-based professional development through five stages: conventional classroom observation, evaluation of supervision effectiveness, non-intrusive CCTV-based supervision, video-based reflective supervision, and utilization of supervision results as a basis for teacher professional development.

This transformation shifts the supervision paradigm from a supervisory activity to a collaborative, reflective, and appreciative process. Theoretically, these findings extend the clinical and collaborative-reflective supervision frameworks (Glickman et al., 2017) by demonstrating that technology integration and coaching quality improvement develop in tandem, rather than separately, as previous studies have assumed.

Practically, madrasah principals are advised to routinely integrate video recordings of lessons into the supervision cycle, utilize them for collective reflective discussions among teachers, and develop technical guidelines that govern the supervision process and follow-up to teacher professional development. This study was limited to a single site with purposively selected participants, thus potentially biased and limited in its generalizability. Further research is recommended to test this five-stage model through quantitative or multi-site approaches, and examine its relationship to student learning outcomes.

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