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## Supervision Culture and Practices in Islamic Educational Institutions: A Transformational and Organizational Culture Analysis at MAN 2 Kota Jambi

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**Abstract:** This study examines supervisory culture and practices in Islamic educational institutions through a qualitative case study at MAN 2 Kota Jambi. The research is situated within the context of institutional transformation toward global quality standards, digital governance, and performance-based accountability. Using a qualitative case study approach, this research explores how the madrasah principal negotiates tensions between external performance demands—such as A-level accreditation and the Global Class Program—and internal organizational challenges related to discipline, communication, and professional commitment. Data were collected through participant observation, document analysis, and in-depth interviews. The findings reveal that Integrated Situational Leadership supported by digital-based supervision (E-Supervision), particularly through the Civil Servant Performance Index (IP ASN), has strengthened institutional legitimacy and strategic performance. However, a cultural paradox persists at the micro level, where compliance-oriented supervision has not been fully internalized as professional self-discipline. The study concludes that sustainable quality transformation in Islamic education requires a shift from external supervision toward self-supervision grounded in transcendental Islamic values (*Mas'uliyah*).

**Keyword:** Educational Supervision; Organizational Culture; Transformational Leadership; Digital Supervision; Islamic Senior High School

### INTRODUCTION

Islamic educational institutions in Indonesia are experiencing significant transformation driven by increasing demands for accountability, quality assurance, and global competitiveness. Madrasahs are no longer viewed solely as moral institutions but are increasingly required to operate as professional educational organizations capable of producing measurable academic outcomes (Bush & Glover, 2016; Afrizal, 2022).

MAN 2 Kota Jambi illustrates this transformation through the achievement of A Accreditation in 2022 and the implementation of the Global Class Program (*Takhassus* and *Excellent*). These initiatives adopt international academic benchmarks, including Cambridge-oriented curricula and IELTS preparation, which demand changes not only in curriculum design but also in supervisory practices and organizational culture.

Despite macro-level achievements, challenges persist at the micro level. Supervisory practices emphasizing strategic programs and performance indicators—particularly IP ASN—have not fully resolved issues of daily discipline, communication, and uneven professional readiness. This condition raises an important question: How can supervisory leadership mediate between global performance pressures and the internal cultural realities of Islamic educational institutions?

## METHOD

This study adopts a qualitative case study design at MAN 2 Kota Jambi.

### Data Collectiong

1. Participant Observation – Leadership interactions, classroom practices in the Global Class Program, and digital administrative services (PTSP).
2. Document Analysis – Accreditation reports, institutional archives, policy documents on IP ASN, and official madrasah publications.
3. In-depth Interviews – Semi-structured interviews with the principal, vice principals, teachers, and administrative staff.

### Data Analysis

Data were analyzed inductively through data reduction, thematic coding, and interpretative synthesis to identify patterns linking supervisory behavior and organizational culture

## RESULT AND DISCUSSION

### Findings and Discussion

#### Transformation of Supervisory Practices

The findings demonstrate a shift from traditional inspection-based supervision toward a hybrid model integrating clinical supervision and digital monitoring systems. Supervision is conceptually grounded in *Mas'uliyah* (moral responsibility) and operationalized through formal accountability mechanisms such as IP ASN.

The madrasah principal applies Integrated Situational Leadership, combining directive supervision in enforcing discipline with participatory approaches in curriculum innovation and teacher development. This adaptive leadership reflects transformational and performance-based leadership perspectives emphasizing contextual responsiveness (Aima et al., 2020; Northouse, 2021).

#### Organizational Culture: Global–Local Integration

The organizational culture at MAN 2 Kota Jambi exhibits a hybrid configuration:

1. Digital Cultural Artifacts – Online PPDB and PTSP systems promote transparency and data-driven administration.
2. Result-Oriented Culture – The Global Class Program introduces measurable international performance standards.
3. Islamic Ethical Foundations – Supervisory leadership mediates the integration of Islamic values with global academic competencies.

#### Cultural Paradox and Resistance

Although macro-level indicators show institutional success, micro-level challenges remain. Uneven discipline and communication barriers indicate an asymmetrical supervisory

focus, where strategic initiatives dominate leadership attention while routine clinical supervision receives less emphasis. This situation generates passive resistance among personnel less prepared for rapid digital and cultural change

### Conceptual Framework Transformational Supervision and Organizational Culture

This study proposes a Transformational Supervision Framework that explains how supervisory leadership mediates between external pressures, organizational culture, and educational outcomes in Islamic educational institutions.

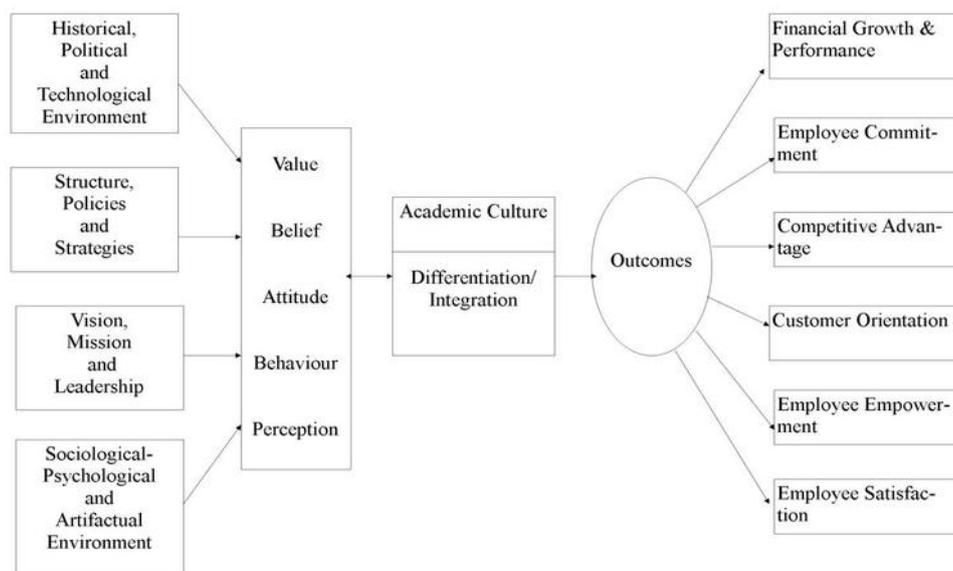


Figure 1. Conceptual Framework of Transformational Supervision and Organizational Culture in Madrasah

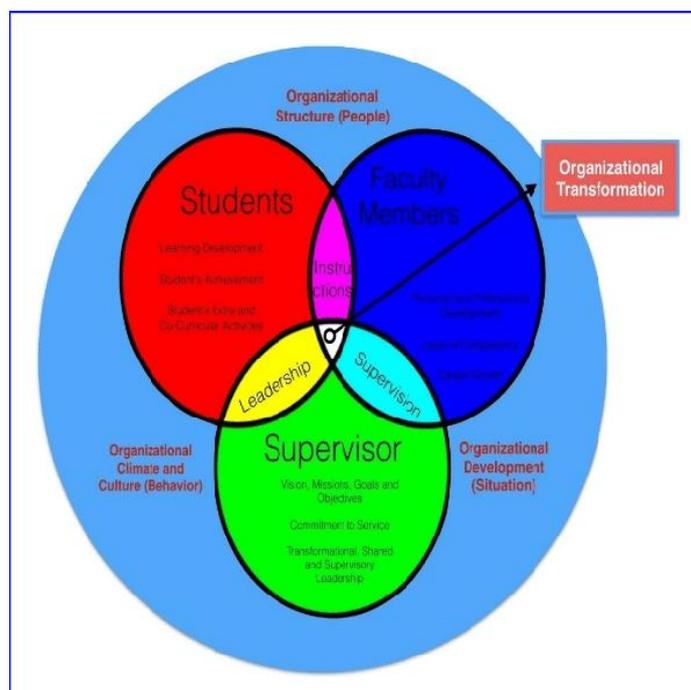
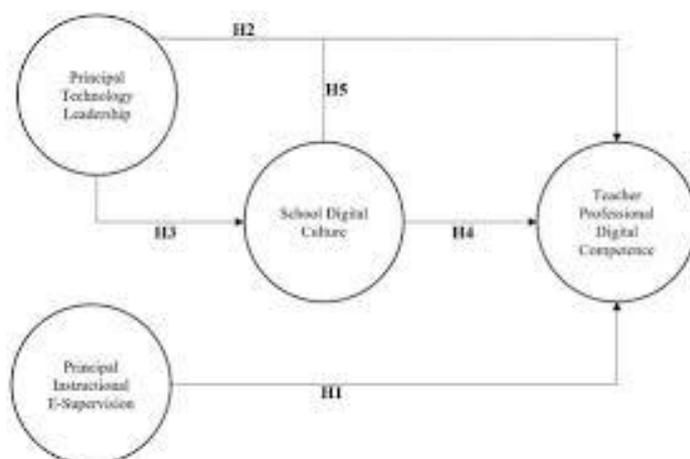


Figure 2. Conceptual Framework of Transformational Supervision and Organizational Culture in Madrasah



**Figure 3. Conceptual Framework of Transformational Supervision and Organizational Culture in Madrasah**

**Framework Explanation**

1. External Drivers Accreditation standards, digital governance policies, and global quality demands act as external pressures that require institutional adaptation.
2. Supervisory Leadership Integrated Situational Leadership enables flexible supervisory responses—directive supervision for discipline and accountability (IP ASN) and participatory supervision for innovation and teacher development.
3. Digital Supervision (E-Supervision) Digital systems reinforce transparency, monitoring, and procedural accountability but tend to emphasize compliance.
4. Organizational Culture  
The interaction between supervision and daily practices shapes organizational culture. When supervision remains compliance-oriented, cultural change is superficial. When combined with ethical reflection and professional learning, it fosters trust, collaboration, and shared responsibility.
5. Instructional Coherence and Teacher Learning Organizational culture influences teacher learning and instructional coherence, aligning curriculum, pedagogy, and institutional goals.
6. Educational Outcomes Sustainable improvement in student learning outcomes is achieved when external accountability is internalized as self-supervision grounded in Islamic ethical consciousness (*Mas’uliyah*).

This framework explains the quality paradox observed at MAN 2 Kota Jambi: macro-level success without full micro-level cultural internalization.

**CONCLUSION**

The study concludes that supervisory behavior plays a central role in shaping organizational culture in Islamic educational institutions. Integrated Situational Leadership supported by digital supervision has strengthened strategic performance at MAN 2 Kota Jambi. However, sustainable transformation requires a shift from compliance-based supervision toward ethical self-supervision

**Recommendations**

1. Strengthening Clinical Supervision – Delegating routine supervision to senior teachers or MGMP coordinators.
2. Integrated Digital Supervision Systems – Developing dashboards linking attendance, instructional outcomes, and IP ASN.
3. Teacher Well-being and Ethical Reflection – Embedding psychosocial support and reflective practices within supervision.

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