Enhancing teacher professionalism through academic supervision: A CIPP model evaluation

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Abstract. This study evaluates the effectiveness of academic supervision practices at SMP Darul Hikam using the Context, Input, Process, and Product (CIPP) model. The urgency of this evaluation lies in the need to ensure that academic supervision evolves from a procedural obligation into a strategic mechanism for improving teacher professionalism and educational quality. Data were gathered through in-depth interviews, document analysis, and non-participatory observation. The research instruments were developed thematically based on the CIPP dimensions and validated through triangulation, member checking, and audit trail to ensure trustworthiness. The data were analyzed using thematic descriptive techniques aligned with the four CIPP components, with success criteria referring to national education standards, relevant policy frameworks, stakeholder satisfaction, and alignment with Taqwa Character Building (TCB) values. The results show that supervision at Darul Hikam is conducted systematically, supported by digital platforms (SISFO and Balanced Scorecard), and integrated into the school's reflective and value-based culture. This approach has enhanced teacher competencies, fostered a culture of quality that is sustainable, and positively impacted student learning outcomes. The study concludes that academic supervision, when implemented through contextual leadership and technological integration, can serve as a transformative tool for professional development and institutional excellence.

Introduction

Continuous improvement in the quality of education is a strategic effort to develop superior and competent human resources (Sanga & Wangdra, 2023; Tanjung Sari, 2022). The Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System emphasizes that education is a series of activities aimed at developing students' potential to become pious individuals, have noble character, and be competent in facing the challenges of the 21st century. In this context, teachers play a central role in realizing educational objectives. Along with the times, teachers are not only required to master the subject matter but also to design, implement, and evaluate learning effectively (Asyifah et al., 2024). Teacher professionalism is greatly influenced by systematic and continuous guidance, one form of which is academic supervision (Amanda & Mustofa, 2024). Academic supervision improves the quality of education by developing teachers' competencies throughout the learning cycle while fostering a culture of reflection and collaboration in the school environment (Kholiq & Jannah, 2022; Novari et al., 2023).

Implementing academic supervision in Indonesia has a strong legal basis as an integral part of the education quality assurance system. Law Number 20 of 2003 concerning the National Education System states that educators must have pedagogical, professional, social, and personal competencies to realize quality learning. Furthermore, Minister of National Education Regulation No. 13 of 2007 emphasizes that school principals must possess supervisory competencies to foster and develop teachers' professionalism. Academic supervision is also a crucial element in the cycle of the Internal Quality Assurance System (IQAS), as stipulated in the Ministry of Education and Culture Regulation No. 19 of 2017, which requires supervision to be conducted in a planned, systematic, and continuous manner to enhance the quality of education (Purnadewi et al. 2023).

Academic supervision enables the principal to foster teachers' achievement of better learning goals through a deeper understanding of educational principles. Thus, the primary goal of academic supervision is to ensure that teachers not only meet teaching standards but also feel confident in carrying out their duties, thus positively impacting student learning outcomes (Machali & Hidayat, 2018). Furthermore, Mubarika et al. (2023) also emphasized the importance of educational supervision as a means of continuous guidance and evaluation to improve educators' performance. They underscore that the success of supervision depends on the consistency of implementation and school principals' ability to mentor teachers systematically. Thus, to achieve adequate supervision, there needs to be integration between careful planning, adequate resource support, and the commitment of school principals to carry out supervision sustainably and reflectively.

The alternative approaches, such as collaborative educational supervision (Bunga, 2022), clinical supervision (Ganeswara & Karmila, 2021), and digital technology-based supervision (Fauzi et al., 2022) also shows great potential in developing teacher professionalism. However, it is important to consider the relevance of these approaches to the local school culture. In Indonesia, incorporating local wisdom values, like collaborative leadership that focuses on dialogue, empathy, and insight into teacher development, presents a hopeful contextual alternative (Darmawan et al., 2025; Widana et al., 2023).

From a global perspective, current trends in teacher performance assessments strongly emphasize evidence-based and creative methodologies. The bibliometric findings indicate that studies of teacher performance evaluation have risen sharply between 2018 and 2024, as six major clusters of themes emphasize the need for learning outcomes-based measures and global collaboration (Mustofa et al., 2021). New models such as differentiated instruction, technology-assisted problem-based learning, and project-based learning have been shown to enhance student learning results and motivation, with a decisive impact on effective academic supervision policies (Satiri et al., 2024). More recent studies highlight that the effectiveness of academic supervision can enhance motivation, professionalism, and quality of classroom learning learning (Syofian et al., 2024; Zulfa et al., 2021). For instance, academic supervision implementation in SMA Kejuruan Negeri 1 Sarjo demonstrated improved teacher competence from low to outstanding through two cycles of combined supervision (Wiryasana, 2022). On par with this was SMA Negeri 1 Jawilam, which demonstrated a rise in teachers' pedagogic scores to 97% from a baseline of 38% through two cycles of organized supervision (Satiri et al., 2024).

Practical insights from the application of benchmarking in MTs Fadhilah Pekanbaru demonstrate that innovation in supervision strategies may be transferred and applied across educational institutions, subject to maintaining accountability on the part of the principals and practical cooperation among schools (Sari et al., 2025; Yasa et al., 2023). These findings support that academic supervision is successful not solely based on inner methods but is also determined by exposure to good practices in the context of neighboring schools. Here, benchmarking serves as a

vehicle for common learning that enriches the managerial and pedagogical knowledge of all education stakeholders. In addition, these findings reinforce the need for adaptive supervision, leadership, creativity, and work-focused work practices. This form of supervision strategy can respond to contextual challenges and become a strategic move toward enhancing the quality of education in schools. Supervision that responds to school realities and is buttressed by effective and cooperative leadership is better equipped to catalyze constructive changes in learning practices and teachers' work cultures.

Although educational supervision plays a strategic role in improving the quality of learning, its implementation in the field still faces various challenges. (Handayani & Dewi, 2024) found that the implementation of supervision at SMA Negeri 1 Ulu Musi had been systematically designed through planning, implementation, evaluation, and monitoring. However, its effectiveness is still hindered by factors such as teacher absenteeism during supervision, teacher nervousness when being supervised, and the principal's busy schedule, which leads to changes in the supervision schedule. This situation suggests that technical and managerial constraints can hinder the effective use of supervision as a tool for teacher professional development.

On the other hand, a study at Sekolah Menengah Pertama Negeri 2 Alalak revealed that although educational supervision has proven effective in improving mathematics teachers' competence, limited support for learning facilities, such as learning media, is an obstacle to achieving maximum learning outcomes. This study indicates that the effectiveness of supervision depends not only on the implementation of supervision itself but also on adequate school resource support. This challenge is exacerbated by supervisory practices that often ignore the school context. Empirical evidence validates that collegially conducted academic supervision, where the supervisors collaborate with teachers in dialogic and supportive ways, can boost teacher motivation and self-confidence (Sembiring & Tijow, 2025). This emphasizes transitioning from authoritative to more collegial and context-sensitive supervisory models.

In addition, infrastructure limitations are not a significant barrier if the principal manages supervision with an empowering participatory approach (Marjun et al., 2025). Research has demonstrated that supervisory styles emphasizing empowerment and participation can significantly enhance teaching behaviors, even in schools with limited resources. This aligns with the vital role leadership style plays, showing how empowering teachers through collaborative decision-making and fostering trust can effectively address material shortcomings. Although many schools have adopted academic supervision as a supervisory system, several challenges remain, including technical and managerial constraints, limited teacher involvement, and a lack of ongoing professional development orientation. This is also evident at SMP Darul Hikam, where teacher supervision remains heavily centered on the principal, with no formal supervision team structure dedicated explicitly to teachers. In practice, the principal involves the vice principal, coordinator, or senior teachers to assist in the supervision process, but this involvement is informal and situational.

Academic supervision at SMP Darul Hikam targets all teachers, both new and senior, with a focus on improving pedagogical and professional competencies and shaping Islamic ethics and character based on the values of Taqwa Character Building (TCB), which is the school culture. However, the dominance of the principal's role without a systematic supervisory structure indicates the need for a comprehensive evaluation of its effectiveness. Unlike previous studies emphasizing technical aspects, this research places academic supervision within a strategic framework that integrates Islamic character values, teacher participation, and digital transformation to build a quality educational culture. The evaluation was conducted holistically, considering the school's cultural context, teacher involvement, and technology such as SISFO and Balanced Scorecard in managerial

decision-making. The uniqueness of this study also lies in integrating the TCB approach and transformative leadership in academic supervision practices.

This study uses the CIPP (Context, Input, Process, Product) evaluation model as an analytical framework to assess the overall effectiveness of academic supervision (Suryadin et al., 2022). This model is used to assess the suitability of supervision to institutional needs (context), resource readiness (input), the quality of supervision implementation (process), and its impact in supporting the strengthening of educators' professional capacity and the achievement of learning quality standards (product). This model has been widely used to evaluate various educational programs in Indonesia (Alvianita et al., 2022; Chen, 2023; Mulato et al., 2023; Setiawan et al., 2024). With this approach, this study aims to assess and provide a comprehensive overview of the effectiveness of academic supervision at SMP Darul Hikam and develop recommendations for improvement that can be replicated in other schools with similar characteristics.

Method

This study uses a qualitative evaluative approach with a single case study design to evaluate the overall effectiveness of academic supervision at SMP Darul Hikam. The evaluation model used is CIPP (Context, Input, Process, Product), which Stufflebeam developed. This model was chosen because it is capable of evaluating programs systematically, starting from the relevance of the program to the school's needs (context), the readiness of resources (input), the implementation of activities (process), and the results or impact on quality improvement (product). This approach is relevant for answering evaluative questions oriented toward understanding the process, experiences, and changes that occur due to the implementation of academic supervision within the framework of educational quality.
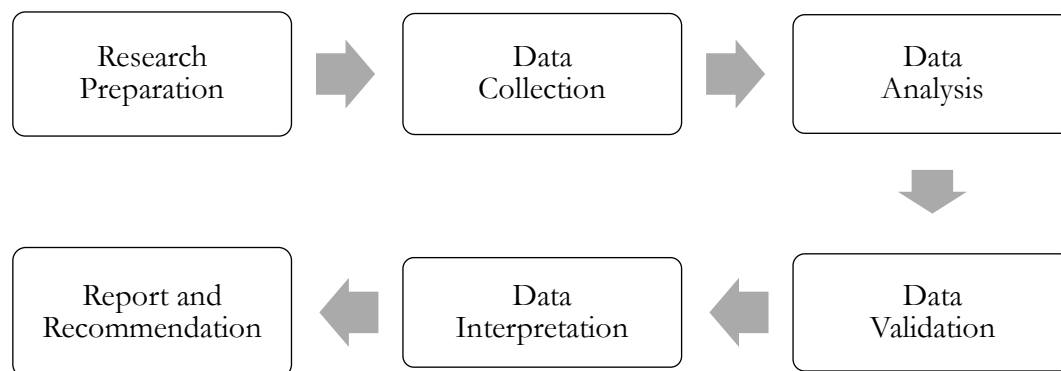

Image 1. The Research Stages

The research design follows a systematic sequence of stages, as shown in the figure above: preparation, data collection, data analysis, data validation, interpretation, and reporting. The integrity of each phase is deliberately aimed at maintaining methodological rigor and producing valid and practical findings for a broader educational context. Data collection was conducted using several qualitative techniques, namely, in-depth interviews with school principals as the primary actors in academic supervision, unstructured interviews with teachers who had participated in at least two cycles of supervision, document analysis such as supervision reports, assessment rubrics, lesson plans, as well as data from the school information system (SISFO) and Balanced Scorecard, and non-participatory observations of supervision activities and teacher reflections, particularly during post-observation discussions.

The evaluation instruments were developed thematically based on the CIPP dimensions. The following table summarizes the evaluation focus and data sources:

Table 1. Program Evaluation Instruments

CIPP Dimensions	Evaluation Focus	Data Sources & Instruments
Context	Alignment of academic supervision with the school's vision and mission, national policies, and integration of Taqwa Character Building (TCB) values	Vision and mission documents, principal interviews, and policy documents
Input	Readiness of human resources, facilities, and infrastructure, and utilization of technology (SISFO, Balanced Scorecard)	Readiness check sheets, teacher interviews, SISFO data
Process	Implementation of supervision: planning, classroom observation, reflection, coaching, reporting, and follow-up	Supervision rubrics, observation documentation
Product	Impact of supervision on improving teacher competence, learning quality, and stakeholder satisfaction	Student achievement data, evaluation reports, and teacher interviews

Data analysis in this study was conducted using a descriptive thematic approach, referring directly to the four dimensions of the CIPP evaluation model: context, input, process, and product. The analysis process began with data reduction, which involved sorting and filtering important information from the interviews and supervision documents. The data was then categorized into main themes: the effectiveness of the principal's role as a supervisor, the readiness of supporting facilities and technology systems, the stages of supervision implementation, and the impact on teacher performance and student learning outcomes. Each theme is then analyzed and organized narratively according to the CIPP dimensions. Conclusions are drawn through an interpretive process based on empirical data, deep reflection, and the interrelationships between dimensions. This process is repeated to ensure depth of meaning and accuracy of interpretation.

Instrument validation was carried out through a data validity or *trustworthiness* approach. Validation was not done statistically or through formal expert testing but through triangulation, *member checking*, and *audit trail* strategies. Triangulation was carried out by comparing data from various sources, namely the principal, teachers, and supervision documents, to ensure consistency of information. Member checking allows participants to review the transcripts or interview summaries to ensure the researcher's interpretation aligns with their intentions. Meanwhile, audit trails are carried out by systematically documenting each stage of the data collection, processing, and conclusion-drawing process so that other parties can transparently trace it.

The interpretation of the evaluation results in this study is based on several criteria relevant to the context of academic supervision in Indonesia. First, this study refers to the National Education Standards (SNP) as a learning quality and teacher competence benchmark. Second, policy regulations such as Law Number 20 of 2003 and Permendiknas Number 13 of 2007 are used as the legal basis for the principal's role in carrying out supervision. Third, character values in the Taqwa Character Building (TCB) approach serve as normative references in assessing the alignment of supervision with the school's vision. Additionally, evaluation results are analyzed based on stakeholder satisfaction, including that of teachers, obtained through interviews and feedback documents. Finally, the conclusions of the supervision findings are compared with findings from previous studies as a basis for reflection and comparison to strengthen the research findings' external validity and policy implications.

Results and Discussion

The results of this study indicate that academic supervision at SMP Darul Hikam serves not only as an administrative function but also as a strategic tool for driving systemic educational improvement. The effectiveness of this model is carefully assessed using the CIPP (Context, Input, Process, Product) review framework.

Context: Strengthening School Culture and Supervision Regulations
At Darul Hikam Islamic Junior High School, academic supervision focuses on fostering high-quality learning outcomes that are grounded in the values of Taqwa Character Building (TCB), which consists of seven core values: sincerity (ikhlas), patience (sabar), trustworthiness (amanah), discipline (disiplin), care (peduli), intelligence (cerdas), and excellence (ihsan), and is aligned with the school's educational quality policies. This approach showcases the dedication to ensuring that every aspect of teaching and learning meets national curriculum standards and reflects the institution's unique Islamic character. Academic supervision guides teachers in planning, implementing, and evaluating instruction reflectively, focusing on enhancing their pedagogical competence, professional growth, and moral integrity.

The main objective of supervision is to ensure the effective implementation of all educational programs planned at the beginning of the year and to improve the quality of learning and school administration. Supervision affects all aspects of education, such as internal leadership, teachers, and educational staff. In this case, SMP Darul Hikam has made supervision a strategic instrument to ensure the achievement of the school's vision, mission, and various strategic policies. As the academic supervisor, the principal adopts a participative and transformative approach emphasizing coaching, collaboration, and teacher empowerment to foster an effective, values-driven, sustainable learning environment. Supervision is not merely an administrative activity but an integral part of the education quality assurance system. This is reinforced in interviews with the school principal, who emphasized that supervision is part of achieving character-based education quality standards. This aligns with SMP Darul Hikam's tagline, "Good Character, Good Achievement".

In addition to local values, the legal basis is quite strong. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System and Regulation of the Minister of National Education No. 13 of 2007 provide the juridical framework that school principals must become learning supervisors oriented towards quality improvement. This confirms that the character-based supervision approach, as applied in Darul Hikam Islamic Junior High School, does not contradict the national regulation but strengthens it through the involvement of organizational culture in the quality policy.

Input: Resource and Infrastructure Support
The readiness of resources available at Darul Hikam Islamic Junior High School to support the implementation of supervision is classified as very good. Although academic supervision at SMP Darul Hikam does not have a formal guidance team structure, in practice, the principal has formed a collaborative ecosystem based on trust, which involves the vice principal, senior teachers, and other staff functionally and flexibly. Information technology support in SISFO (School Information System) and Balanced Scorecard (BSC) is also used to monitor teacher attendance and performance.

Supervision input depends on human resources and the utilization of technological infrastructure. By integrating SISFO and Balanced Scorecard (BSC), Darul Hikam Islamic Junior High School can be more accountable and systematically monitor teacher attendance, performance, and learning

outcomes. This is in line with the idea of Mustofa et al. (2021) Integrating information technology in supervision contributes to improving the quality of the learning process through real-time monitoring of attendance data, the implementation of lesson plans, and student learning outcomes.

From an organizational culture perspective, the practice of morning assemblies, group prayers, extracurricular programs, and learning communities, such as internal MGMPs, indicates that the cultural inputs at Darul Hikam Islamic Junior High School support the implementation of reflective and contextual supervision. These results reinforce the Continuous Professional Development (CPD) model developed in various recent educational innovation studies.

The availability of these resources is also evidenced by the results of interviews with teachers, who said that the facilities, support, and time available are enough to support the effective implementation of supervision. The teachers also said that the party who carried out the supervision, namely the principal, had sufficient competence and readiness to accompany and foster teachers. This supervisory competence is one of the four competencies that must be possessed by school principals, as written in the Regulation of the Minister of National Education Number 13 of 2007 concerning Competency Standards for Principals/Madrasah.

On the other hand, researchers found that although human resources were relatively adequate, challenges arose from the characteristics of non-permanent teachers, who differed in their commitment and sense of ownership towards the school. In this case, the implementation of supervision also appeared to be highly dependent on the intensity of the principal's involvement as the main driving force.

Process: Reflection, Coaching, and Periodic Evaluation
Academic supervision at Darul Hikam Islamic Junior High School begins with planning that refers to the results of the previous year's supervision. This approach shows continuity and continuous improvement efforts in the supervision process. Supervision is not done suddenly but through a prior agreement between the principal and the teachers. This aims to ensure that all parties are in a state of readiness, mentally and administratively, so that supervision can occur effectively and constructively.

At this school, academic supervision is carried out periodically twice a year through the stages of planning and observation (direct and indirect), followed by reflection and follow-up. The entire process is based on continuous improvement, using the previous year's supervision results as a basis for further improvement. The primary funding sources come from school operational funds, such as the BOS (School Operational Assistance), and foundation support, which are allocated for developing supervision tools, teacher training, and utilizing digital technology, such as SISFO and the Balanced Scorecard. Active participation from school community members is also a crucial factor in ensuring the effectiveness of this program.

Direct supervision includes classroom observation of learning and reflective dialogue with teachers, while indirect supervision involves analyzing planning documents and learning reporting. These two approaches complement each other, providing a comprehensive picture of the learning process quality and constructive feedback to improve teacher competence and overall education quality. In direct supervision, the principal observes the classroom to assess the implementation of active learning, character values, and the effectiveness of assessment methods. This supervision stage includes pre-supervision, classroom supervision, and follow-up in the form of reflection on the supervision results. All observations and reviews are entered into the SISFO system, with assessment standards based on a supervision rubric. This rubric serves as an evaluation guideline

that describes the ideal characteristics of teacher performance and helps provide objective and constructive feedback.

In this case, SISFO functions as a tool for monitoring teachers' daily attendance, tardiness, and preventive coaching follow-ups. The recording and assessment used by supervisors include several instruments, namely: (1) Assessment of Character and Achievement Culture, (2) Observation of Learning Implementation, (3) Curriculum 2013-Based Lesson Plan Review, (4) Learning Process Supervision, (5) Lesson Plan Validation, and (6) Review of HOTS questions in multiple choice and essay formats. These diverse instruments indicate that supervision assesses teaching aspects and delves into planning and competency-based assessment. Meanwhile, CCTV is also used as a supporting medium for self-supervision, not as a direct assessment tool for learning quality.

Coaching is carried out in stages, starting with personal warnings based on attendance and performance and ending with professional guidance through reflective dialogue and peer discussion. In its implementation, the principal applies the principle of educational coaching that builds a communicative atmosphere between teachers and supervisors. This process is not merely an assessment but also guides teachers to discover their strengths and areas for improvement. In addition, the principal also coaches teachers who are experiencing difficulties, such as new teachers who feel unable to manage certain classes. This approach emphasizes that supervision at Darul Hikam is adaptive and oriented toward personal development. According to (Kholiq & Jannah, 2022), communicative coaching in supervision effectively improves teachers' competence in designing and evaluating learning. This concept is consistently applied at Darul Hikam Islamic Junior High School through post-observation reflective sessions that focus not only on shortcomings but also on strengthening existing good practices.

The evaluation of the supervision results is then documented in teacher reports published every semester, which include strengths, areas for improvement, and recommendations for further development of competencies. Every finding from the supervision results is immediately responded to through systematic follow-up in the form of individual coaching, clarification of pedagogical tasks, or provision of further training based on the actual needs of teachers. This reflects the formative supervision model, which, according to (Zulfa et al., 2021).

In addition, the experiences shared by teachers at Darul Hikam Islamic Junior High School show that the supervision process supports, guides, and encourages deep reflection on their professional practices. Teachers feel they have space to express their aspirations, receive feedback without pressure, and develop innovative ideas collectively. This aligns with the concept of collaborative educational supervision outlined by Bunga (2022) that adequate supervision must be participatory, encourage two-way dialogue, and be oriented towards strengthening capabilities, not merely one-way control or evaluation.

Product: The Impact of Supervision on the School Ecosystem
Implementing systematic and reflective academic supervision in Darul Hikam Islamic Junior High School has had important results in several aspects of the school ecosystem. Most significant is enhancing teachers' pedagogic, professional, social, and individual skills. Through systematic classroom observation and assessment with the ICT teacher supervision instrument (2025), teachers have shown to increasingly possess the capacity to plan learning activities from learning outcomes, adopt student-centered instruction methods, and conduct hands-on and realistic assessments. These support the findings of Satiri et al. (2024), which emphasizes the impact of academic supervision in empowering teachers to conduct differentiated instruction.

Teachers demonstrated greater professional competency through enhanced mastery of subject matter, the integration of Islamic values into lesson material, and the effective use of educational technology. Also, teacher competency's social and personal aspects have improved through better communication with learners, good attitudes, and the capacity to encourage student motivation and participation in learning. Interviews with four teachers showed that supervision impacted technical aspects of teaching and increased their reflective awareness and self-confidence. One teacher stated, "I realized that teaching is not just about delivering material but also about learning to deal with students who are not interested in learning activities." Another teacher mentioned, "Supervision provides positive feedback and motivates me to become even better." As a result, teachers became more confident in their teaching activities.

These improvements in the quality of teaching have contributed to increasing student academic achievement. Current data show that there has been a significant rise in student achievements nationally and internationally in the areas of math, English, science, social studies, arts, and sports. Outstanding achievements among them are Arva Naufal Satria's gold medal from the 2024 Hong Kong International Mathematics Olympiad, multiple gold medals earned by Muhammad Hibban Azmi in national English competitions like SEAOSM and the National Science Olympiad, and Kalea Jasmine Sugandi's repeated wins in English and math nationally. These achievements reflect the concrete effect of academic supervision in increasing cognitive achievement among students.

Students have positive perceptions towards the learning process and report that the school satisfies their academic needs, enhances student interest in learning, and promotes more interactive and enjoyable classroom environments. Teachers can present material in communicative, understandable, and interactive ways and provide meaningful feedback supporting student learning. This reflects the conclusions of Novari et al. (2023), who agree that proper academic supervision promotes the quality of teaching and the learning environment.

Aside from academic achievement, academic supervision in Darul Hikam Islamic Junior High School also supports cultivating a sustained quality culture based on the institution's core values. Darul Hikam Islamic Junior High School incorporates Taqwa Character Building (TCB), with the values of sincerity, patience, trust, discipline, care, intelligence, and benevolence, into the daily life of the school through activities such as morning prayers, congregational prayers, show-and-tell, and the four-point-one program. These programs show that supervision is not merely about monitoring instruction but is also strategically aimed at developing the character of the students and teachers. This is consistent with (Darmawan et al., 2025), which highlights embedding local and religious values in education leadership and the school's culture.

Lastly, the positive outcomes of academic supervision are reflected in heightened stakeholder satisfaction, particularly among students and parents. Feedback from stakeholders indicates a growing appreciation for the school's learning environment, teaching strategies, and overall educational experience. The comprehensive impact of academic supervision, spanning cognitive development, teacher professionalism, character education, and stakeholder engagement, confirms (Satiri et al., 2024) that supervision grounded in teacher needs and implemented collaboratively fosters teacher confidence, innovation, and competitiveness in designing differentiated instruction.

The findings of this study are summarized in a thematic format based on the four dimensions of CIPP to provide a comprehensive overview of the effectiveness of academic supervision implemented at SMP Darul Hikam. This summary aims to present the main results in a structured manner so that readers can understand the strengths and contributions of supervision to improving the quality of education.

Table 2. The Results of Academic Supervision

Aspek	Key Findings
Context	Integrated supervision in the Taqwa Character Building (TCB) value-based quality assurance system.
Input	Adequate human resources support: principal, vice principal, senior teachers, and use of SISFO and Balanced Scorecard.ko
Process	Supervision is carried out through direct observation, reflective coaching, technology-based monitoring, internal MGMP, and teacher reports.
Product	Improved teacher competencies, strengthened quality culture, enhanced student academic performance, and high stakeholder satisfaction.

Table 1 shows that the four evaluation dimensions in the CIPP model have been optimally implemented at SMP Darul Hikam. The context and process dimensions are key strengths, with consistent integration of TCB values and a reflective supervision cycle. Meanwhile, input support in human resources and technology is also well managed, although it has not yet been formalized in a specific structure. The impact of supervision on products is positive, with improvements in the professional capacity of educators and student academic achievement, although these achievements vary among individuals. These findings indicate that academic supervision has evolved from a mere administrative obligation to a transformational strategy for improving the quality of education.

The following table compares expectations (criteria) and reality in the field (evaluation results), accompanied by the achievement status for each dimension.

Table 3. Comparison of Evaluation Results with Criteria for Academic Supervision Success

CIPP Dimensions	Success Criteria	Evaluation Results	Status
Context	Supervision is aligned with the school's vision, SNP, and TCB character	Internalizing a culture of quality through Islamic character values.	Achieved
Input	Availability of competent human resources, instruments, and digital systems	Informal involvement of vice principals and senior teachers; active use of SISFO and BSC	Achieved (with structural limitations)
Process	Supervision is carried out in a planned, reflective, collaborative manner twice a year	Academic supervision is carried out periodically throughout the school year, following a cycle of planning, observation, and follow-up.	Achieved (adaptive and consistent)
Product	There is an improvement in teacher performance, learning quality, and stakeholder satisfaction	There is an increase in student competence, achievement, and positive feedback.	Achieved with individual variation

Referring to the table above, based on the results of the academic supervision evaluation at SMP Darul Hikam using the CIPP (Context, Input, Process, Product) model, it was found that the implementation of supervision had met most of the established success criteria. In the context dimension, the integration of supervision with the school's vision and TCB values was achieved comprehensively. The input dimension also showed fulfillment, although there were still limitations

in the formal structure of the supervision team. The supervision process was assessed as adaptive and consistent, following a systematic and reflection-based cycle. Meanwhile, in the product dimension, the achievements positively impacted teachers and students, but with varying degrees of variation between individuals. This assessment confirms that supervision has become a strategic mechanism, not merely an administrative procedure. However, improvements are still needed regarding institutional aspects and the sustainability of collective roles.

Academic supervision at SMP Darul Hikam has proven effective in supporting and improving learning quality through a reflective, collaborative, and value-based approach. This effectiveness is reflected in the combination of transformational leadership by the principal, active teacher involvement in internal MGMP forums, and the use of technology to support data-based monitoring and follow-up. Supervision is a control tool and a medium for professional development based on empathy and participation. Taqwa Character Building (TCB) values further strengthen the moral and spiritual dimensions of supervision, making it an integral part of the quality improvement process. However, this effectiveness still faces challenges in structural aspects, particularly regarding the absence of a formal supervision team and variations in teacher involvement, which result in disparities in outcomes among individuals.

This finding confirms and expands on previous research (Darmawan et al., 2025; Mustofa et al., 2021) that emphasizes the importance of contextual and value-based supervision in improving the quality of education. However, the SMP Darul Hikam approach shows that supervision's effectiveness cannot be measured solely by compliance with procedures or achievement of performance targets, but rather by its ability to build a professional culture that grows from within. Combining collective reflection, strategic leadership, proportionate technology, and living character values, this academic supervision is worthy of continuation, strengthening, and adaptive replication. The effectiveness of this program demonstrates that supervision can serve as a transformative tool, not merely an administrative obligation.

Conclusion

The evaluation of academic supervision at SMP Darul Hikam based on the CIPP model shows that this program has been implemented effectively and contextually to improve learning quality. Supervision is carried out in a structured, reflective, and value-based manner, with the support of transformational leadership, digital technology, and active teacher involvement. The Taqwa Character Building (TCB) values are also integrated into supervision practices, making them part of a comprehensive moral and professional development process. However, the absence of a formal supervision team and the uneven impact among teachers indicate the need for institutional strengthening and a more adaptive approach. Based on these findings, the supervision program is worthy of continuation with improvements to its implementation structure and development strategies. Forming a formal supervision team, optimal utilization of digital systems, and regular evaluations based on reflection and data are essential steps to strengthen the program's effectiveness. With these adjustments, academic supervision has the potential to become a sustainable and contextual model for professional development aimed at improving educational quality.

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