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Principal as Academic Supervisor in Enhancing Teacher Performance: A Multisite Case Study in Integrated Islamic Elementary Schools

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ABSTRACT

Objective: This study aims to analyze the role of the principal as an academic supervisor in improving teacher performance at two Integrated Islamic Elementary Schools (SDIT) in Bangkalan, Indonesia. The research focuses on the cycles of planning, implementation, evaluation, and the identification of influencing factors within a specialized religious educational context. **Method:** a qualitative approach with a multi-site case study design was employed. Data were collected through in-depth interviews, participant observation, and documentation. Data analysis followed the Miles, Huberman, and Saldana interactive model, incorporating data condensation, display, and both individual-site and cross-site analysis to establish credible research propositions. **Results:** the findings reveal that supervision was executed through a participatory planning model designed to reduce teacher anxiety. Implementation utilized clinical supervision aligned with collaborative principles, employing dialogic feedback and coaching techniques. Reflective evaluation meetings significantly boosted teacher achievement motivation, shifting performance from "Good" to "Very Good." While high managerial competence and a strong quality culture acted as catalysts, administrative workloads and psychological resistance were identified as primary inhibitors. **Novelty:** research introduces the "Integrative Clinical Coaching Supervision" (ICCS) model. Unlike traditional models, ICCS synthesizes Glickman's developmental theory with Oliva's instructional cycle, specifically tailored for the high-commitment environment of Islamic integrated institutions. It provides a unique, systematic framework for sustainable teacher professionalization by bridging clinical techniques with a coaching-based quality assurance instrument.

INTRODUCTION

The quality of education serves as the fundamental pillar for a nation's resilience and adaptability amidst global shifts (Kornytska, 2023). In Indonesia, the national educational goals anchored in Law No. 20 of 2003 emphasize developing a student's potential to become intellectually capable and morally upright citizens (Azhari et al., 2026). To realize these ideals, educational institutions have transitioned from centralized systems to decentralized governance, granting schools the autonomy to manage programs according to specific institutional visions. At the center of this autonomy is the principal, whose leadership is pivotal in navigating the complexities of school management through professional academic supervision (Cheng et al., 2016; Spalanzani & Zouaghi, 2025).

However, the need for academic supervision reform has become increasingly urgent in Integrated Islamic Elementary Schools operating within the Integrated Islamic School Network (JSIT). Over the past two decades, SDIT institutions have experienced exponential growth, transforming from alternative private enclaves into highly sought-after premier institutions that command immense public trust and strict parental accountability. This rapid market expansion has generated an acute institutional paradox: These schools are fiercely