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Implementation of Collaborative-Humanistic Supervision by the Principal to Strengthen Discipline and Improve Teacher Performance: A School Action Research at MTs Darul Ulum Purwogondo

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ABSTRACT

Improving teacher professionalism is essential for enhancing the quality of education, particularly in terms of discipline and instructional performance. This study aims to examine the implementation process of collaborative-humanistic supervision conducted by the principal through cyclical School Action Research at MTs Darul Ulum Purwogondo, to analyze changes in teacher discipline across the pre-cycle, Cycle I, and Cycle II, and to evaluate improvements in teachers' instructional performance resulting from sustained supervision. Employing a School Action Research design across two cycles, data were collected through questionnaires, structured classroom observations, documentation, interviews, and field notes. The findings indicate that teachers' administrative completeness, punctuality, and instructional process discipline improved significantly, while lesson planning, instructional delivery, and assessment practices became more structured, interactive, and reflective. Qualitative findings reveal reduced teacher anxiety, strengthened trust, increased self-reflection, and enhanced collaborative problem-solving. Supporting factors included empathetic principal communication, structured supervision procedures, and a collaborative school culture, while inhibiting factors such as limited time and initial resistance from senior teachers declined by Cycle II. The study concludes that collaborative-humanistic supervision effectively strengthens teacher discipline.

1. Introduction

Improving the quality of education requires strengthening teacher professionalism, particularly in maintaining discipline and enhancing instructional performance. Teachers are expected not only to master pedagogical competencies but also to

demonstrate consistent professional discipline in planning, delivering, and evaluating learning (Permendikbud No. 15 of 2018). A well-functioning supervisory system constitutes a critical component of an ideal professional ecosystem in schools, where routine reflection, formative feedback, and collaborative professional development integrate to elevate teacher performance and commitment (Suryani et al., 2024). In optimal school environments, supervision is conducted systematically through sustained cycles of planning, observation, feedback, and follow-up coaching, which support continuous professional growth (Singerin, 2021). Empirical evidence indicates that robust academic supervision correlates positively with teacher competence, motivation, and instructional quality (Pratiwi, 2024; Fiandi et al., 2024).

In many Indonesian Islamic schools, including MTs Darul Ulum Purwogondo, traditional supervision remains primarily directive, evaluative, and hierarchical. Preliminary observations at MTs Darul Ulum revealed several challenges: incomplete instructional documentation, delays in lesson planning, rigid conventional teaching methods, limited integration of educational technology, and inconsistent professional discipline among teachers. These patterns align with broader research showing that traditional supervision often generates anxiety, defensiveness, and resistance among teachers, particularly those with long teaching experience, due to its focus on fault-finding rather than professional growth (Suryani et al., 2024; Gadriaman, 2024). For instance, teacher responses at MTs Darul Ulum highlighted concerns that evaluative supervision emphasizes compliance checks over professional autonomy, mirroring findings from similar school contexts where supervision remained hierarchical and did not promote reflective practice (Novita Sari, 2025; Nikmah et al., 2025; Rohyadi et al., 2025).

Addressing these challenges requires the adoption of collaborative and humanistic supervision approaches, which shift the focus from control to support for professional learning. Collaborative supervision emphasizes shared planning, joint observation, reflective dialogue, peer support, and mutual trust between principals and teachers (Suryani et al., 2024; Darif et al., 2024). Studies indicate that collaborative academic supervision improves teacher competence by engaging teachers in meaningful professional interactions rather than one-way evaluations, thereby enhancing ownership of professional growth (Suryani et al., 2024; Rini & Lestari, 2025; Yenita & Andriani, 2025). Humanistic supervision, grounded in the principles of Rogers and Maslow, further emphasizes empathy, respect, autonomy, and teacher agency as foundational to sustainable professional development. Research shows that humanistic supervision can raise teacher morale, reduce resistance to feedback, and foster reflective practice more effectively than traditional, compliance-oriented models (Rossa et al., 2025).

Supervision in education is a critical element of instructional leadership that directly impacts teacher performance and professional development (Adham et al., 2023). Effective supervision not only monitors administrative compliance but also fosters reflective practice, collaborative problem-solving, and professional growth. Collaborative supervision models, in which teachers participate as equal partners in

planning, goal-setting, and problem identification, reduce hierarchical tensions and increase professional trust (Gultom et al., 2024). Similarly, humanistic supervision supports teachers, including experienced and senior educators, in maintaining motivation and engagement while respecting their expertise (Suhardi, 2025). Combining collaborative and humanistic approaches encourages professional dialogue, shared decision-making, and active participation, which are essential for improving teaching quality (Haryanto, 2024; Satria et al., 2024).

Teacher discipline constitutes a fundamental aspect of professional competence, encompassing time management, completeness of instructional documentation, and consistency in implementing lesson plans (Dewi et al., 2024; Thohirin et al., 2023). Higher levels of teacher discipline are strongly associated with improved classroom management, lesson delivery, and overall student outcomes (Kastari, 2023). Discipline also facilitates effective supervision, as teachers who consistently adhere to professional standards are more receptive to feedback and collaborative processes. Teacher performance, which includes planning, implementation, and evaluation of instruction, is similarly influenced by supervision. Structured and supportive supervision has been empirically shown to improve lesson design, classroom management, use of learning media, and assessment practices (Dewi et al., 2024; Gultom et al., 2024; Adham et al., 2023; Haryanto, 2024). Teachers receiving collaborative–humanistic supervision demonstrate higher motivation, employ more innovative instructional strategies, and engage more actively with students, collectively enhancing educational outcomes (Satria et al., 2024).

In Islamic private schools such as MTs Darul Ulum Purwogondo, traditional directive supervision often results in resistance, anxiety, and defensive behaviors, particularly among senior teachers (Suhardi, 2025; Utaminingsih et al., 2023). By contrast, collaborative–humanistic supervision, which emphasizes trust, empathy, and shared responsibility, fosters a professional environment conducive to improving teacher discipline and performance. Empirical studies suggest that such supervision models positively affect adherence to professional standards and the quality of classroom instruction (Dewi et al., 2024; Thohirin et al., 2023; Gultom et al., 2024).

Despite the growing body of literature on collaborative supervision, humanistic supervision, and academic supervision in general, existing studies predominantly examine these approaches separately or focus on correlational outcomes related to teacher competence and motivation. Limited empirical evidence is available on the integrated implementation of collaborative humanistic supervision conducted directly by school principals through a School Action Research (SAR) framework, particularly in Islamic junior secondary schools (*madrasah tsanawiyah*). Furthermore, prior research has rarely explored how such an integrated supervision model specifically strengthens teacher discipline as a behavioral dimension while simultaneously improving instructional performance through iterative supervisory cycles. This gap indicates a need for context specific, action-oriented research that examines both process and outcomes of collaborative–humanistic supervision in authentic school settings.

School Action Research (SAR) offers a practical framework for investigating these supervisory innovations in real school contexts, allowing principals and teachers to collaboratively identify challenges, implement strategic actions, and evaluate resultant changes in behavior and performance (Kemendikbud, 2020). Through SAR, this study examines the implementation of a collaborative–humanistic supervision model at MTs Darul Ulum Purwogondo, analyzing its effect on strengthening teacher discipline and enhancing instructional performance. Therefore, the purpose of this study is to: (1) examine the implementation process of collaborative–humanistic supervision conducted by the principal through cyclical School Action Research at MTs Darul Ulum Purwogondo; (2) analyze changes in teacher discipline across the pre-cycle, Cycle I, and Cycle II as an outcome of collaborative–humanistic supervision; and (3) evaluate improvements in teachers’ instructional performance and professional engagement resulting from the sustained application of collaborative–humanistic supervision.

2. Methodology

Research Design

This study employed School Action Research (SAR) using a spiral cycle model consisting of planning, acting, observing, and reflecting. This cyclical model allows continuous improvement through iterative actions based on reflective evaluation. Action research is recognized in educational research for its dual purpose of producing practical change while simultaneously generating contextual understanding of the change process (Arikunto, 2022). In the context of school improvement, SAR is particularly effective because it enables principals and teachers to collaboratively design, implement, and evaluate interventions that directly address instructional and professional challenges within the school setting.

Research Setting and Participants

The research was conducted at MTs Darul Ulum Purwogondo, Kalinyamatan, Jepara, during the 2025/2026 academic year. All classroom teachers at the school were involved as research participants in the quantitative component of the study through total sampling, ensuring that changes in teacher discipline and performance could be comprehensively monitored across the school. For the qualitative component, a purposive sample of 10 teachers was selected for in-depth interviews. The selection of 10 teachers was based on methodological considerations commonly applied in qualitative research, where a small but information-rich sample is sufficient to achieve data saturation and depth of understanding. Purposeful sampling is recommended to ensure that participants possess relevant experience and can provide rich, meaningful insights into the phenomenon being studied (Sugiyono, 2022). The eight teachers were chosen to represent variation in teaching experience (junior and senior teachers), subject areas, and levels of responsiveness to supervision, enabling the researcher to capture diverse perspectives on the implementation and impact of collaborative–humanistic supervision. This number was considered adequate because qualitative saturation

was achieved when no substantially new themes emerged during the interviews, which aligns with established qualitative research practices (Moleong, 2021).

Data Collection Techniques

Data were collected using methodological triangulation to enhance the validity and credibility of the findings. First, questionnaires were administered to measure teachers' perceptions of supervision practices, discipline, and instructional performance using Likert-scale instruments adapted from validated frameworks. Second, classroom observations were conducted using structured observation rubrics to document instructional practices and professional discipline. Observation provides direct evidence of teaching behavior and reduces reliance on self-reported data (Moleong, 2021). Third, document analysis was carried out by reviewing lesson plans, teacher journals, and assessment records to trace changes in instructional preparation and implementation across SAR cycles. Fourth, semi-structured interviews were conducted before and after observations to explore teachers' experiences, reflections, and responses to the collaborative–humanistic supervision model. Finally, field notes were maintained throughout the research process to capture contextual details, spontaneous reactions, and emerging behavioral patterns that enriched data interpretation.

Research Instruments and Data Trustworthiness

To ensure data quality, all instruments underwent validation and reliability checks. Questionnaire items were developed based on theoretical constructs of supervision, discipline, and teacher performance, reviewed by experts, and refined for clarity and relevance. Observation rubrics were designed to reflect observable indicators of instructional behavior and professional discipline, in line with recommendations in educational measurement literature (Hadi, 2022). Qualitative data trustworthiness was ensured through triangulation of data sources and methods, member checking, and iterative analysis, which strengthened the credibility, dependability, and confirmability of the findings (Moleong, 2021).

Data Analysis Techniques

Quantitative data were analyzed using descriptive statistics, including means and percentages, to compare levels of teacher discipline and performance across the pre-cycle, Cycle I, and Cycle II. This analytical approach is consistent with SAR methodology, which emphasizes tracking trends and improvements over successive action cycles (Sugiyono, 2022). Qualitative data were analyzed using thematic coding, allowing patterns of change, teacher reflections, and explanatory insights to be systematically identified and linked to supervision practices. Thematic analysis is widely used in qualitative research to uncover meanings and structural relationships within narrative data (Moleong, 2021; Nazir, 2020). Overall, the methodological design enabled a rigorous and context-sensitive evaluation of the collaborative–humanistic supervision model, documenting both measurable improvements and nuanced changes in teacher behavior and instructional practice.

3. Results and Discussion

Changes in Teacher Discipline

The implementation of collaborative–humanistic supervision produced clear and progressive improvements in teacher discipline from the pre-cycle to Cycle II. Before the intervention (pre-cycle), teacher discipline was characterized by incomplete administrative documents, irregular punctuality, and inconsistent adherence to planned instructional processes. Following the implementation in Cycle I, noticeable improvements emerged, particularly in administrative completeness and attendance regularity, although consistency had not yet been fully achieved. By Cycle II, teacher discipline reached a high and stable level, marked by consistently complete instructional documentation, punctual attendance, and disciplined implementation of lesson plans. This before–after comparison indicates that the most substantial change occurred between the pre-cycle and Cycle II, demonstrating that sustained collaborative–humanistic supervision effectively transformed teacher discipline from a compliance-based practice into a habitual professional behavior. A summary of these changes is presented in Table 1, which highlights the overall upward trend across the research cycles without the need for further detailed repetition in the text.

Table 1. Teacher Discipline Across Research Cycles

Aspect	Pre-Cycle	Cycle I	Cycle II	Improvement
Administrative completeness	Low–Moderate	Moderate	High	Strong ↑
Punctuality	Irregular	More consistent	Very consistent	Strong ↑
Instructional process discipline	Inconsistent	Improving	Consistent	Strong ↑

Source: Data processed from observation and self-report questionnaires.

Improvements in Teacher Performance

Teacher performance also showed a clear upward trajectory across the research cycles. In the pre-cycle, instructional performance was largely conventional, characterized by incomplete planning, teacher-centered instruction, and minimal formative assessment. After the first cycle (Cycle I), teachers began to demonstrate improvement, particularly in lesson preparation and classroom delivery, although instructional innovation was still limited. By Cycle II, a marked improvement was evident across all instructional domains. Teachers consistently prepared lesson plans aligned with learning objectives, implemented more interactive and student-centered teaching strategies, and applied formative assessment practices more systematically. The comparison between the pre-cycle and Cycle II confirms that collaborative–humanistic supervision contributed not only to technical improvements but also to a qualitative shift toward more reflective and engaging teaching practices. These changes are concisely summarized in Table 2.

Table 2. Teacher Performance Improvement Across Research Cycles

Domain	Pre-Cycle	Cycle I	Cycle II	Notes
Planning	Incomplete/late	Moderate	Complete/on time	Alignment with learning objectives
Instructional Delivery	Conventional	Improving	Interactive/engaging	Use of media, classroom management
Assessment	Rare/formal	Increasing	Frequent/formative	Feedback and evaluation enhanced

Source: Observation rubrics and document review.

Qualitative Findings

Qualitative findings strengthened the quantitative results by explaining how and why changes occurred. Before the intervention, teachers particularly senior teachers expressed anxiety and perceived supervision as inspection-oriented. After participating in collaborative–humanistic supervision, teachers reported reduced anxiety, increased openness, and stronger professional trust, as reflected in statements such as, “*This supervision feels like guidance, not inspection.*” By Cycle II, a reflective and collaborative culture had clearly emerged. Teachers voluntarily engaged in self-reflection, openly discussed instructional challenges, and collaborated in designing learning media, lesson plans, and assessments. These findings indicate a shift from passive compliance to active professional engagement, reinforcing the effectiveness of the supervision model beyond measurable indicators alone.

Supporting and Inhibiting Factors

The effectiveness of the supervision model was supported by several key factors, including empathic leadership from the principal, a collaborative school culture, clear supervision procedures, and adequate instructional resources. In contrast, inhibiting factors were more prominent in the early stage (pre-cycle and early Cycle I), particularly limited supervision time, administrative workload, and initial resistance from senior teachers. Importantly, a comparison across cycles shows that most inhibiting factors diminished by Cycle II, as trust increased and teachers adapted to the supervision approach. This dynamic change is summarized in Table 3, emphasizing that challenges were transitional rather than structural.

Table 3. Supporting and Inhibiting Factors for Supervision Implementation

Category	Factors
Supporting Factors	Principal’s empathic communication, collaborative school culture, structured supervision steps, availability of documents/resources
Inhibiting Factors	Limited supervision time, initial resistance from senior teachers, administrative workload

Source: Interviews, field notes, and observation data.

Overall, the before–after comparison across the pre-cycle, Cycle I, and Cycle II demonstrates that collaborative–humanistic supervision effectively strengthened teacher discipline and improved instructional performance. The findings confirm

that empathy-based, participatory, and reflective supervision leads to sustainable professional change, rather than short-term compliance, within the context of School Action Research at MTs Darul Ulum Purwogondo.

Discussion

The findings of this study demonstrate that collaborative–humanistic supervision significantly strengthened teacher discipline and enhanced performance at MTs Darul Ulum Purwogondo. Improvements in administrative completeness, punctuality, and instructional process discipline align with broader evidence that systematic and supportive supervision plays a critical role in enhancing teacher professionalism and work behavior (Aisyah, 2024). However, the significance of these findings becomes more pronounced when interpreted within the specific institutional and cultural context of MTs Darul Ulum Purwogondo as a private Islamic junior secondary school. In this context, strong collegial ties, respect for seniority, and religious–moral values shape teachers’ professional identities, making directive or inspection-oriented supervision particularly sensitive and potentially counterproductive. Therefore, the observed shift toward disciplined professional behavior suggests not merely compliance with supervision requirements, but an internalization of professional norms facilitated by relational and value-sensitive supervision.

Specifically, research on supervision to improve teacher discipline in vocational contexts showed that clear monitoring mechanisms and structured observation contribute to more organized teacher work behavior (Aisyah, 2024). Unlike vocational or public school settings, where formal authority structures are often more rigid, MTs Darul Ulum relies heavily on interpersonal trust and moral legitimacy. The findings of this study indicate that collaborative–humanistic supervision successfully bridged formal supervisory functions with informal relational norms, enabling teachers to accept discipline as professional responsibility rather than administrative pressure.

Moreover, the positive changes in teacher performance observed in lesson planning, instructional delivery, and assessment practices reflect the broader impact of academic supervision on professional competence (Febrina et al., 2024). Instructional supervision implemented in senior secondary settings has been shown to bolster pedagogical skills and classroom effectiveness (Febrina et al., 2024). In the present study, however, performance improvement was not solely technical in nature but also cultural, as teachers gradually shifted from routine-based instruction toward reflective and student-centered practices. This suggests that collaborative–humanistic supervision functioned as a catalyst for pedagogical transformation by legitimizing experimentation and reflective risk-taking within a culturally respectful framework.

These results also highlight the centrality of teacher perceptions and attitudes in determining the success of supervision. Qualitative data revealed that teachers experienced reduced anxiety and increased trust when supervision was perceived

as supportive rather than evaluative, aligning with literature emphasizing collaborative engagement over inspection (Suryani et al., 2024). In the context of MTs Darul Ulum, where senior teachers hold strong symbolic authority, reducing anxiety was particularly critical. The study indicates that humanistic supervision helped reframe the principal's role from evaluator to professional partner, which is essential in settings where hierarchical tension can inhibit open dialogue.

Connected to these findings is evidence on the importance of collaboration and trust in supervision. Collaborative supervision promotes mutual trust and professional dialogue, which are essential for sustaining reflective practice (Nurhadi et al., 2023; Ridiyawati, et al., 2025; Lestari et al., 2025). Hilhamsyah et al. recommend integrating collaborative approaches into supervision policies to emphasize teacher growth rather than administrative compliance. At MTs Darul Ulum, this collaborative orientation was especially effective because it resonated with existing communal and religious values that emphasize collective responsibility (*ukhuwah*) and mutual support. Thus, the effectiveness of collaborative supervision in this study cannot be separated from the school's socio-cultural fabric, which amplified its impact.

Furthermore, the emergence of a reflection culture among teachers supports research highlighting reflection and self-evaluation as core elements of professional growth (Mutiah, 2023). Academic supervision that incorporates reflective dialogue encourages teachers to take ownership of professional development. What distinguishes this study is the transition from guided reflection in Cycle I to self-initiated reflection in Cycle II, indicating a shift from externally driven change to internal professional awareness. This transition is particularly meaningful in action research contexts, as it signals sustainability beyond the intervention period. The identification of supporting factors, such as empathic principal communication and structured supervision steps, aligns with studies emphasizing leadership and supportive school culture in academic supervision (Hosna & Ratna, 2024). In MTs Darul Ulum, empathic leadership was not merely a managerial skill but a moral stance consistent with Islamic educational values, which strengthened its acceptance among teachers. This reinforces the argument that effective supervision must be culturally responsive and value-aligned to achieve lasting impact.

Regarding inhibiting factors limited supervision time, initial resistance from senior teachers, and administrative workload their gradual decline by Cycle II reflects the adaptive strength of the Action Research model (Singerin, 2021). Rather than being treated as fixed constraints, these barriers were negotiated through trust-building and iterative reflection, supporting Singerin's assertion that sustained collaborative supervision can reduce resistance over time. This finding underscores that resistance in supervision reform is often relational rather than structural in nature. Broader literature confirms that systematic academic supervision positively impacts teacher competence and instructional behavior when supported by reflective dialogue and follow-up (Hosna & Ratna, 2024). The present study extends this understanding by demonstrating that such impacts are intensified when supervision aligns with teachers' cultural expectations and professional identities, as observed

at MTs Darul Ulum Purwogondo. Overall, the prominence of trust, reflection, and collaboration underscores that supervision is not merely a technical evaluative process but a deeply relational practice (Singerin, 2021; Mutiah, 2023). In faith-based school settings, such as MTs Darul Ulum, this relational dimension becomes even more central, as professional growth is closely intertwined with moral values and collective identity.

In conclusion, the implementation of collaborative–humanistic supervision at MTs Darul Ulum Purwogondo confirms that supervision can serve as a catalyst for professional transformation when adapted to the school’s cultural and institutional context. The uniqueness of this study lies in its demonstration that collaborative–humanistic supervision is particularly effective in Islamic private schools, where trust, respect for seniority, and moral legitimacy shape professional behavior. Therefore, this study not only reinforces existing supervision theories but also contributes context-sensitive empirical evidence supporting supervision models that integrate collaboration, humanism, and cultural responsiveness within School Action Research frameworks.

4. Conclusion

The findings of this study indicate that the implementation of collaborative–humanistic supervision by the principal at MTs Darul Ulum Purwogondo effectively strengthened teacher discipline and enhanced teacher performance. Across the two research cycles, teachers demonstrated significant improvements in administrative completeness, punctuality, and adherence to instructional processes. Professional practices in lesson planning, instructional delivery, and assessment were also positively influenced, with teachers applying more interactive methods, utilizing media and technology, and providing timely formative feedback. The qualitative data further highlighted that this supervision approach reduced teacher anxiety, fostered trust and openness, encouraged reflective practices, and promoted collaborative problem-solving. Supporting factors, such as empathic leadership, structured supervision steps, and a collaborative school culture, facilitated these improvements, while initial inhibiting factors including limited supervision time, resistance from senior teachers, and administrative workload diminished by Cycle II. Overall, collaborative–humanistic supervision, which integrates empathy, professional dialogue, and shared decision-making, can serve as an effective model for improving teacher professionalism in both discipline and performance. This study recommends that school principals adopt similar participatory and supportive supervisory strategies to enhance instructional quality and foster a sustainable culture of professional development among teachers.

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