

Visionary-Adaptive Islamic Educational Leadership in Strengthening Madrasah Quality

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Received: 25-04-2026

Revised: 28-05-2026

Accepted: 20-07-2026

Info Artikel

Abstract

Keywords:

Visionary Leadership,
Adaptive Leadership,
Academic Supervision,
Teacher Professional
Learning, Pesantren-
Based Madrasah

Academic supervision at MA Darul Istiqomah Al Haya identified adequate subject-matter mastery but persistent reliance on lecturing. This study examines two connected questions: how the madrasah head translated an instructional-quality vision into supervision follow-up and teacher development, and how improvement strategies were adapted to teacher readiness, institutional resources, technology access, and pesantren characteristics. An embedded mixed-methods single-case design with qualitative priority was conducted from April 6 to 26, 2026. The quantitative strand involved all five teachers and 28 students; qualitative participants comprised the madrasah head, five teachers, one education staff member, and three students. Data were generated through questionnaires, semi-structured interviews, classroom observations, and document analysis, then integrated through side-by-side comparison. The first finding shows that supervision evidence was converted into a shared improvement direction, evaluation meetings, scheduled coaching, and differentiated assistance. Four of five teachers reported that this support helped them vary methods and media. The second finding shows context-sensitive adaptation: teachers combined projector-mediated videos and quizzes with discussion, concrete media, group work, worksheets, and environmental observation while respecting restrictions on personal devices. Twenty-two of 28 students reported more varied and participatory lessons. The study concludes that visionary direction, adaptive mobilization, and Islamic ethical values function as one supervision-to-learning mechanism. Institutionalized supervision cycles, collective reflection, and accessible documentation are recommended to sustain teacher professional learning.

Kata Kunci:

Kepemimpinan Visioner,
Kepemimpinan Adaptif,
Supervisi Akademik;
Pembelajaran Profesional
Guru, Madrasah Berbasis
Pesantren

Abstrak

Supervisi akademik di MA Darul Istiqomah Al Haya menemukan bahwa penguasaan materi masih memadai, tetapi pembelajaran masih bertumpu pada metode ceramah. Penelitian ini mengkaji dua pertanyaan yang saling berkaitan: bagaimana kepala madrasah menerjemahkan visi mutu pembelajaran menjadi tindak lanjut supervisi dan pengembangan guru, serta bagaimana strategi perbaikan disesuaikan dengan kesiapan guru, sumber daya lembaga, akses teknologi, dan karakteristik pesantren. Penelitian ini menggunakan desain mixed methods tertanam berupa studi kasus tunggal dengan prioritas kualitatif dan dilaksanakan pada 6-26 April 2026. Komponen kuantitatif melibatkan lima guru dan 28 siswa; partisipan kualitatif terdiri atas kepala madrasah, lima guru, satu tenaga kependidikan, dan tiga siswa. Data diperoleh melalui angket, wawancara semi-terstruktur, observasi kelas, dan analisis dokumen, kemudian diintegrasikan melalui perbandingan

berdampingan. Temuan pertama menunjukkan bahwa bukti supervisi diubah menjadi arah perbaikan bersama, rapat evaluasi, pembinaan terjadwal, dan pendampingan yang terdiferensiasi. Empat dari lima guru menyatakan bahwa dukungan tersebut membantu mereka memvariasikan metode dan media. Temuan kedua menunjukkan adaptasi yang peka terhadap konteks: guru memadukan video dan kuis melalui proyektor dengan diskusi, media konkret, kerja kelompok, lembar kerja, dan pengamatan lingkungan, sambil mematuhi pembatasan penggunaan perangkat pribadi. Sebanyak 22 dari 28 siswa melaporkan bahwa pembelajaran menjadi lebih bervariasi dan lebih partisipatif. Penelitian ini menyimpulkan bahwa arah visioner, mobilisasi adaptif, dan nilai etis Islam bekerja sebagai satu mekanisme supervisi dalam pembelajaran. Pelembagaan siklus supervisi, refleksi kolektif, dan dokumentasi yang mudah diakses direkomendasikan untuk menjaga pembelajaran profesional guru.

INTRODUCTION

Academic supervision records from the first semester of the 2025/2026 academic year identified a focused instructional problem at MA Darul Istiqomah Al Haya: all five teachers demonstrated adequate subject-matter mastery, but classroom interaction remained dominated by lecturing and teacher explanation. Supervision has limited developmental value when evidence is archived without feedback, assistance, and subsequent observation. Indonesian studies show that supervision becomes more productive when principals connect diagnosis with coaching and structured feedback (Amelia et al., 2022; Hakim & Saryulis, 2023). Clinical and technology-supported supervision can strengthen differentiated follow-up and teacher reflection (Arifin et al., 2023; Arum et al., 2024). Other studies emphasize performance improvement through academic supervision and teacher professionalism (Hadiati, 2019; Siagian et al., 2025). A sustained supervision culture and evaluation follow-up further reinforce teacher development (Sirojuddin, 2020; Tazkiah et al., 2022).

Transformational leadership clarifies how such a vision can mobilize educators. Idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration explain why leaders must model responsibility, communicate the purpose of improvement, invite teachers to reconsider established routines, and differentiate support according to professional need (Bass & Riggio, 2006). Evidence from madrasahs shows that visionary and transformational practices become meaningful when translated into teacher-development programs and participatory decision-making (Devi, 2021; Fathih et al., 2021). Sustained instructional support and attention to the socio-religious context further strengthen their effect (Brooks et al., 2020; Siregar et al., 2022). Thus, evaluation meetings, coaching schedules, and individual assistance can be understood as operational expressions of visionary leadership.

The case also requires an adaptive leadership perspective. Technical problems can be addressed through existing expertise, procedures, or resources, whereas adaptive challenges require changes in beliefs, habits, roles, and collective capacity (Heifetz et al., 2009). Complexity leadership similarly emphasizes interaction, experimentation, and learning within changing organizational systems (Uhl-Bien et al., 2007; Uhl-Bien & Arena, 2018). In the research setting, restricted access to personal devices and limited projector availability were technical conditions. At the same time, persistent dependence on teacher-centered routines was adaptive because teachers had to learn new ways of organizing participation, media, and classroom authority. This distinction is consistent with adaptive management in Islamic education, which links environmental mapping, value alignment, implementation, and continuous evaluation (Mubaidilla & Mubaidilla, 2025).

Context is especially important in a pesantren-based madrasah, where educational innovation interacts with religious authority, institutional identity, community expectations, and rules governing student life. Islamic-school leadership scholarship describes leadership as moral and spiritual rather than merely managerial (Brooks & Ezzani, 2022; Shah, 2006). It is also culturally mediated and socially responsible (Brooks & Mutohar, 2018). Indonesian studies show that pesantren leadership and digital-era management depend on selective adaptation (Aisyah et al., 2022; Ekasari et al., 2021). Curriculum integration likewise requires preserving institutional identity while responding to educational change. (Madya et al., 2026a). A context-responsive approach therefore does not equate improvement with unrestricted digitalization; it asks which digital, non-digital, and environmental resources genuinely advance learning.

Previous studies have examined parts of this process separately. Leadership and capacity-building studies highlight the importance of organizational commitment and quality-oriented systems (Dian et al., 2022; Hasanah et al., 2022). Total quality management research stresses documented procedures and continuous improvement. (Al Imama et al., 2022; Azizi et al., 2023). Collective responsibility is also central to sustaining quality improvement (Rony et al., 2024). Islamic educational leadership scholarship also emphasizes ethical accountability, justice, deliberation, and public benefit as standards for decision-making (Alazmi & Bush, 2024; Yuspitasari & Mudzakir, 2025). However, the literature has not sufficiently explained how visionary direction, adaptive decision-making, academic supervision, and observable instructional change operate as one mechanism in a small private pesantren-based madrasah.

Accordingly, this study analyzes how the madrasah head applies visionary-adaptive Islamic educational leadership to improve teaching after academic supervision. It addresses two questions: (1) How does the madrasah head translate an instructional-quality vision into supervision follow-up and teacher development? Moreover, (2) How are improvement strategies adapted to teacher needs, institutional resources, student access to technology, and pesantren characteristics? The study proposes that visionary direction and adaptive mobilization become educationally effective when they are connected through repeated supervision, reflection, coaching, classroom experimentation, and evaluation. At the same time, Islamic values provide ethical standards for using evidence, involving teachers, differentiating support, and selecting context-sensitive strategies.

METHOD

This study employed an embedded mixed-methods design with qualitative priority within a single-case study. (Denzin, 2012) The qualitative strand supplied the primary evidence for explaining leadership meaning, supervision follow-up, professional assistance, adaptive decisions, and instructional change; the quantitative strand was embedded through teacher and student questionnaires to corroborate the qualitative pattern rather than to support inferential claims. (Creswell & Clark, 2017; Feters et al., 2013). The study was conducted from April 6 to 26, 2026, at MA Darul Istiqomah Al Haya in Jember, Indonesia. Total sampling included all five teachers and all 28 students in Grades X-XII for the questionnaires; purposive qualitative participation included the madrasah head, the five supervised teachers, one education staff member, and three students.

Table 1. Research Participants, Selection Criteria, and Data Contribution

Data source	Composition	Selection criteria	Data contribution
Teacher questionnaire	5 Teachers	Total sampling; all teachers participated in academic supervision	Leadership communication, supervision follow-up, professional support, and contextual adjustment
Student questionnaire	28 Students	Total sampling; all active students in Grades X-XII	Observable variation in methods/media, participation, and responses to learning difficulty
Key informant	1 Madrasah Head (HM)	Purposive; responsible for institutional leadership and supervision	Vision, decision making, supervision, coaching, and adaptive strategy
Main informants	5 Teachers (T1-T5)	Purposive; directly experienced supervision and follow-up	Coaching experience, instructional change, constraints, and professional needs
Supporting informant	1 Education staff member (ES)	Purposive; involved in administration and documentation	Schedules, meetings, and institutional records
Supporting informants	3 Students (S-X, S-XI, S-XII)	Purposive; one student from each grade	Learning experience, participation, and observable instructional change

Source: Research design, 2026

Divided equally between visionary and adaptive leadership; the student questionnaire contained 16 items on observable method variation, digital and non-digital media, participation, feedback, and teachers' responses to learning difficulties. Interviews examined instructional priorities, supervision findings, evaluation meetings, coaching, individualized assistance, constraints, and post-follow-up changes (Creswell & Clark, 2017). Observations compared classroom practices before and after coaching. Documents included vision and mission statements, supervision instruments and records, meeting minutes, coaching schedules, assistance notes, lesson plans, institutional device rules, and activity documentation. The leadership indicators were adapted from transformational and adaptive leadership frameworks (Bass & Riggio, 2006; Heifetz et al., 2009).

Table 2. Leadership Dimensions, Operational Indicators, and Evidence Sources

Dimension	Operational Indicators	Islamic Educational Perspective	Evidence Sources
Visionary leadership	Integrity and exemplary conduct; communication of instructional direction; stimulation of innovation and reflection; attention to individual teacher-development needs	Amanah, exemplary conduct, justice, and responsibility	Teacher questionnaire; interviews; supervision records; meeting minutes; coaching schedules; classroom observation
Adaptive leadership	Diagnosis of instructional conditions; distinction between technical and adaptive challenges; mobilization of	Deliberation, wisdom, justice, responsibility, and public benefit	Teacher and student questionnaires; interviews; observation; coaching records; instructional

teachers; resources characteristics	adjustment and pesantren	to	documents; rules; documentation	institutional activity
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Source: Adapted from Bass and Riggio (2006) and Heifetz et al. (2009).

Questionnaire responses were summarized as frequencies at the relevant item-cluster level; agree and strongly agree were grouped as positive responses, while other responses were not automatically interpreted as negative. (Denzin, 2008). Qualitative data were analyzed through condensation, deductive-inductive coding, data display, cross-source comparison, and conclusion drawing (Miles et al., 2014). Deductive codes followed the eight indicators in Table 2, whereas inductive codes captured projector-mediated learning, restrictions on personal devices, non-digital media, outdoor learning, and differentiated coaching. Integration occurred during interpretation through side-by-side comparison of questionnaires, interviews, observations, and documents, with attention to convergence, complementarity, and divergence (Fetters et al., 2013).

RESULTS AND DISCUSSION

Results

Visionary Direction: From Supervision Evidence to Teacher Development

Initial classroom observation and first-semester supervision records showed a consistent discrepancy: all five teachers could explain subject content adequately, but lessons relied heavily on lectures, extended teacher talk, and limited opportunities for student interaction. The supervision instruments separated subject-matter mastery from pedagogical variation, allowing the head to define the improvement problem precisely. Meeting minutes then documented a common direction for follow-up: reduce excessive reliance on lecturing, increase method and media variation, and provide more structured opportunities for student participation.

Post-coaching observations documented the instructional response. All five teachers retained explanation where it was pedagogically useful but combined it with guided questions, projector-mediated videos or images, quizzes, discussion, concrete objects, worksheets, cards, and group tasks. Coaching notes and revised lesson plans showed that the change was organized around feasible steps: selecting one or two suitable alternatives, clarifying the purpose of the media, arranging student participation, and reviewing the result in subsequent observation. A teacher described the effect of this assistance as follows: Interview evidence converged with the supervision records. The madrasah head explained that supervision findings were deliberately converted into a professional-development agenda rather than being retained as administrative documentation:

We do not regard supervision merely as an administrative assessment, but as a basis for decisions about teachers' professional development. Its findings are discussed in a joint evaluation forum and followed by scheduled coaching and more intensive individual assistance according to each teacher's needs" (Interview, April 2026).

Every teacher has a different level of readiness, subject-matter characteristic, and classroom condition. Therefore, supervision follow-up cannot be uniform; an adaptive approach enables teachers to receive support that matches the instructional challenges they face" (Interview, April 2026).

The assistance made us more confident in trying varied methods, including group discussion, guided questioning, quizzes, visual media, simple media developed with the help of AI-based websites, and the surrounding environment as a contextual learning resource" (Interview, April 2026).

Taken together, the evidence indicates a sequence from supervision diagnosis to shared direction, differentiated professional support, classroom experimentation, and follow-up. The teacher questionnaire corroborated this pattern: four of five teachers selected agree or strongly

agree on the item cluster indicating that coaching and individualized assistance helped them vary teaching methods and media.

Table 3. Integrated Evidence Display for Research Focus 1

Evidence source	Key evidence	Role in interpretation
Observation	Adequate subject mastery; lecture-dominated lessons before follow-up; more varied activity after coaching	Established the initial discrepancy and documented classroom change
Madrasah-Head Interview (HM)	Direct quotation on joint evaluation, scheduled coaching, and intensive individual assistance	Explained the leadership intention and follow-up mechanism
Teacher Interviews (T1-T5)	Direct quotations on differentiated assistance and confidence in varying methods and media	Confirmed individualized consideration and professional learning
Documents	Supervision records, meeting minutes, coaching schedules, assistance notes, and revised lesson plans	Provided an audit trail linking diagnosis, action, and follow-up
Teacher Questionnaire (n = 5)	4 of 5 positive responses on coaching and individualized assistance supporting method/media variation	Corroborated the qualitative pattern without inferential generalization

Source: Integrated field data, 2026.

Adaptive Adjustment: Aligning Instructional Change with Pesantren Conditions

Classroom observations after coaching showed that instructional change did not take the form of unrestricted student device use. Personal mobile-phone access remained limited by pesantren rules, so digital resources were delivered collectively through a teacher-operated projector. Teachers used videos, images, presentations, and guided quizzes as shared stimuli, while boards, pictures, worksheets, cards, concrete objects, discussion, question-and-answer activities, and group work remained central. The open madrasah environment - including the yard, plants, soil, garden areas, and nearby objects - was also used when it matched the lesson objective.

Interview evidence showed that the head and teachers distinguished resource limitations from the deeper challenge of changing teaching habits. Teachers described the projector as useful but insufficient on its own; they still needed assistance to design questions, organize groups, select concrete media, and manage time. The learner perspective supported the observation data. Students reported more opportunities to discuss, answer questions, work with classmates, and observe objects directly. A Grade XI student described the change in these terms, and one teacher summarized the institution's proportional use of technology as follows:

Technology is used proportionally in line with the madrasah's conditions and pesantren rules. Projectors, learning videos, flashcards, and shared visual media help increase students' attention and involvement without depending on their personal devices. (Interview, April 2026).

Learning is now more interesting because we do not only listen to the teacher's explanation; we also take part in discussions and direct observation. It feels like playing, but we are actually learning. (Interview, April 2026).

The education staff member confirmed that coaching schedules, available equipment, and institutional rules were considered together. Institutional device rules and activity documentation also showed that projector-based resources were used collectively while non-digital and environmental resources remained central. In the student questionnaire, 22 of 28 students selected agree or strongly agree that lessons had become more varied and participatory. The head did not impose a uniform technology target; instead, the shared goal of more active, contextual, and

participatory learning was pursued through different combinations of digital, non-digital, and environmental resources.

The result was not the elimination of lecturing, but its repositioning within a broader sequence of explanation, visual stimulus, guided interaction, collaborative work, and contextual observation. The findings were further corroborated by documentary evidence, including institutional regulations on digital device use, teacher coaching schedules, facility records, and classroom learning documentation, which confirmed the alignment of instructional adaptation with pesantren policies and available resources.

Table 4. Integrated Evidence Display for Research Focus 2

Evidence Source	Key Evidence	Role in Interpretation
Observation	Collective projector use; dominant non-digital media; group work; concrete objects; environmental observation	Documented context-sensitive instructional adaptation
Teacher interviews (T1-T5)	Direct quotation on proportional use of projectors, videos, flashcards, and shared visual media.	Distinguished technical constraints from adaptive learning needs
Education staff interview (ES)	Schedules, facilities, and institutional rules were considered in follow-up planning.	Confirmed organizational adjustment
Student interviews (S-X-S-XII)	Direct quotation on discussion, direct observation, and more engaging learning	Provided a learner perspective on observable instructional change
Student Questionnaire (n = 28)	22 of 28 positive responses on greater method variation and participation	Corroborated the observation and interview pattern
Documents	Institutional device rules, coaching schedules, facility records, and activity documentation, classroom learning documentation	Confirmed that instructional adaptation followed pesantren rules and available resources

Source: Integrated Field Data, 2026.

DISCUSSION

Visionary Direction, Supervision Follow-up, and Teacher Professional Learning

The first finding clarifies how visionary leadership becomes visible in instructional work. The head did not treat supervision as an administrative endpoint; evidence of lecture-dominated instruction was used to define a shared improvement direction, communicate priorities, and organize support. This sequence is consistent with leadership research showing that direction setting influences learning when connected to professional capacity (Day et al., 2016; Leithwood et al., 2020). Leadership effects are also mediated through instructional and organizational conditions (Robinson et al., 2008). It also aligns with Indonesian supervision studies that position feedback and differentiated follow-up as central to teacher improvement (Amelia et al., 2022; Hakim & Saryulis, 2023). Continuous supervision and teacher professionalism reinforce this improvement process (Siagian et al., 2023; Sirojuddin, 2020).

The contribution of the case is to make the mechanism explicit: supervision evidence narrowed the gap between the current lesson pattern and the desired form of participatory learning. Bass and Riggio's framework explains the internal structure of this process. Inspirational motivation appeared in communicating a common improvement purpose; intellectual stimulation appeared when teachers examined lecture-dominated routines and tested alternatives; individualized consideration appeared in support tailored to readiness, subject, and classroom conditions; and idealized influence appeared in the head's continued involvement after formal

observation (Bass & Riggio, 2006). Indonesian studies of visionary and transformational madrasah leadership report comparable links between institutional direction and teacher competence (Devi, 2021; Fathih et al., 2021). Professional support and leadership vision also contribute to educational quality and professionalism (Illah et al., 2022; Siregar et al., 2022).

The movement from diagnosis to coaching strengthens the professional-learning interpretation. Effective development focuses on instructional content, is coherent with school priorities, is active and sustained, and is linked to classroom evidence (Desimone, 2009). In the present case, differentiated assistance helped teachers select realistic changes, while subsequent observation made the learning cycle visible and reviewable. This interpretation is supported by Indonesian evidence linking organizational climate and teacher competence to instructional performance (Adriana et al., 2023; Asmarani et al., 2021). Clinical supervision and professional-development management further strengthen teaching practice (Arifin et al., 2023; Fuadi et al., 2023). Principal supervision also contributes to teacher performance (Karim et al., 2021).

From an Islamic educational perspective, the process expresses amanah, shura, justice, responsibility, and exemplary conduct. Amanah was reflected in using supervision evidence for improvement rather than compliance; shura appeared in evaluation and problem-solving meetings; justice appeared in differentiated assistance; and responsibility appeared in continued follow-up. These values function as normative standards across leadership practices rather than as a disconnected third variable. Islamic-oriented leadership and educational leadership perspectives emphasize ethical responsibility and moral purpose (Alazmi & Bush, 2024; Shah, 2006). Critical spirituality and Islamic school leadership frameworks reinforce cultural and socio-religious responsibility (Brooks & Ezzani, 2022a; Brooks & Mutohar, 2018). Ethical accountability also emphasizes justice, deliberation, and public benefit (Yuspitasari & Mudzakir, 2025).

The practical implication is that personal leadership initiative must become organizational memory. Written improvement targets, coaching notes, revised lesson plans, evidence from subsequent observations, and teacher-learning meetings can protect the process from becoming dependent on one leader or one supervision period. Quality-oriented studies in Indonesian Islamic education emphasize documented planning and leadership commitment (Al Imama et al., 2022; Azizi et al., 2023). Capacity building and strategic quality planning stress collective responsibility (Dian et al., 2022; Hasanah et al., 2022). Continuous improvement is reinforced through total quality management and academic supervision (Rony et al., 2024). Thus, the case extends earlier research by showing how supervision, differentiated support, and documentation can institutionalize visionary direction.

Adaptive Implementation in a Pesantren-Based Madrasah

The second finding distinguishes adopting technology from adapting instruction. Device restrictions, projector availability, and operating procedures were technical conditions. However, persistent reliance on lecturing was an adaptive challenge because it involved professional confidence, beliefs about classroom authority, and habitual lesson organization (Heifetz et al., 2009). Providing equipment alone would not have changed those routines. Teachers needed opportunities to reconsider practice, test alternatives, examine student responses, and learn new participation structures, which is consistent with complexity and adaptive-capacity perspectives (Uhl-Bien et al., 2007; Uhl-Bien & Arena, 2018).

Adaptive leadership also required a culturally and institutionally grounded diagnosis. The head considered teacher readiness, student access to devices, pesantren rules, subject

characteristics, facilities, and environmental resources simultaneously. This pattern accords with Indonesian research showing that leadership must connect context and teacher capacity (Alwi et al., 2023; Huda & Rokhman, 2021). Adaptive Islamic educational management further adds environmental mapping, value alignment, and continuous evaluation (Mubaidilla & Mubaidilla, 2025). The selective use of a shared projector was therefore neither resistance to innovation nor passive acceptance of constraint; it was a contextually reasoned choice.

The use of non-digital and environmental resources broadens the meaning of educational modernization. In this case, videos and presentations provided visual stimuli, while concrete objects, gardens, soil, group tasks, and discussion provided direct and collaborative experience. The pedagogical value lay in the combination and sequencing of resources, not in the amount of technology used. This finding corresponds with Indonesian studies on digital-era educational management and pesantren organizational culture, which emphasize selective adaptation (Aisyah et al., 2022; Ekasari et al., 2021b). Curriculum integration likewise avoids wholesale replacement of institutional practices. (Madya et al., 2026b).

Islamic ethical values deepen this adaptive interpretation. Wisdom requires selecting an action that fits its circumstances; public benefit directs innovation toward demonstrable learning value; shura enables teachers to articulate constraints and participate in feasible solutions; and responsibility requires the institution to prevent resource limitations from diminishing students' access to meaningful instruction. Islamic educational leadership frameworks emphasize moral purpose and critical spirituality (Alazmi & Bush, 2024; Brooks & Ezzani, 2022b). Socio-religious mediation further grounds leadership in institutional values and community expectations. (Brooks et al., 2020). Adaptive flexibility is therefore ethically bounded: different methods are acceptable, but they must serve common learning goals and legitimate institutional values.

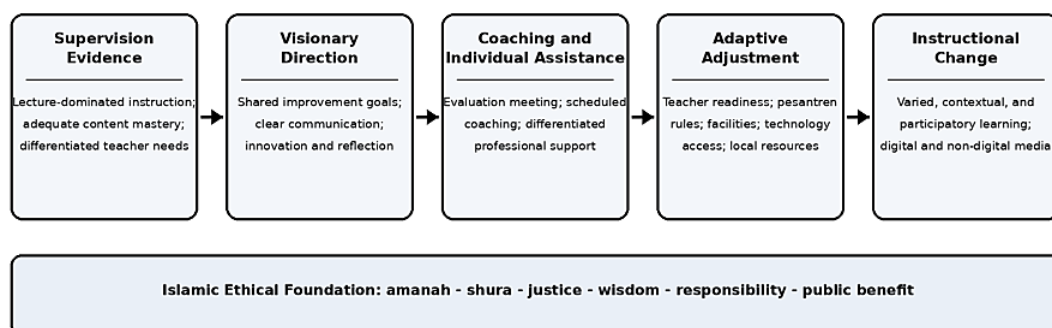


Figure 1. Analytical Pathway of Visionary-Adaptive Islamic Educational Leadership

Sustainability requires disciplined evaluation rather than unrestricted flexibility. Each strategy should be reviewed against common questions: Does it advance the learning objective? Does it increase meaningful participation? Is it feasible within institutional rules? What evidence shows improved understanding? Such criteria allow different teachers to use different media while preserving shared standards (Arum et al., 2024; Tazkiah et al., 2022). The madrasah should therefore institutionalize repeated supervision, peer reflection, accessible documentation, and a contextual media policy. Studies of technology-supported supervision and academic evaluation support this recommendation. Evidence on academic supervision also links it with teacher performance (Hadiati, 2018).

Table 5. Summary of Discussion Analysis and Study Contribution

Research Result	Theoretical Analysis	Contribution and Novelty
Supervision findings were translated into a shared improvement direction, evaluation meetings, scheduled coaching, differentiated assistance, and post-coaching observation.	Visionary, transformational, and leadership-for-learning perspectives explain how direction setting becomes effective through communication, intellectual stimulation, individualized support, monitoring, and professional learning.	Explains a concrete supervision-to-coaching mechanism through which visionary leadership produces observable instructional change in a small private madrasah.
Instructional change was adjusted to teacher readiness, device restrictions, pesantren rules, facilities, subject needs, and local environmental resources.	Adaptive and complexity leadership distinguish technical resource issues from changes in habits and collective capacity; culturally responsive and Islamic leadership emphasize value-guided contextual judgment.	Shows that pesantren-based innovation can combine shared digital media, dominant non-digital resources, and environmental learning without equating modernization with unrestricted technology use.
Islamic values guided evidence use, participation, differentiated support, contextual selection, and follow-up.	Amanah, shura, justice, wisdom, responsibility, and public benefit function as normative standards across visionary and adaptive practices.	Integrates Islamic ethics with two established leadership perspectives without treating values as a disconnected third variable.

Source: Authors' Analytical Synthesis, 2026.

CONCLUSION

The study answers the first research question by showing that the madrasah head translated an instructional-quality vision into a coherent follow-up sequence: supervision identified the discrepancy between adequate content mastery and limited pedagogical variation; an evaluation meeting established a shared direction; scheduled coaching and differentiated assistance supported teachers; and subsequent observation documented changes in methods, media, and participation. It answers the second question by showing that implementation was adapted to teacher readiness, subject needs, available facilities, restrictions on personal devices, pesantren rules, and local environmental resources. Visionary direction defined the desired change, adaptive leadership shaped a feasible route, and Islamic values guided the responsible use of evidence, deliberation, differentiated support, contextual judgment, and follow-up.

The theoretical contribution is an integrated supervision-to-learning mechanism that positions visionary and adaptive leadership as interdependent functions and Islamic ethics as normative standards across both. The practical contribution is a model for improving instruction without equating modernization with unrestricted digitalization. The study is limited by its single small site, short observation period, descriptive questionnaire strand, reconstructed interview record, and absence of long-term evidence on student learning; it therefore does not support statistical generalization. Future research should compare multiple pesantren-based madrasahs, use longitudinal observation, retain audio-verified transcripts, and examine whether sustained supervision and coaching improve teacher practice and student outcomes. The madrasah should institutionalize repeated supervision cycles, peer reflection, contextual media guidelines, and accessible records of targets, interventions, evidence, and next actions.

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