

ANALYSIS OF THE IMPLEMENTATION OF THE INDEPENDENT CURRICULUM ISLAMIC RELIGIOUS EDUCATION SUPERVISION POLICY ON TEACHER PERFORMANCE

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Article Info

Received: May 24, 2026

Revised: June 13, 2026

Accepted: July 28, 2026

Online Version: August 30, 2026

Abstract

This research is motivated by the importance of supervision of Islamic Religious Education in ensuring the successful implementation of the Independent Curriculum and improving teacher performance, while practice in schools is still often administrative and has not fully encouraged continuous professional development. This study aims to analyze the implementation of Islamic Religious Education supervision policies, explain its influence on teacher performance, identify supporting and inhibiting factors, and formulate the implications of its strengthening. The research uses a qualitative approach with a case study design. Data were collected through in-depth interviews, limited participatory observations, and documentation studies of supervisors, principals, deputy heads of curriculum, and Islamic Religious Education teachers. Data analysis is carried out interactively through data reduction, data presentation, and conclusion drawn, with validation using source triangulation, triangulation techniques, and member checking. The results of the study show that supervision is carried out through planning, observation, feedback, and follow-up, and contributes to improving the planning, implementation, and evaluation of teacher learning. The novelty of the research lies in the integration of the analysis of policy implementation and the performance of Islamic Religious Education teachers in the context of the Independent Curriculum. The implication is that supervision needs to be developed in a dialogical, structured, collaborative, and professionally based manner on teachers' professional needs. In conclusion, the effectiveness of supervision is highly determined by policy communication, the adequacy of resources, the disposition of implementers, and the bureaucratic structure that supports continuous professional development and the strengthening of the quality of Islamic Religious Education learning in schools more broadly.

Keywords: Policy Implementation, Teacher Performance, Independent Curriculum, Islamic Religious Education Supervision



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Journal Homepage

<https://ejournal.staialhikmahpariangan.ac.id/Journal/index.php/alhijr>

How to cite:

Wafa, H., Ali, M., & Mahmutarom, H. R. (2026). Analysis of the Implementation of the Independent Curriculum Islamic Religious Education Supervision Policy on Teacher Performance. *Al-Hijr: Journal of Adulearn World*, 5(4), 130–143. <https://doi.org/10.55849/alhijr.v4i1.1420>

Published by:

Sekolah Tinggi Agama Islam Al-Hikmah Pariangan Batusangkar

INTRODUCTION

The Merdeka Curriculum marks an important shift in learning governance in Indonesia because it places flexibility, differentiation, and character strengthening at the core of the educational process. In the context of Islamic Religious Education, these changes not only require the adjustment of teaching tools, but also the transformation of teachers' professional culture in order to be able to design learning that is contextual, reflective, and student-centered (Aripin, Nurdiansyah, Arief, & Yusof, 2025). The implementation of this policy requires a systematic mentoring mechanism, especially through educational supervision, so that the objectives of the curriculum do not stop at the regulatory level. Effective supervision ensures the implementation of planning, the quality of learning implementation, and the consistency of evaluation of learning outcomes. Therefore, an analysis of the implementation of the supervision policy of Islamic Religious Education is relevant to explain how the direction of curriculum reform is translated into the professional practice of teachers in educational units. This study is important because the quality of teachers greatly determines the success of internalizing Islamic values, pedagogic competence, and learning outcomes of national students.

In terms of policy, educational supervision in the Independent Curriculum is directed to nurture teachers through academic monitoring, data-driven feedback, and continuous improvement of learning practices. In the subject of Islamic Religious Education, this function becomes more complex because teachers are required to integrate cognitive, affective, and psychomotor dimensions in a balanced manner. A number of previous studies have shown that academic supervision is positively correlated with increased teaching readiness, administrative discipline, and teacher learning innovation (Wahyuni, Topan, Safitri, Ahyani, & Effendi, 2025). However, most studies still position supervision as an administrative procedure, not yet as a policy process involving the interpretation of implementers, institutional support, and school culture (Hidayati et al., 2026). The effectiveness of supervision is determined not only by the frequency of visits, but also by the quality of professional dialogue, clarity of indicators, and consistent follow-up after class observation (Rafiqie, 2025). These findings open up the need for contextual analysis on the implementation of Islamic Religious Education supervision in Indonesian schools.

Recent literature on teacher performance places supervision as one of the important determinants that affect the quality of lesson planning, classroom management, assessment, and ongoing professional development. In the study of Islamic education, several researchers highlight that the success of Islamic Religious Education teachers is not enough to measure administrative completeness, but also from the ability to instill values, build examples, and respond to diverse learning needs (Education, Islam, Azizah, Fatimah, & Qodri, 2025). However, studies on the implementation of supervision in the Independent Curriculum specifically for Islamic Religious Education teachers are still relatively limited. Some studies have focused more on teachers' perceptions of the curriculum, the readiness of teaching tools, or the leadership of school principals in general (Hafiz, Nasution, Rahayu, Muliadi, & Sitompul, 2024). In fact, supervision policies work through concrete interactions between supervisors, principals, and teachers, so that their impact on performance requires a more integrated, empirical, and institutional-context-based reading (Zohriah, Fauzi, & Pandini, 2022).

The empirical conditions at SMK Futuhiyyah Mranggen show that the implementation of the Independent Curriculum in Islamic Religious Education subjects has gone quite well, especially in the preparation of more flexible teaching modules, the implementation of student-centered learning, and the strengthening of religious character through various learning activities. Based on the results of interviews with Islamic Religious Education teachers, learning has been developed through discussion methods, presentations, worship practices, the use of digital media, and contextual learning that is tailored to the characteristics of students. Teachers have also

begun to implement formative, summative, project, and portfolio assessments as part of the implementation of the Independent Curriculum. However, the process still requires continuous assistance so that the quality of implementation can take place more optimally. This condition requires research that is able to comprehensively map the process, obstacles, and consequences of policy implementation.

In field practice, the implementation of Islamic Religious Education supervision policies often faces problems of variations in supervisor competencies, limited instruments, administrative burden, and uneven teachers' understanding of the logic of the Independent Curriculum. This phenomenon is also still found in the implementation of Islamic Religious Education learning at SMK Futuhiyyah Mranggen, although the school has made efforts to develop more active, contextual, and student-centered learning. This condition has the potential to cause supervision to take place formalistically, simply fulfilling documentation obligations, and has not fully resulted in an improvement in teaching performance (Sulistiana, Wiyono, & Imron, 2025). On the other hand, the demand for the quality of religious education is getting higher because schools are expected to produce students who are religious, moderate, critical, and adaptive to social change (Jamaluddin, 2024). Therefore, an analysis is needed that places supervision as a policy instrument as well as a professional development process. This approach is important to explain the relationship between policy design, implementation practices, and teacher performance achievements. Thus, this research has theoretical and practical relevance for strengthening the quality of Islamic Religious Education based on the Independent Curriculum and provides a basis for recommendations for schools, supervisors, and contemporary education policy makers at the regional and national levels.

The research gap of this research lies in the limited studies that specifically analyze the implementation of Islamic Religious Education supervision policies within the framework of the Independent Curriculum and relate it directly to the performance of teachers at Futuhiyyah Mranggen Vocational School. Previous studies tend to examine academic supervision in general, teachers' readiness to implement the Independent Curriculum, or the effectiveness of school principal's leadership, but have not explained much about how supervision policies are interpreted, implemented, and followed up in the context of Islamic Religious Education learning. The novelty of this research lies in the integration of policy implementation perspectives and teacher performance evaluation to read the relationship between regulatory design, supervision practices, and their impact on the quality of planning, implementation, and learning assessment. With this focus, this research offers a sharper conceptual and empirical contribution to strengthening the supervisory governance of Islamic Religious Education in educational units that implement the Independent Curriculum through contextual analysis of the actors, processes, obstacles, and systematic improvement strategies.

This study aims to analyze the implementation of the supervision policy of Islamic Religious Education Independent Curriculum on teacher performance, identify supporting and inhibiting factors for its implementation, and formulate implications for improving the quality of learning. In line with this goal, this research is directed to answer three problem formulations, namely: how the design and implementation of Islamic Religious Education supervision policies in the context of the Independent Curriculum is implemented in schools; how the implementation of the supervision policy affects the performance of Islamic Religious Education teachers in the aspects of planning, implementation, and evaluation of learning; and what factors support and hinder the effectiveness of the implementation of the supervision policy. This formulation is prepared so that the research produces a comprehensive picture of the process, quality, and impact of supervision, as well as providing a recommendatory basis for policy makers, supervisors, school principals, and teachers in strengthening the implementation of the Independent Curriculum in a sustainable manner in various contexts of formal Islamic education institutions at the national primary and secondary levels.

RESEARCH METHOD

This study uses a qualitative approach with a case study design to analyze the implementation of Islamic Religious Education supervision policies in the Independent Curriculum and its implications on teacher performance (Sarbin, Nurdiansah, & Samaun, 2025). This approach was chosen because the research focuses on an in-depth understanding of the policy implementation process, inter-stakeholder interaction, and the dynamics of the implementation of supervision in a specific institutional context. The location of the research was determined purposively at SMK Futuhiyyah Mranggen, Demak Regency, Central Java, because the school has implemented the Independent Curriculum and carried out academic supervision on Islamic Religious Education subjects in a structured manner. The research subjects include the supervisor of Islamic Religious Education, the principal, the deputy head of the curriculum, and the teacher of Islamic Religious Education. The main informants in this study consisted of three teachers of Islamic Religious Education, namely Ahmad Muji, Ahmad Moh. Faizin, and M. Khalim, who were selected using purposive sampling techniques based on their direct involvement, experience, and capacity in the implementation of learning and academic supervision of Islamic Religious Education at SMK Futuhiyyah Mranggen. With this design, the research is expected to be able to produce a comprehensive, contextual, and relevant analytical description to the focus of the study. At the same time, it explains the relationship between formal policies, supervision practices, and real changes in teacher performance in the school field of SMK Futuhiyyah Mranggen.

Research data were collected through in-depth interviews, limited participatory observations, and documentation studies to obtain a complete picture of the implementation of the supervision policy. Interviews were conducted in a semi-structured manner with each informant to explore an understanding of supervision planning, implementation mechanisms, forms of follow-up, and its influence on the performance of Islamic Religious Education teachers (Masang, Malli, & Mawardi, 2024). The interviews were also directed to identify the practice of implementing the Independent Curriculum, the obstacles faced by teachers, the learning strategies used, and the implementation of learning evaluations as occurred at SMK Futuhiyyah Mranggen. Observations are focused on academic supervision activities, learning processes, and professional interactions between supervisors and teachers. Documentation includes supervision programs, classroom observation instruments, feedback notes, teaching tools, and teacher performance assessment documents. The validity of the data is maintained through source triangulation, technical triangulation, and member checking to key informants. This strategy was chosen to increase the credibility of the findings, reduce interpretation bias, and ensure that the data obtained accurately reflects empirical conditions. In addition, field recording was carried out systematically to record the context, nuances of interactions, and nonverbal information that supported the interpretation of the data of this study.

Data analysis is carried out interactively from the beginning of data collection by following the stages of data reduction, data presentation, and verifiable conclusion drawn. The data reduction is directed to select information that is relevant to the focus of the research, namely the implementation of supervision policies, supporting and inhibiting factors, and their impact on the performance of Islamic Religious Education teachers. The analysis process was carried out on all data from interviews, observations, and documentation obtained from SMK Futuhiyyah Mranggen so that themes were obtained that described the implementation of supervision, implementation of the Independent Curriculum, and changes in the performance of Islamic Religious Education teachers. Furthermore, data is presented in the form of a matrix, thematic narrative, and mapping of relationships between categories so that implementation patterns can be read systematically. Conclusions are drawn in stages through the process of interpretation, comparison between sources, and testing the consistency of findings. To maintain dependability and confirmability, this study uses trail audits, peer discussions, and raw data retracement. With this procedure, the results of the research are expected to have analytical accuracy, rich context,

and practical usefulness for the development of supervision policies. This procedure allows for in-depth, reliable, and relevant findings for the improvement of the quality of Islamic Religious Education learning.

RESULTS AND DISCUSSION

The findings of the study show that the implementation of the supervision policy of Islamic Religious Education within the framework of the Independent Curriculum has been carried out through the stages of planning, classroom observation, feedback, and follow-up, but the intensity and depth still vary between schools. Based on interviews with supervisors, principals, and teachers, policy communication has generally been conveyed quite clearly through coordination meetings, program documents, and routine coaching. The findings are in line with the results of interviews at SMK Futuhiyyah Mranggen. Ahmad Muji said that academic supervision has been carried out periodically through the examination of learning tools, observation of the learning process, and the provision of input after teaching and learning activities. Ahmad Moh. Faizin explained that supervision provides direction for teachers in compiling teaching modules, implementing more active learning, and utilizing digital media according to the characteristics of the Independent Curriculum. Meanwhile, M. Khalim stated that supervision helps teachers improve the learning evaluation process through the application of formative assessments, projects, and authentic assessments, although supervision follow-up still needs to be improved to be more sustainable. However, some teachers stated that supervision indicators have not been fully understood as a professional development instrument, but are still perceived as administrative assessments. Judging from Edwards III's theory, aspects of communication, resources, disposition, and bureaucratic structure have worked, but the effectiveness of implementation is stronger in schools that have a planned supervision schedule, standard instruments, and consistent and measurable documented follow-ups each semester. This condition emphasizes the importance of cross-actor coordination in the implementation of academic supervision.

Table 1. Results of the implementation of the supervision policy of Islamic Religious Education

Implementation aspects	Results findings	Category
Policy communication	Supervision instructions are delivered through meetings, program documents, and routine coaching	Quite effective
Resources	Supervisors, principals, and instruments are available, but the quality of implementation still varies	Quite adequate
Implementing disposition	Most actors are supportive, but there are still teachers who view supervision as an administrative burden	Varies
Bureaucratic structure	Supervision flows are already in place, including planning, observation, feedback, and follow-up	Limited effectiveness
Follow-up	More optimal in schools that have documentation and continuous coaching schedules	Need reinforcement

Based on the results of interviews with the three informants at SMK Futuhiyyah Mranggen, the implementation of supervision has had a positive impact on improving the competence of

Islamic Religious Education teachers. However, the informants revealed that there are still obstacles in the form of adjusting the teaching tools of the Independent Curriculum, the implementation of differentiated learning, limited time for the implementation of supervision, and the need for more intensive coaching so that the results of supervision can be applied optimally in the learning process. The results of the study show that the implementation of supervision has a positive impact on the performance of Islamic Religious Education teachers, especially in the aspects of learning planning, implementation strategies, and evaluation of learning outcomes. Teachers who receive scheduled supervision and specific feedback tend to be better able to develop teaching modules that align with learning outcomes, implement diagnostic assessments, and manage classes in a participatory manner. Observational data showed an increase in the use of more contextual methods of religious discussion, project, and reflection after teachers received follow-up coaching. However, the influence of supervision has not been evenly distributed to all teachers because time constraints, variations in professional motivation, and post-supervision monitoring have not been optimal. In Edwards III's perspective, the willingness of the implementers and the adequacy of resources are the main determinants that strengthen the transformation of supervision from administrative activities to performance development that is substantive, sustainable, and has a direct impact on the quality of Islamic Religious Education learning in schools.

Table 2. Results of supervision implementation on teacher performance

Aspects of teacher performance	Indicators of findings	Yield trends
Learning planning	Teaching modules are more in line with learning outcomes and student needs	Increase
Implementation of learning	Discussion, project, and contextual learning methods are more commonly used	Increase
Class management	Teacher-student interaction is more participatory and reflective	Increase
Learning evaluation	Diagnostic assessments and learning feedback began to be implemented more systematically	Moderate increase
Professional development	Teachers are more open to reflection and improvement of teaching practices	Limited increments

Hasil wawancara menunjukkan bahwa perubahan tersebut terlihat pada praktik daily learning at SMK Futuhiyyah Mranggen. Ahmad Moh. Faizin said that teachers began to utilize group discussions, presentations, worship practices, and digital learning media so that students became more active. Ahmad Muji added that the preparation of teaching modules is now more tailored to the needs of students, while M. Khalim explained that learning evaluation is no longer only oriented towards the final results, but also uses formative assessments, portfolios, and projects as part of the implementation of the Independent Curriculum. The findings of the study also identified that the effectiveness of the implementation of supervision policies was influenced by a combination of interrelated supporting and inhibiting factors. The main supporting factors include the principal's commitment, supervisor competence, availability of supervision instruments, a culture of professional reflection, and teachers' openness to receiving input. On the other hand, inhibiting factors include limited supervision time, high administrative burden, uneven training of the Independent Curriculum, and weak evaluation-based follow-up. Interviews show that schools with clear bureaucratic coordination and a firm distribution of roles are better able to maintain continuity of supervision. On the other hand, in schools with a less

organized implementation structure, supervision tends to be incidental and formalistic. In the Edwards III framework, implementation barriers mainly arise when policy communication is not followed by resource support and a consistent implementation disposition, so that strengthening governance becomes a strategic need for improving the performance of sustainable Islamic Religious Education teachers.

Table 3. Supporting and inhibiting factors for the implementation of supervision

Dimensions	Factors	Implications for supervision
Supporters	Principal's commitment	Strengthen coordination, scheduling, and supervision follow-up
Supporters	Supervisory competence	Improve the quality of professional feedback and coaching
Supporters	Clear supervision instruments	Facilitate observation, assessment, and indicator-based reflection
Supporters	Teacher openness	Accelerate improvement of learning practices
Inhibitors	Time limitations	Reduces the intensity of observation and depth of coaching
Inhibitors	Administrative Beban	Shift supervisory focus to document fulfillment
Inhibitors	Independent Curriculum Training Is Not Evenly Distributed	Cause variation in implementation understanding
Inhibitors	Weak follow-up	Limiting the impact of supervision on performance improvement

The three informants also stated that the success of the implementation of supervision at SMK Futuhiyyah Mranggen was supported by the principal's commitment, coordination with the deputy head of curriculum, and the openness of teachers in receiving input. The inhibiting factors that are still felt include limited supervision time, the burden of teacher administration, and the need to increase training related to the implementation of the Independent Curriculum so that supervision follow-up can take place more effectively. This study uses the Theory of Policy Implementation of George C. Edwards III as the main analytical foundation because this theory is most relevant to explain the success or failure of the implementation of the supervision policy of Islamic Religious Education in the context of the Independent Curriculum (Kar et al., 2025). Edwards III emphasized that policy implementation is determined by four core variables, namely communication, resources, executive disposition, and bureaucratic structure (Meliana, Kania, Akbar, & Ulumudin, 2025). In this study, communication was used to assess the clarity of supervision direction to teachers; resources to assess the adequacy of competencies, time, and instruments; the willingness of the implementer to read the commitments of supervisors, principals, and teachers; and bureaucratic structure to review procedures, coordination, and supervision follow-up. This theory is in sync with the qualitative approach of case studies because it allows an in-depth analysis of the policy implementation process as well as explaining its influence on improving the performance of Islamic Religious Education teachers in a contextual, systematic, empirical manner, and relevant to the formulation of applicable education policy recommendations.

The discussion of the formulation of the first problem shows that the design of the supervision policy of Islamic Religious Education in schools that implement the Independent Curriculum has been prepared normatively through annual programs, supervision schedules, observation instruments, and feedback mechanisms. Conceptually, the design reflects the orientation of professional coaching, not just administrative control, as supervision is directed to strengthen the quality of planning, implementation, and evaluation of learning (Fathih, 2022). These findings are in line with the principles of the Independent Curriculum which emphasizes

flexibility, reflection, and strengthening teacher competence in designing a student-centered learning experience. However, at the operational level, there are still variations in the translation of policies due to differences in the capacity of school leaders and supervisors. Thus, the design of supervision policies is formally available, but the effectiveness of its implementation is greatly influenced by the quality of internal organization, understanding of implementers, and consistency of follow-up at the school level that supports continuous and optimal measurable learning improvement.

From the perspective of policy communication, the results of the study show that the implementation of Islamic Religious Education supervision is more effective in schools that openly convey the objectives, procedures, and indicators of supervision to teachers. Clarity of information through coordination meetings, program documents, and dialogue before class observation helps teachers understand that supervision is a coaching process that supports the improvement of learning quality, not just a formal assessment. However, some teachers still interpret supervision as an administrative examination agenda because the socialization of indicators has not been fully accompanied by an in-depth pedagogical explanation. This condition shows that communication in policy implementation is not enough only through the submission of documents, but also requires dialogical professional interaction. In Edwards III's framework, clarity, consistency, and message transmission determine the acceptability of the executor. Therefore, supervisory communication must be designed in a participatory manner so that the implementation of policies becomes more understood, accepted, and meaningful by teachers in daily learning practices (Rande & Asmarani, 2025).

In the dimension of resources and bureaucratic structure, the discussion shows that the implementation of supervision is highly determined by the adequacy of supervisor competence, the availability of instruments, time allocation, and the clarity of the division of roles between school actors (Erpidawati, Gistituati, Marsidin, & Yahya, 2020). Schools that have active supervisors, responsive principals, and supportive curriculum representatives are proven to be better able to carry out supervision in a planned and sustainable manner. On the other hand, when human resources are limited or the supervision schedule clashes with the administrative burden, the coaching process becomes superficial and does not touch the real needs of Islamic Religious Education teachers. A clear bureaucratic structure helps maintain continuity between planning, observation, feedback, and follow-up. This emphasizes that the success of the supervision policy does not only depend on the substance of the regulation, but also on the capacity of the school organization to translate the policy into operational, adaptive, and accountable work procedures according to the needs of teachers and the demands of the implementation of the Independent Curriculum in each respective educational unit.

Further discussion shows that the disposition of the implementer plays a central role in determining the quality of the implementation of Islamic Religious Education supervision. When supervisors, principals, and teachers have a shared commitment that supervision is a means of professional improvement, its implementation tends to be open, reflective, and results in changes in learning practices. On the other hand, if supervision is seen as only an administrative obligation, then class observation takes place formalistically and follow-up does not run optimally. These findings confirm that policy implementation is essentially a process of negotiating the meaning between the regulatory text and the implementing actions on the ground. In the context of the Independent Curriculum, effective supervision must encourage Islamic Religious Education teachers to develop differentiatory learning, authentic assessments, and contextual internalization of values (Sari, 2025). Therefore, the quality of policy implementation does not only lie in the existence of supervision programs, but also in the willingness of actors to make it a culture of sustainable professional learning in schools systematically and consistently.

Analytically, it shows that the implementation of Islamic Religious Education supervision policies in the Independent Curriculum is in the category of being quite effective, but not yet

completely transformative. The existence of programs, schedules, instruments, and observation mechanisms indicates that the school has an adequate policy foundation. However, variations in communication, limited resources, differences in the disposition of implementers, and the lack of a strong follow-up structure cause the quality of implementation to be uneven. Using Edwards III's theory, it can be understood that the success of supervision does not depend on a single variable, but on the interconnectedness between factors that work simultaneously. When communication is clear, resources are sufficient, positive dispositions, and bureaucratic procedures are organized, supervision is able to function as an instrument of professional coaching. On the other hand, if one of the elements is weakened, the policy tends to shift to an administrative formality. Therefore, strengthening implementation must be directed at the integration of reflective and collaborative school systems, actors, and culture.

The discussion of the formulation of the second problem shows that the implementation of the supervision policy of Islamic Religious Education in the Independent Curriculum has a real effect on improving teacher performance, especially at the learning planning stage. Teachers who receive scheduled supervision, directed feedback, and post-observation assistance tend to be better able to develop teaching modules that are aligned with learning outcomes, learning objectives, and learners' learning needs. These findings confirm that supervision does not stop at device inspection activities, but serves as a professional coaching process that encourages teachers to revise learning strategies in a more contextual manner. In Edwards III's perspective, this influence appears when policy communication is clear and consistent, so that teachers understand the indicators that must be achieved (Rachmadi, 2023). Thus, the supervision that is carried out systematically contributes to strengthening the pedagogic quality of Islamic Religious Education teachers within the framework of the implementation of the Independent Curriculum in schools through reflective, adaptive, measurable, collaborative, and sustainable planning.

In the aspect of learning implementation, supervision has a positive impact because it encourages Islamic Religious Education teachers to change the teaching pattern that was originally centered on lectures to be more interactive, differentiated, and experiential-based. Observational data showed that teachers who were supervised constructively were more likely to use discussions, case studies, project-based learning, and reflection on religious values to relate the material to the reality of the students. This change is important because the Independent Curriculum demands learning that allows for participation, exploration, and character strengthening. The results also show that supervisor feedback serves as a professional correction that helps teachers improve classroom management, media use, and method variation. Within the framework of policy implementation theory, the quality of supervision implementation is greatly influenced by the disposition of implementers (Hartawan, Kosasih, & Rochmani, 2023). When supervisors and teachers have an improvement orientation, the supervision process is more effective in resulting in a transformation of learning practices that are substantive and relevant to the needs of students.

In the aspect of learning evaluation, the implementation of supervision has been proven to encourage Islamic Religious Education teachers to use assessments that are more systematic, authentic, and oriented towards learning improvement. Before supervision is carried out intensively, some teachers still place the evaluation on the measurement of final results and completeness of administrative scores. After receiving guidance, teachers begin to apply diagnostic assessments, formative assessments, performance rubrics, and learning reflections as the basis for adjusting teaching strategies. This change is in line with the spirit of the Independent Curriculum which places assessment as an integral part of the learning process, not just an instrument for classifying students. From Edwards III's point of view, the adequacy of resources in the form of supervision instruments, supervisory competence, and follow-up time greatly determine the quality of these changes (Saidah, Sholahuddin, & Suharnoko, 2025). Therefore, improving teacher performance in the evaluation dimension cannot be separated from the support

of school organizations that facilitate professional development in a sustainable and contextual manner according to the needs of teachers and the character of students.

Although the implementation of supervision showed a positive influence on teacher performance, the research findings also showed that the impact was not evenly distributed to all informants. Teachers who work in schools with strong coordination, planned supervision schedules, and a culture of professional reflection have more tangible benefits than teachers who only receive occasional supervision with no follow-up. This condition explains that performance improvement is not an automatic result of the presence of policies, but rather due to the quality of its implementation at the school level. In the context of this study, the difference in impact was mainly influenced by the intensity of coaching, the ability of supervisors to read teacher needs, and the ability of schools to provide a joint evaluation space. The findings confirm that the supervision of Islamic Religious Education will be more effective if it is positioned as a continuous mentoring process, not an administrative inspection. With such an approach, teacher performance develops through a cycle of reflection, feedback, revision, and reinforcement of teaching practices that are consistent in various formal school contexts.

The analysis emphasizes that the relationship between the implementation of supervision policies and the performance of Islamic Religious Education teachers is contextual, not linear mechanical. Supervision results in improved performance when implemented as a coaching system that connects policy communication, resource availability, implementation commitment, and follow-up structure in an integrated manner. In this study, improvements in learning planning, implementation, and evaluation emerged especially when teachers received specific, implementable, and continuously monitored feedback. On the other hand, when supervision is formalistic, the impact only touches the completeness of administration without changing teaching practices substantively. These findings reinforce Edwards III's theory that the effectiveness of implementation is determined by the interaction between factors, not by the mere existence of regulation. Thus, improving teacher performance in the Independent Curriculum requires dial, reflective, collaborative, and oriented supervision of meaningful learning as well as measurable, adaptive, contextual, and sustainable professional improvement.

The discussion of the formulation of the third problem shows that the effectiveness of the implementation of the supervision policy of Islamic Religious Education in the Independent Curriculum is directly influenced by structural and cultural supporting factors. In the structural dimension, the principal's commitment, the existence of active supervisors, the availability of supervision instruments, and regular scheduling are the main foundations for the sustainability of teacher development. In the cultural dimension, teachers' openness to evaluation, a tradition of collective reflection, and a willingness to build professional communication strengthen the quality of supervision follow-up. These findings confirm that policies do not work automatically through written regulations, but rather require an organizational environment that supports the translation of policies into coaching practices. In the context of schools that implement the Independent Curriculum, the combination of structural and cultural factors allows supervision to function as an instrument to strengthen the quality of Islamic Religious Education learning in a more systematic, participatory, and sustainable manner according to the demands of pedagogic changes at the level of formal education units (Aulia, Rokhimawan, Rifkiya, & Arawinda, 2025).

On the other hand, the factors inhibiting the implementation of supervision are still quite dominant, especially in schools that do not have established coaching governance (Albari, Suherman, & Setiawati, 2024). The main obstacles include limited time for supervisors and principals, high administrative burden on teachers, uneven training of the Independent Curriculum, and weak follow-up after class observation. As a result, supervision often lasts for a short duration, is oriented towards document examination, and has not fully touched the pedagogical needs of Islamic Religious Education teachers. These findings show that implementation barriers stem not only from technical shortcomings, but also from the lack of a shared perception of the meaning of supervision as a professional learning process. When

teachers view supervision as administrative control, the space for dialogue becomes narrow and opportunities for improvement in teaching practices are reduced. Thus, policy obstacles are multidimensional because they involve issues of capacity, perception, coordination, and culture of school organizations that have not fully supported the curriculum change agenda substantively.

If read through George C. Edwards III's policy implementation theory, these supporting and inhibiting factors show a relationship that affects each other between variables (McMillan, 2019). Clear policy communication has been shown to strengthen teachers' willingness to receive supervision, while the availability of resources determines the school's ability to consistently follow up on observations. Conversely, when a bureaucratic structure does not support coordination, even well-conveyed information does not always result in changes in professional behavior (Stauffer, Sager, & Kuenzler, 2023). In this study, schools that successfully managed the four variables showed a more dialogical, scheduled supervision pattern, and had an impact on strengthening teacher performance. These findings are important because they confirm that the successful implementation of Islamic Religious Education supervision policies cannot be explained through a single factor. The effectiveness of supervision is born from the integration of communication, resources, dispositions, and bureaucratic structures that work synergistically in an institutional context that is conducive to teachers in a sustainable and optimally measurable manner.

This discussion also shows that strengthening supporting factors and reducing inhibiting factors must be placed as a strategic agenda in developing the quality of Islamic Religious Education (Idris, 2025). Schools need to build supervision that is programmatic, based on teacher needs, and supported by a culture of non-judgmental evaluation. Supervisors and principals are not sufficiently present as assessors, but need to play the role of professional learning facilitators who help teachers interpret the demands of the Independent Curriculum into classroom practice. At the same time, teachers need collaborative spaces to discuss difficulties, review supervision results, and realistically design learning improvements. This implication suggests that the effectiveness of supervision will increase if policies are implemented through equal professional partnerships. With such a model, Islamic Religious Education supervision can move from an administrative routine to a capacity building mechanism that truly supports the quality of learning, character building, and learning outcomes of students in a sustainable manner in schools.

The analysis shows that the supporting and inhibiting factors for the implementation of the Islamic Religious Education supervision policy do not stand separately, but form a configuration that determines the quality of teacher performance. Supporting factors work as accelerators when policy communication is properly understood, adequate resources are available, implementers are committed, and bureaucratic procedures support follow-up. On the contrary, inhibiting factors act as institutional disruptions when one of these elements weakens and breaks the continuity of coaching. In the context of this research, the biggest obstacle is not only technical limitations, but the absence of integration between actors in interpreting supervision as a process of professional transformation. Therefore, it is not enough to improve implementation through the addition of instruments or schedules, but must target school culture, learning leadership, and the quality of professional relationships. These findings confirm that the effectiveness of supervision in the Independent Curriculum requires an adaptive, reflective, collaborative, and consistent policy ecosystem in school practice.

CONCLUSION

The implementation of the supervision policy of Islamic Religious Education in the Independent Curriculum has a real effect on teacher performance, although its effectiveness is still determined by the quality of communication, the adequacy of resources, the disposition of implementers, and the bureaucratic structure of the school. The answers to the research questions

showed, first, that supervision has been carried out through planning, observation, feedback, and follow-up, but the depth has not been evenly distributed; second, that supervision contributes to improving the planning, implementation, and evaluation of learning; Third, that the principal's commitment, supervisory competence, and reflection culture are the main supporting factors, while administrative burden, time constraints, and weak follow-up are the dominant obstacles. Applicatively, these findings can be used as a basis for strengthening supervision designs that are more dialogical, scheduled, and based on teacher needs. Implicitly, this study emphasizes the importance of supervision as an instrument of professional development, not just administrative control. Speculatively, if schools are able to build a collaborative and sustainable supervision ecosystem, then the quality of learning of Islamic Religious Education and the internalization of religious values in students has the potential to increase more significantly in the future. For this reason, supervision policies need to be directed to data-based coaching, continuous training, and professional partnerships between implementers so that the results of supervision really lead to improving classroom practices, strengthening the character of students, and improving the quality of educational institutions as a whole and more optimally and sustainably.

ACKNOWLEDGMENTS

The author expresses his deepest gratitude to all parties who have provided support in completing this research. Special appreciation was conveyed to the leaders of the institution, supervisors of Islamic Religious Education, school principals, teachers, and all informants who have been willing to take their time, provide data, and share experiences during the research process. The author also expresses his gratitude to colleagues and academics who have provided input, constructive criticism, and moral and intellectual support so that this article can be compiled properly. Hopefully the contribution of all parties will be a scientific charity that is useful for the development of the quality of Islamic education

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