

Collaborative-Spiritual Academic Supervision: a Strategy for Teacher Competency Development in Madrasah

*Umar Sidiq¹, Ava Swastika Fahriana², Muhammad Ali³

^{1,3}Universitas Islam Negeri Kiai Ageng Muhammad Besari, Jl. Pramuka No.156,
Ponorogo, East Java, Indonesia

²Universitas Islam Negeri Maulana Malik Ibrahim Malang, Jl. Gajayana No. 50,
Malang, East Java, Indonesia

*umarsidiqstainponorogo@gmail.com

ABSTRACT: *Academic supervision is a crucial component of teacher professional development; however, its practice in madrasahs extends beyond the mere monitoring of instruction to encompass mentoring, reflection, and the strengthening of teacher competencies. This study aims to analyse and describe academic supervision planning regarding teacher competency development, examine the supervision models and practices implemented in madrasahs, and analyse the implications of academic supervision for teacher competency development. A qualitative approach with a multi-site study design was employed. Primary data were obtained from madrasah principals, teachers, and other stakeholders involved in the supervision process. While secondary data consisted of documents related to planning, implementation, evaluation, and follow-up. Data collection involved semi-structured interviews, participant observation, and document analysis. Data analysis was conducted through data condensation, data display, and conclusion drawing and verification, utilising both within-site and cross-site analysis. Data validity was ensured through source and technique triangulation as well as continuous information verification. The results indicate that supervision planning is structured yet adaptable to the specific needs and conditions of the teachers. The supervision model integrates scientific, collegial, collaborative, and spiritual approaches with a GROWME-based coaching process that links observation, reflection, follow-up, monitoring, and evaluation. Supervision practices have evolved from a mere inspection-oriented pattern toward a professional relationship in which the supervisor acts as a consultant and facilitator. The implications of supervision are evident in the development of teachers' pedagogical, social, personal, and professional competencies, driven by the interplay between internal motivation and external support. These findings demonstrate that teacher competency development can be enhanced through supervision that integrates professional growth with spiritual values and moral responsibility. As this study was limited to the context of two madrasahs and utilised a qualitative approach, the findings cannot be statistically generalised.*

Supervisi akademik merupakan bagian penting dalam pengembangan profesional guru, tetapi praktiknya di madrasah tidak hanya berkaitan dengan pengawasan pembelajaran, melainkan juga mencakup pembinaan, refleksi,

¹ orcid id: <https://orcid.org/0009-0009-3290-5684>

dan penguatan kompetensi guru. Penelitian ini bertujuan untuk menganalisis dan mendeskripsikan perencanaan supervisi akademik dalam pengembangan kompetensi guru, mengkaji model dan praktik supervisi akademik yang diterapkan di madrasah, serta menganalisis implikasi supervisi akademik terhadap pengembangan kompetensi guru. Penelitian menggunakan pendekatan kualitatif dengan desain studi multisitus. Data primer diperoleh dari kepala madrasah, guru, dan pihak yang terlibat dalam pelaksanaan supervise. Sedangkan data sekunder berupa dokumen perencanaan, pelaksanaan, evaluasi, dan tindak lanjut supervisi. Data dikumpulkan melalui wawancara semi-terstruktur, observasi partisipan, dan dokumentasi. Analisis data dilakukan melalui kondensasi data, penyajian data, serta penarikan dan verifikasi kesimpulan dengan analisis dalam situs dan lintas situs. Keabsahan data diperkuat melalui triangulasi sumber dan teknik serta pengecekan informasi secara berkelanjutan. Hasil penelitian menunjukkan bahwa perencanaan supervisi disusun secara terstruktur namun tetap adaptif terhadap kebutuhan dan kondisi guru. Model supervisi yang ditemukan memadukan pendekatan ilmiah, kolegial, kolaboratif, dan spiritual dengan proses coaching berbasis GROWME yang menghubungkan observasi, refleksi, tindak lanjut, monitoring, dan evaluasi. Praktik supervisi berkembang dari pola pemeriksaan menuju hubungan profesional yang menempatkan supervisor sebagai konsultan dan fasilitator. Implikasi supervisi terlihat pada pengembangan kompetensi pedagogik, sosial, kepribadian, dan profesional guru melalui interaksi antara motivasi internal dan dukungan eksternal. Temuan ini menunjukkan bahwa pengembangan kompetensi guru dapat diperkuat melalui supervisi yang mengintegrasikan peningkatan profesionalitas dengan nilai spiritual dan tanggung jawab moral. Penelitian ini terbatas pada konteks dua madrasah dan pendekatan kualitatif sehingga temuan tidak dapat digeneralisasi statistik.

Keywords: *Academic Supervision, Teacher Competence, Professional Development, Madrasah Students.*

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I. INTRODUCTION

Teachers are key figures in determining the quality of educational processes and outcomes, as teacher competence is linked to the quality of classroom instruction. This competence encompasses the ability to understand student characteristics, design and implement instruction, and utilise assessment results to improve the teaching-learning process (Blömeke et al., 2022; Liestari & Muhandis, 2021). However, the diversity of student abilities and characteristics requires teachers to adapt their instructional strategies, yet understanding learner characteristics remains a challenge in pedagogical practice (Risan, 2022; Prasetyo et al., 2022). Furthermore, the ability to translate the curriculum into instructional practice does not always develop optimally without sustained professional support (Nihayah et al., 2023). These conditions indicate that teacher competence development must occur through a guidance process closely aligned with instructional practice and the teachers' actual needs. In this context, academic

supervision serves as a strategic mechanism to assist teachers in reflecting on their instructional practices, identifying weaknesses, and continuously developing their competence.

Sahertian (2019) views supervision as a process of professional guidance aimed at helping teachers develop the skills needed to carry out their educational duties. This perspective frames supervision not as an administrative inspection of teachers, but as a process of professional support that enables them to reflect on their teaching practices and address identified weaknesses. Glickman et al. (2017) also position supervision as a professional development process that must be tailored to the teachers' proficiency levels, experience, and needs. Consequently, academic supervision should ideally extend beyond classroom observation to include feedback, reflection, guidance, and follow-up actions aimed at transforming instructional practice.

A number of empirical studies demonstrate a relationship between academic supervision and teacher competence. Fitriyani et al. (2021) revealed that academic supervision in madrasahs is conducted through stages of planning, observation, monitoring, and follow-up aimed at enhancing teachers' pedagogical competence. Research by Muzzayin et al. (2021) also demonstrated that supervision programs are designed based on the results of previous supervision evaluations and are utilised to improve teachers' pedagogical competence. In a more specific context, academic supervision serves as a means to assist, guide, and motivate teachers in enhancing their professional capabilities, particularly regarding the instructional process (Lorensius et al., 2022). These findings are reinforced by research positioning academic supervision as a direct intervention targeting aspects of teacher competence. Previous studies showed that collaborative academic supervision improves teachers' abilities to plan and implement instruction as well as assess learning outcomes (Suprpto, 2023). Apart from that, previous research also found that technology-assisted academic supervision can help teachers develop the skills needed to implement differentiated instruction (Subekti, 2023). Meanwhile, action research conducted by Suparmi (2019) demonstrated improvements in teachers' abilities to design learning objectives, select teaching materials and strategies, and conduct evaluations following the implementation of academic supervision. Other findings indicate that academic supervision can also be directed toward the development of instructional administration and the quality of teaching practices (Elipah, 2023).

Although various studies highlight the importance of academic supervision, existing research still exhibits certain limitations. Available studies generally focus on a single institution and describe supervision stages—planning, implementation, evaluation, and follow-up—in a linear fashion. Furthermore, some research targets specific competency aspects, such as pedagogical competence in lesson planning or the implementation of differentiated instruction; consequently, there is limited explanation regarding how the entire supervision process is designed and executed as a mechanism for the continuous professional development of teachers. These limitations indicate a need to examine further how academic supervision is designed, implemented, and followed up so that it genuinely serves as a process for teacher competency development within specific institutional contexts. This inquiry is crucial because supervision does not occur in a uniform environment. Institutional characteristics, teacher experience and ability, the leadership style of the madrasah principal, student needs, and organisational culture can all influence how supervision is designed and applied. Recent studies on academic supervision in Indonesia also reveal that supervision practices vary widely and must be

understood not only in terms of the program itself but also regarding how supervision is carried out at the individual school level.

Within the framework of developmental supervision theory, Glickman et al. (2017) explain that supervision approaches should take into account the teacher's level of professional development. Teachers with high levels of competence and autonomy require a different supervision approach than those who still need intensive guidance. Meanwhile, the clinical supervision approach emphasises a cycle comprising planning, observation of instructional practices, analysis of observation results, and feedback conferences as a process to assist teachers in improving their teaching practices. From this perspective, academic supervision can be understood as an adaptive process rather than a standardised administrative procedure applied uniformly to all teachers. Differences in teachers' conditions should serve as the basis for supervisors to determine the appropriate form of guidance, supervision techniques, intensity of support, and follow-up actions. This perspective is increasingly relevant to the development of teacher competence. Pedagogical competence requires teachers to understand student characteristics, develop curricula, design and implement instruction, and evaluate learning outcomes. Professional competence demands mastery of subject matter and the ability to engage in continuous professional development. Consequently, academic supervision should bridge the gap between classroom observation findings and teachers' competency development needs. Findings regarding deficiencies in teachers' abilities—such as understanding student characteristics, designing instruction, employing varied strategies, or utilising assessment results—should not merely be recorded in supervision instruments; rather, they must be translated into agendas for mentoring and professional development.

This issue presents an interesting context when examined within a madrasah. Madrasah not only fulfils general educational functions but also possesses institutional characteristics tied to the provision of Islamic education. Therefore, developing teacher competence in madrasahs involves not only technical teaching skills but also the ability to conduct instruction in alignment with the specific characteristics and educational goals of the madrasah. In this context, academic supervision serves as an element of the educational management mechanism that links professional expectations for teachers with the institutional nature of the madrasah. Research on academic supervision in Islamic educational institutions indicates that supervision can function as a developmental process to help teachers enhance their pedagogical and professional competencies across the stages of planning, implementation, evaluation, and follow-up (Kuswandi et al., 2022; Romdhoni & Rahman, 2022). Studies within madrasahs also demonstrate that academic supervision assists teachers in improving lesson planning and the quality of their teaching practices (Jamilah, 2023). However, as existing research generally focuses on single institutions or specific competency aspects, there remains a need for deeper study into how supervision practices are constructed and adapted to the characteristics of different institutions.

Given these issues, this study was conducted at MTsN Kunir and MTs Setinggal Blitar. These two madrasah (Islamic junior high schools) were selected not merely for their academic and non-academic achievements, but because they possess distinct institutional characteristics regarding their age, educational and administrative staff resources, facilities, and surrounding social environments. At the same time, both institutions enjoy a reputation for producing graduates and students with diverse achievements. These differing characteristics provide a context that allows the study to

examine whether there are shared supervision patterns, divergent strategies, or specific forms of adaptation in teacher competency development. Thus, the two schools serve not only as research locations but as sites enabling a cross-site analysis. This constitutes the study's research gap. A multi-site study allows for a deeper examination of the issue, as each site is analysed contextually before being compared to identify similarities, differences, and cross-site patterns.

Consequently, the novelty of this research lies in understanding academic supervision as a contextual and adaptive process of teacher competency development, achieved through a multi-site analysis of two madrasahs with distinct institutional characteristics. Cross-site analysis is subsequently employed to identify both general patterns and the unique attributes of each school. This approach aims to broaden the study of academic supervision—moving beyond mere questions of effectiveness toward an understanding of how supervision is constructed and adapted as a strategy for teacher professional development within the madrasah context. Based on this rationale, the study aims to analyse and describe academic supervision planning for teacher competency development, examine the supervision models and practices implemented at MTsN Kunir and MTs Setinggal Blitar, and analyse the implications of academic supervision for teacher competency development at both institutions. Through a multi-site study design, this research aims to provide a more comprehensive understanding of the academic supervision patterns evolving within two distinct madrasah contexts, while also identifying supervision principles that can support the continuous development of teacher competence.

II. METHOD

This research uses a qualitative approach with a multi-site study design carried out at MTsN Kunir and MTs Setinggal Blitar. This design is used to understand in depth the practice of academic supervision in developing teacher competency at two institutions with different institutional characteristics. Data collection was carried out for two months using primary and secondary data. Primary data was obtained through direct interaction with madrasa heads, teachers and other parties involved in the implementation of academic supervision. Meanwhile, secondary data uses documents related to planning, implementation, evaluation and follow-up supervision. A qualitative approach was chosen because the research focuses on understanding the processes, experiences, practices and context of implementing academic supervision as they occur naturally at each research site (Creswell & Poth, 2018).

Data was collected through participant observation, semi-structured interviews, and documentation. Observations were carried out to obtain an overview of the implementation of academic supervision and coaching interactions between madrasah heads and teachers. Semi-structured interviews were used to gather information regarding supervision planning, models and approaches used, teacher experiences during the supervision process, as well as follow-up forms of competency development (Yin, 2018). Documentation is used as supporting data, both in the form of public documents and internal madrasa documents, such as academic supervision programs, supervision schedules, observation instruments, learning tools, evaluation results and follow-up documents. The use of several of these techniques allows researchers to obtain more comprehensive data while comparing information obtained from various sources.

Data analysis was carried out in stages through data condensation, data presentation, and conclusion drawing and verification as developed by Miles et al. (2014). Analysis was first carried out at each site (within-site analysis) to identify patterns of planning, implementation, supervision approaches and follow-up on teacher competency development at MTsN Kunir and MTs Setinggil. Next, a cross-site analysis was carried out by comparing the findings from the two madrasahs to identify similarities, differences and patterns of supervision practices that emerged in different institutional contexts. Data validity techniques are carried out through triangulation of sources and techniques, member checking, and adequate involvement of researchers during the data collection process (Mezmir, 2020). With this procedure, it is hoped that the research results will not only describe supervision practices in each madrasah but also explain patterns of teacher competency development that can be understood through a comparison of the two research sites.

III. RESULT AND DISCUSSION

Academic Supervision Planning Program for Teacher Competence Development

Research findings from MTsN Kunir and MTs Setinggil Blitar indicate that academic supervision planning is positioned as part of a systematic and continuous teacher competency development program. Planning goes beyond merely scheduling supervision sessions; it begins by identifying teachers' needs and issues based on evaluations from the previous period. These findings are then used to prioritise specific competencies for professional development in the upcoming period. Although teacher competencies conceptually encompass pedagogical, personal, social, and professional domains, the research shows that pedagogical and personal competencies are the primary focus, as they better align with the development needs identified at both madrasahs. Consequently, supervision planning is targeted rather than applying a uniform development approach to all teachers. This finding is corroborated by the Principal of MTsN Kunir (SH), who explained that the supervision program is designed by first reviewing prior evaluation results. The informant stated:

"We design our supervision program based on the results of previous evaluations. So, it is not just about setting a schedule; we first look at which areas need improvement or further development for each teacher."

This statement demonstrates that previous evaluations serve as the basis for a needs assessment to determine the direction of the supervision program. A similar approach was observed at MTs Setinggil (SF). The principal explained that while the supervision program and schedule are established in advance, their implementation is tailored to the teachers' specific circumstances. He stated:

"We do have a supervision program and schedule, but implementation takes the teachers' conditions into account. Some teachers require more guidance on lesson planning, while others need more support regarding classroom implementation or professional conduct."

These findings indicate that while a structured program is necessary as a guideline, its implementation remains flexible. Beyond the perspective of the madrasah head, teachers view supervision as part of a professional development process rather than merely an administrative check. One of the teachers (ZA) revealed:

"Supervision is not just about having our paperwork checked or our teaching observed. Afterwards, there is usually a discussion about what needs improvement. So, it feels more like professional guidance that reminds us of our responsibilities as teachers."

This statement reinforces the finding that supervision planning at both madrasas fosters guidance that is diagnostic, humanistic, and continuous. Overall, the multi-site findings indicate that the academic supervision planning programs at MTsN Kunir and MTs Setinggil possess two primary characteristics: they are structured and adaptive. The structured nature is evident in the presence of clear objectives, programs, schedules, targets, instruments, evaluation mechanisms, and follow-up actions. Meanwhile, the adaptive nature is reflected in the use of evaluation results and teachers' needs as the basis for prioritising professional guidance. This planning forms a cycle linking inputs, processes, products, outcomes, and feedback, ensuring that supervision results from one period serve as the foundation for planning the next.

The research findings reveal a shift in the perspective regarding academic supervision planning. Planning is no longer viewed merely as an administrative task to fulfil supervision requirements, but rather as a diagnostic process that shapes the direction of teacher competency development. This finding aligns with the developmental supervision perspective of Glickman et al. (2017), which prioritises teachers' needs, developmental levels, and characteristics when determining the appropriate form of professional support. Under this perspective, supervisors should not apply a uniform supervision model to all teachers, given that individual professional needs vary. Consequently, the use of evaluation results from previous periods in this study demonstrates a shift in planning from a schedule-oriented approach to one that is needs-oriented.

The emphasis on needs assessment highlights that the quality of planning is heavily dependent on the quality of information used as a basis for decision-making. Planning based solely on the academic calendar risks reducing supervision to a mere routine activity, whereas planning grounded in evaluation results enables madrasahs to identify issues that genuinely require intervention. The findings of Kuswandi et al. (2022) support this argument; in their evaluation of academic supervision programs at Madrasah Aliyah, supervision yielded not only assessments of teacher competence but also follow-up programs for future improvement. Thus, findings from MTsN Kunir and MTs Setinggil demonstrate that evaluation serves a more strategic function when its results are fed back into the planning stage.

Prioritising pedagogical and personality competencies must also be understood in proper proportion. These findings do not imply that social and professional competencies are unimportant; rather, they indicate that supervision requires a focused approach to prevent professional development efforts from becoming overly broad. Previous research shows that supervision by the madrasah head can be specifically directed toward improving teachers' pedagogical competence, with the resulting improvements influenced by teacher readiness, the head's capabilities, and the availability of facilities (Idammatussilmi & Utaminingsih, 2023). Meanwhile, the collaborative academic supervision can enhance teachers' abilities in lesson planning, instructional delivery, and assessment (Suprpto, 2023). These findings reinforce the current study's conclusion that prioritising specific competencies can serve as a strategy to make professional development more targeted and in-depth.

However, an interesting conceptual issue arises here. Normatively, teacher competencies constitute an interconnected whole, yet in the practice of supervision planning, these competencies tend to be mapped into distinct categories. This situation reveals a tension between an integrative approach to competence and the managerial necessity of establishing priorities. If all competencies are targeted simultaneously, supervision risks becoming overly broad and lacking depth regarding specific issues. Conversely, if competency categories are treated in isolation, supervision may fail to address the interconnections among pedagogical, personal, social, and professional capabilities. Therefore, the study's findings suggest that competency priorities should be viewed as a sequence of professional development needs rather than as a permanent compartmentalisation of competencies.

A structured yet adaptive nature emerged as another key finding. Program structure provides clarity regarding actions to be taken, timing, target participants, and the instruments to be employed. Simultaneously, adaptability allows the madrasah principal to adjust the intensity and format of professional development based on the teachers' specific circumstances. The developmental supervision perspective proposed by Glickman et al. (2017) is relevant to explaining this pattern, as an ideal supervisory approach tailors the form of support to the teachers' developmental needs. These findings also align with the results of Prestiadi et al. (2022), which demonstrate the relationship between principal leadership, instructional supervision, and teacher professionalism. Thus, structure and flexibility need not be viewed as contradictory; rather, they can function concurrently within supervision planning.

The humanistic dimension of this study further clarifies that the effectiveness of supervision is not determined solely by instruments. When supervision is perceived merely as an inspection, teachers may focus primarily on fulfilling administrative requirements. Conversely, when supervision is understood as professional support, the evaluation process can evolve into a space for reflection. This aligns with research by Duras (2022), which positions instructional supervision as part of teacher professional development and links it to the practices of professional learning communities. In the context of this study, post-observation communication is crucial, as it offers teachers the opportunity to understand issues, receive feedback, and identify areas for improvement. Thus, the relational aspect is not merely an accessory but serves as a mechanism bridging evaluation results with developmental actions.

Furthermore, the spiritual dimension lends a distinctive character to supervision planning at both madrasahs. Teacher competency development is not directed solely at enhancing technical instructional skills but is also linked to moral responsibilities and religious values. These findings are consistent with research by Romdhoni & Rahman (2022) on the supervision of Islamic Religious Education (PAI) teachers, which indicates that the supervision process encompasses pedagogical, professional, social, personality, spiritual, and leadership competencies. That study also demonstrates that professional competency development can proceed alongside the strengthening of teachers' spiritual character. Consequently, spirituality in this study does not supplant the professional objectives of supervision; rather, it provides a value-based foundation for teachers in fulfilling their professional responsibilities.

Viewed as a system, the research findings form an input–process–product–outcome–feedback pattern. Inputs derive from evaluation results, needs, and teacher-related issues; the process encompasses program formulation, implementation, monitoring, and

guidance; the product consists of information regarding teacher competency development; the outcome focuses on performance improvement; and feedback is utilised to formulate subsequent programs. This pattern aligns closely with the context-input-process-product (CIPP) program evaluation logic employed by Kuswandi et al. (2022), wherein supervision outcomes do not merely serve as assessments but lead to follow-up actions and program improvements. Research by Effendi (2023) further demonstrates that continuous academic supervision can enhance teachers' competence in developing syllabi and lesson plans. This reinforces the argument that continuity is a crucial element in transforming supervision into a developmental process. The link between supervision and competence development is also evident in the study by Syafitri et al. (2023), which identified a relationship between principals' academic supervision and the professional competence of junior high school teachers. Similarly, Azwardi (2020) found that academic supervision is associated with teacher competence and that work motivation plays a role in this relationship. When these findings are considered alongside the results of this multi-site study, it becomes clear that the mere existence of supervision is insufficient; rather, the critical factor is how supervision is designed so that evaluation results translate into specific guidance needs, followed by feedback and appropriate follow-up actions.

Ultimately, the multi-site findings from MTsN Kunir and MTs Setinggil reveal that the strength of supervision planning lies not in the number of components included in the program, but in the program's ability to link needs data, guidance priorities, supervision implementation, and follow-up actions. Here, the structured and adaptive nature of the process emerges as complementary characteristics. Structure prevents supervision from proceeding aimlessly, while adaptability ensures the program does not become overly rigid regarding teachers' actual conditions. These findings also broaden the understanding that, within the madrasah context, academic supervision can function as a professional development mechanism that integrates academic, relational, and spiritual dimensions. Thus, the identified planning model can be understood as a teacher competence development cycle that is needs-based, programmatically structured, implementationally adaptive, humanistic in its guidance approach, and sustained through feedback.

Academic Supervision Models for Teacher Competence Development in Madrasah

Findings from MTsN Kunir and MTs Setinggil Blitar indicate that the academic supervision model for teacher competence development combines a scientific approach with collegial collaboration. The scientific approach is evident in a supervision process that is planned, systematic, continuous, procedural, and objective, utilising instruments to gather information on teachers' instructional practices. In practice, supervision is conducted through the review of instructional materials, classroom observations, individual consultations, meetings, workshops, seminars, training sessions, Subject Teacher Forums (MGMP), and even opportunities for further study. However, research findings reveal that the use of these instruments is not aimed solely at assessment; rather, it serves as a basis for determining the nature of subsequent professional guidance. One of the teachers (NZ) remarked:

"After supervision, we are usually invited to discuss what went well and what needs improvement. So, it is not just about being evaluated; we are also given the opportunity to voice the difficulties we face."

These findings demonstrate that the scientific approach to supervision in both madrasahs has shifted from mere oversight toward the use of empirical evidence as a foundation for teacher professional development. This scientific approach is integrated with the principle of collegial collaboration. According to Tahalele & Indrafachrudi's (1975) theory, supervision should be democratic, cooperative, creative, constructive, scientific, and effective; it should foster a sense of security for teachers, be grounded in reality, and provide opportunities for both supervisors and teachers to engage in self-evaluation. This pattern is reflected in the supervision practices at both madrasahs, where supervisors do not unilaterally dictate all forms of improvement but instead involve teachers in discussions regarding instructional issues. This aligns with the results of an interview with the madrasah head (SH), who revealed:

"Not all teachers require guidance in the same way. Some need assistance with instructional materials, others require support during teaching, and some need to strengthen their professional attitudes."

These findings also illustrate the principle of collegiality proposed by Wiles & Lovell (1975)—that every individual possesses the potential to contribute to school improvement. Within this framework, teachers are not merely recipients of supervision but can serve as professional resources, helping both themselves and their colleagues resolve instructional challenges. This tendency aligns with the concept of developmental supervision outlined by Glickman et al. (2017), which distinguishes between directive, non-directive, and collaborative approaches based on the distribution of responsibility between the supervisor and the teacher. In the directive approach, the supervisor bears greater responsibility. The non-directive approach places greater responsibility on the teacher, whereas the collaborative approach balances responsibility relatively equally between both parties. The research findings indicate a leaning toward the collaborative approach, as the supervisor continues to provide structure, information, and feedback. At the same time, teachers are simultaneously afforded the space to voice concerns, engage in reflection, and determine alternative solutions for improvement. The observed behaviour of the supervisor also reflects the characteristics of the collaborative approach, particularly through activities such as listening, presenting ideas, problem-solving, and negotiating. Thus, collaboration in supervision does not imply that the supervisor relinquishes their leadership role; rather, it shifts the nature of the relationship from one-way instruction to shared professional decision-making.

This collaborative model is clearly evident in the variety of techniques employed to develop the four teacher competencies. First, pedagogical competence is fostered through the review of instructional materials, classroom observations, individual consultations, meetings, workshops, and seminars. Second, social competence is strengthened through teacher involvement in madrasah event committees, workshops, seminars, and religious activities. Third, personal competence is developed through guidance provided by the madrasah head, with a specific focus on religious values. Fourth, professional competence is reinforced through instructional observations, individual meetings, workshops, training sessions, seminars, Subject Teacher Forums (MGMP), and further studies. This pattern aligns with the academic supervision techniques proposed by Gwynn (1961), such as classroom visits, individual conferences, peer visits, self-assessment, faculty meetings, training, and teacher working group meetings. Research by Suprpto (2023) also indicates that collaborative academic supervision can be specifically targeted to strengthen teachers' pedagogical competence. Thus, these research findings demonstrate that the diversity of techniques represents not

merely a variety of activities, but a strategic approach to aligning the form of supervision with the specific competency dimension being developed.

An even more compelling aspect of the research findings is the use of the GROWME technique (Goal, Reality, Option, What is Next/Will, Monitoring, and Evaluation) as a coaching framework for delivering supervisory feedback. In the Goal stage, the teacher defines development objectives. During the Reality stage, the teacher reflects on current conditions and challenges. The Option stage is used to explore alternative solutions. The What is Next/Will stage guides the teacher in formulating an action plan. The Monitoring stage tracks progress, while the Evaluation stage assesses goal achievement and determines subsequent actions. Under this model, teachers are not positioned merely as recipients of supervisor corrections; instead, they are encouraged to understand the issues at hand, identify alternative solutions, determine a course of action, and take responsibility for the outcomes. This approach aligns with the study by Warnock et al. (2022), which demonstrates that instructional coaching can foster teacher reflection, awareness of teaching practices, and professional practice development. A meta-analysis by Mok & Staub (2021) also found that coaching, mentoring, and supervision can positively influence teachers' instructional skills. Therefore, the use of GROWME in this study can be understood as a mechanism that bridges supervision and teachers' professional learning.



Figure 1. GROWME Coaching Pattern in Academic Supervision

In the post-evaluation phase, teachers and supervisors at both madrasahs shared their experiences in a harmonious atmosphere through reflection on the GROWME steps. Supervisors assisted teachers in identifying their own shortcomings, while teachers gained the freedom to cultivate curiosity, engage in reflection, and pursue self-actualisation. This dynamic demonstrates that supervision is directed not merely at improving observable teaching behaviours but also at fostering the teachers' internal awareness. These findings are significant because supervision relying solely on external control risks resulting in mere administrative compliance. In contrast, coaching by providing space for reflection encourages teachers to understand the rationale behind

the changes they implement. Research by Arifin et al. (2023) within the context of *pesantren* (Islamic boarding schools) similarly indicates that clinical supervision can foster professional competence through a process of planning, observation, discussion, evaluation, and follow-up. Thus, the GROWME model observed in these two madrasahs reveals that reflection is not merely an add-on stage following supervision, but an integral component of the mechanism for teacher competence development.

Subsequent findings indicate that a spiritual dimension reinforces this collaborative approach. Teachers perceive teaching as a sacred trust (*amanah*), an act of devotion and service, a calling, a profession, an honour, and a form of self-actualisation that constitutes an act of worship (*ibadah*). This aligns with interview results from a teacher (SN), who stated:

"Teaching is not just a job. It entails responsibility toward students and represents a sacred trust. Consequently, we feel compelled to keep learning and improving ourselves."

This perspective ensures that competence development is driven not only by administrative requirements or supervisor evaluations but also by the teachers' own moral awareness. Within the context of Islamic educational institutions, spiritual values provide the framework that imbues professional activities with meaning. Arifin et al. (2023) demonstrate that supervision in the *pesantren* context can be developed by taking into account the values that permeate the Islamic educational environment. These findings demonstrate that the spiritual dimension is not a substitute for professional competence but rather a value-based foundation that reinforces teachers' motivation to develop their competence.

The integration of collaborative and spiritual approaches can also be explained through the perspective of cognitive psychology, which views learning as the outcome of the interaction between individual activity and the environment. In the supervision processes observed at both madrasahs, teachers were given opportunities to gain self-insight, discuss teaching experiences, evaluate their practices, and select courses for improvement. Simultaneously, the professional environment fostered by the supervisor provided support, feedback, and values that guided work behaviour. Thus, competence development stemmed not merely from supervisor instruction but from the interaction between individual reflection and the professional environment. This aligns with the findings of Warnock et al. (2022) regarding the importance of professional relationships in instructional coaching. In the context of this study, that relationship took on an additional dimension—religious values—whereby professional work was understood as an act of worship and self-development was viewed as part of the educational trust (*amanah*).

Nevertheless, the study's findings indicate that the collaborative-spiritual model cannot be understood merely as a harmonious relationship between the supervisor and the teacher. This model still requires clear structures, criteria, instruments, and evaluation mechanisms. Supervisors and teachers discuss issues based on evidence derived from observations, instructional materials, teaching experiences, and evaluation results. In other words, collaboration does not imply that all opinions carry equal weight regardless of empirical grounding. Supervisors continue to fulfil their professional role by providing accurate, constructive, and relevant feedback, while teachers are afforded the opportunity to respond and develop alternative improvements. These findings demonstrate a balance between two supervisory needs: professional accountability

through a scientific approach and teacher empowerment through a collaborative approach. Research by Suryani et al. (2024) on collaborative academic supervision by school principals similarly highlights the importance of mutual engagement in the supervision process and teacher competency development.

Overall, the academic supervision model at MTsN Kunir and MTs Setinggil can be synthesised as a coaching-based, collaborative-spiritual supervision model that integrates empirical evidence, supervisor-teacher cooperation, reflection, competency development, and Islamic values. This model follows a relatively clear process: first, data is gathered through observations and instruments; next, the data is discussed collegially, with teachers guided through the GROWME process; finally, outcomes are monitored and evaluated, and the supervision experience is reflected upon within the framework of *amanah* (trust/responsibility), *pengabdian* (service), and *ibadah* (worship). The findings indicate that the supervision model developed at these two madrasahs functions not only as an instrument for quality control in instruction but also as a mechanism for teachers' professional learning. A significant contribution of this study lies in its integration of three elements typically discussed in isolation: the scientific approach as an evidentiary basis, the collaborative approach as a pattern of professional relationships, and the spiritual approach as a value framework. Thus, the development of teacher competence does not occur through corrective supervision, but rather through a collaborative process that enables teachers to understand issues, devise solutions, implement corrective actions, evaluate progress, and perceive their profession as part of both an educational responsibility and an act of worship.

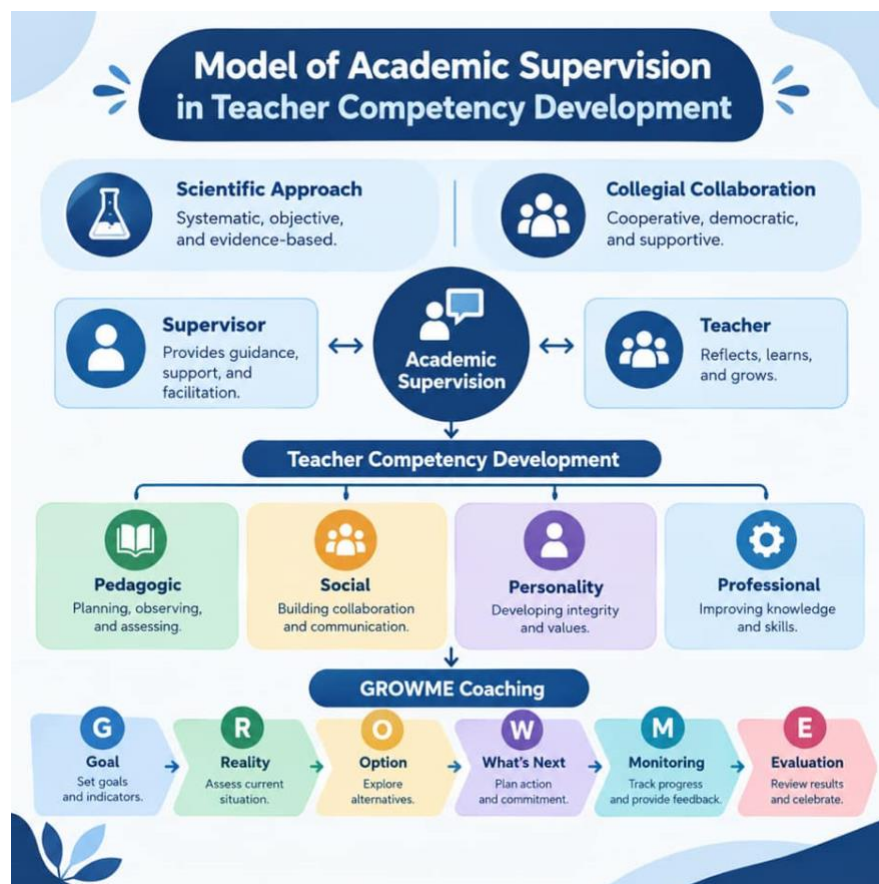


Figure 2. Academic Supervision Model for Teacher Competence Development

Implications of Academic Supervision for Teacher Competence Development in Madrasah

Research findings indicate that academic supervision impacts teacher competency development through two primary factors: internal and external. Internal factors are evident in self-motivation, cultivated through professional work values and the perception of one's duties as an act of worship. Meanwhile, external factors relate to supervision planning, guidance provided by supervisors, assessment systems, and teacher mentoring. These findings demonstrate that academic supervision in madrasahs functions not merely as a monitoring mechanism but also as a professional development process that aligns teacher needs with the goal of improving the quality of instruction. This perspective aligns with Spencer & Spencer (2008), who explain that competence is shaped not only by knowledge and skills but also by motives, character, self-concept, and values that influence an individual's work behaviour.

From an internal standpoint, academic supervision encourages teachers to cultivate motivation and professional awareness in carrying out their duties. Viewing work as an act of worship provides a moral foundation, shifting the teacher's focus from merely fulfilling administrative obligations to embracing their responsibility toward their students. This is consistent with the interview results from teacher ER, who stated:

“For us, teaching is not just a job; it entails moral responsibility and is an act of worship. Therefore, we use feedback from supervisors as a basis for self-improvement.”

These findings reveal that supervision becomes more meaningful when it engages a teacher's motivation and awareness. This aligns with Amelia et al. (2022), who demonstrated that supervision by school principals can contribute to enhancing teacher professionalism through guidance and mentoring.

A further implication is observed in the development of pedagogical competence. Supervision assists teachers in improving discipline regarding their duties and creating a better learning environment, although the impact is not yet uniform across the board. These findings indicate that the mere presence of supervision is insufficient; the quality of observations, dialogue, feedback, and follow-up actions heavily influences its effectiveness. Teacher IN described the experience as follows:

“After the supervision, I was invited to discuss aspects of the lesson that still needed improvement, so I gained a better understanding of what needed to be developed.”

These findings align with previous research indicating that academic supervision can support the enhancement of teacher competence when it addresses actual needs within instructional practice (Subekti, 2023). Regarding social competence, academic supervision fosters improved communication and harmonious relationships while creating a more conducive learning atmosphere. This demonstrates that teacher competence development does not occur in isolation but is influenced by professional relationships with supervisors and the work environment. From the perspective of Sergiovanni & Starratt (2007), supervision should assist teachers in developing professional capacity through relationships that support reflection and improvement. Previous studies also indicate a link between academic supervision and teacher performance (Zohriah et al., 2022). Thus, an open, dialogue-based relationship between supervisor and teacher is crucial to ensuring that supervision is perceived not merely as an inspection activity, but as a process of professional development.

Regarding personality competence, supervision fosters the growth of teachers' commitment, responsibility, enthusiasm, self-confidence, and loyalty to their duties. These findings show that supervision extends beyond technical teaching skills to encompass aspects of professional attitude and character. In Spencer & Spencer's (2008) theory, these aspects relate to traits, self-concept, and motives—key components of individual competence. Therefore, supervisors should act as consultants and facilitators who help teachers identify their strengths and weaknesses, rather than simply providing evaluations. This approach transforms supervision into a reflective process that encourages teachers to take ownership of their own professional growth.

Regarding professional competence, the impact of supervision is evident in teachers' increased attention to instructional quality, student learning motivation, and work-related responsibility. Supervision becomes more meaningful when observation results are translated into specific development needs, such as training, professional discussions, workshops, or mentoring. Findings by Husni et al. (2024) indicate that academic supervision is linked to improvements in the quality of educational services, although its contribution remains influenced by other factors. Consequently, supervision should not stop at performance assessment; it must be followed by actions that enable teachers to apply evaluation results to their instructional practice.

From a critical perspective, research findings reveal that the implications of academic supervision are multidimensional and do not automatically lead to enhanced competence. Its success depends on factors such as the quality of the supervisor, teacher readiness, organisational culture, communication patterns, and the continuity of follow-up actions. One of the supervisors (HA) noted:

"We strive to ensure that supervision does not make teachers feel like they are being scrutinised. After the observation, we discuss the difficulties the teachers face and determine appropriate follow-up measures."

This perspective aligns with Glover et al. (2023), who demonstrated that coaching—incorporating practice, modelling, and feedback—can foster changes in teachers' instructional practices. In other words, purely administrative supervision tends to yield mere compliance, whereas supervision characterised by dialogue and continuity is more likely to drive actual changes in practice. Based on the overall findings, the implications of academic supervision for teacher competency development in madrasahs can be understood through the interplay between internal motivation and external support. Factors such as motivation, professional work values, self-awareness, and the perception of one's duties as an act of worship are reinforced by the processes of supervision planning, guidance, observation, evaluation, feedback, and follow-up. These elements collectively contribute to the development of teachers' pedagogical, social, personal, and professional competencies. Consequently, academic supervision in madrasahs is best positioned as a mechanism for continuous professional development rather than merely an instrument of oversight. The study's findings underscore that the success of supervision hinges on the supervisor's ability to cultivate collaborative, reflective, and supportive relationships, thereby creating space for teachers to grow professionally while upholding the spiritual values integral to madrasah culture.

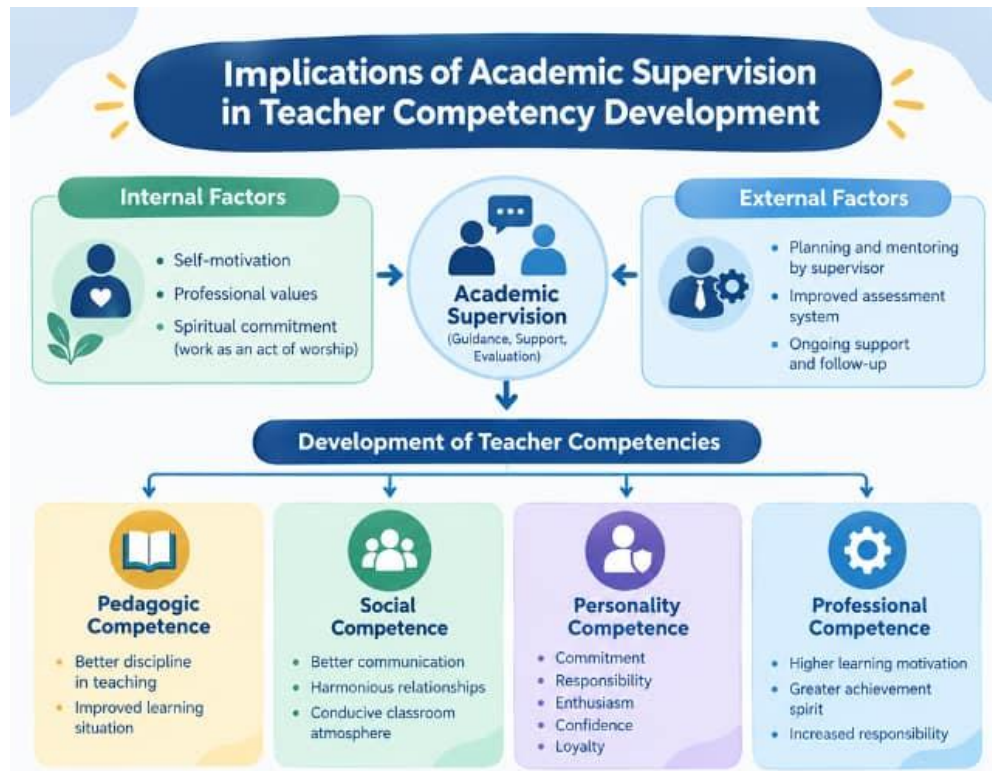


Figure 3. Implications of Academic Supervision in Teacher Competency Development

IV. CONCLUSION

This study reveals that academic supervision in madrasah has evolved from a mere monitoring practice into a process of teacher professional development that is scientific, collegial, collaborative, and spiritual in nature. Research findings indicate that supervision planning is structured yet remains adaptive to teachers' needs and conditions. Meanwhile, the practice of supervision positions the supervisor not merely as an evaluator but also as a consultant and facilitator for teacher professional development. The resulting model can be defined as a coaching-based collaborative-spiritual supervision model, integrating three key elements: a scientific approach as the evidentiary basis, a collaborative approach as the pattern of professional relationships, and a spiritual approach as the value foundation. The model operates through a sequence involving data collection via observations and supervision instruments, collegial discussion of results between supervisor and teacher, and a coaching process following the GROWME framework; this is followed by monitoring, evaluation, and reflection linked to the values of *amanah* (trust/stewardship), dedication, and *ibadah* (worship). The model demonstrates that supervision does not stop at identifying teacher shortcomings but guides teachers to understand issues, discover alternative solutions, implement corrective actions, and evaluate their progress continuously. The model's implications are evident in the development of teachers' pedagogical, social, personal, and professional competencies through the interplay of internal motivation, professional commitment, and spiritual values, alongside external support in the form of guidance, assessment, feedback, and supervisor follow-up. This model contributes by aligning teacher professional competency development with the strengthening of spiritual values; consequently, supervision aims not only to enhance the quality of instruction but also to cultivate teachers who are reflective, responsible, and conscious of their educational

duties as a sacred trust (*amanah*). The study's limitations stem from its qualitative approach and the context of two madrasah, meaning the findings cannot be statistically generalised. Future research is recommended to test and further develop the coaching-based collaborative-spiritual supervision model across more diverse madrasah contexts, educational levels, and teacher profiles—employing longitudinal or mixed-methods approaches—to assess its sustainability and effectiveness in enhancing teacher competence and the quality of Islamic Religious Education (PAI) instruction.

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