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**The Implementation of Directive Supervision to Improve Teachers' Skills
in the Digital Era 5.0**

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ABSTRACT :

This study investigates the implementation of directive supervision in enhancing teachers' digital teaching skills at MTs Unggulan Perwanida Blitar in the Digital Era 5.0, which emphasizes the integration of technology with human-centered educational values. A qualitative case study approach was employed, with data collected through in-depth interviews, participatory observation, and documentation. Data were analyzed using interactive techniques involving data reduction, data display, and conclusion drawing. The results reveal that directive supervision was implemented through three key stages: systematic planning, direct instruction combined with digital media demonstrations and individual guidance, and performance evaluation supported by immediate feedback. This supervision model effectively improved teachers' abilities in designing digital learning tools, managing technology-based classrooms, and developing student-oriented assessments. The effectiveness of directive supervision was influenced by the principal's leadership commitment, teacher readiness, a collaborative institutional culture, and adequate technological support. The findings indicate that directive supervision is a relevant and applicable coaching strategy for strengthening teachers' digital competencies in Islamic secondary education institutions in response to the challenges of the Digital Era 5.0.

Key words: *directive supervision, teacher skills, digital era 5.0, MTs Unggulan Perwanida Blitar.*

INTRODUCTION

Educational supervision is a strategic instrument for improving teacher competence, particularly through a directive supervision approach, which is considered effective for teachers with low commitment levels and limited abstract thinking abilities. Numerous studies have confirmed that academic supervision contributes significantly to improving teacher performance and pedagogical competence. In the digital era, supervision also plays a crucial role in strengthening curriculum implementation, enhancing digital pedagogical skills, and improving learning evaluation systems.

However, most existing studies on directive supervision are conducted in public school contexts, while research examining its implementation in madrasahs remains limited. Madrasahs possess distinctive organizational cultures, value orientations, and leadership patterns that differ from general schools, particularly in integrating religious values with modern educational demands. This gap indicates the need for contextualized research on supervision models suitable for Islamic educational institutions.

The digital era 5.0 has transformed the educational ecosystem, requiring teachers to master not only pedagogical competencies but also digital literacy to foster students' creativity, critical thinking, collaboration, and communication skills. In reality, teachers' digital readiness varies considerably. Some teachers still experience anxiety in using technology, encounter difficulties in designing interactive digital learning, and feel burdened by curriculum adaptation demands. These conditions highlight the importance of systematic, targeted, and continuous supervision to support teachers' professional development.

In this context, directive supervision becomes particularly relevant. This approach positions the supervisor as a key source of direction and guidance, providing clear instructions, structured procedures, and technical assistance. Such characteristics make it suitable for teachers who require concrete guidance in developing digital learning competencies. At MTs Unggulan Perwanida Blitar, despite its status as an excellent madrasah, disparities in teachers' digital pedagogical skills remain evident, reinforcing the need for an appropriate supervisory approach.

The novelty of this study lies in its focus on the implementation of directive supervision within a madrasah setting in the digital 5.0 era, emphasizing technology-based guidance and mentoring as a structured coaching model. Unlike previous studies that predominantly examine general schools, this research offers a contextual supervision model that integrates directive supervision with the unique characteristics and needs of Islamic educational institutions.

This study seeks to answer the following research question: How is directive supervision implemented to develop teachers' skills in the digital 5.0 era at MTs Unggulan Perwanida Blitar? The focus includes: (1) supervision planning by the madrasah principal, (2) implementation of technology-based directive supervision, and (3) evaluation of supervision outcomes on teachers' skill improvement. The findings are expected to contribute theoretically to the development of digital-era supervision models and practically serve as a reference for madrasah leaders and supervisors in enhancing teacher professionalism.

Methods

This study uses a qualitative approach with a case study method. This approach was chosen because the study focuses on gaining an in-depth understanding of the process of implementing directive supervision in fostering teacher skills in the real context at MTs Unggulan Perwanida Blitar. Case studies allow researchers to examine the phenomenon of supervision comprehensively, from the planning stage, implementation, to the evaluation of supervision that takes place in the madrasah environment.

The research data consists of primary and secondary data. Primary data was obtained directly from the principal as supervisor, supervised teachers, and the vice principal in charge of curriculum. Secondary data sources included supervision program documents, teacher performance assessment instruments, learning tools, and supervision report archives.

Data collection techniques were carried out through in-depth interviews to explore the experiences, understanding, and perceptions of supervisors and teachers regarding the implementation of directive supervision. Direct observation was conducted during supervision in the classroom and teacher training forums to observe the forms of direction, assistance, and feedback provided.

To strengthen the theoretical framework, this study involved a literature review with reference to previous studies. The literature discussed the concepts of educational supervision and teacher professionalism, which formed the basis for analyzing the field findings.¹ This review also allowed the researchers to compare the results of their study with previous studies, thereby broadening the perspective and relevance of the study in a larger academic context.

Data analysis was conducted using descriptive qualitative methods based on Miles and Huberman's interactive analysis model, through the following stages: data reduction, data presentation, and conclusion drawing.² In the reduction stage, data from interviews, observations, and documents were selected and grouped according to findings related to the planning, implementation, and evaluation of supervision. Next, the data was presented in the form of tables, graphs, and narrative descriptions to show patterns and relationships between findings. The final stage was drawing conclusions by combining all field findings to answer the research focus on how directive supervision is implemented in fostering teacher skills. This process took into account the unique context of MTs Unggulan Perwanida Blitar, so that the analysis results reflected the specific reality being studied and were scientifically accountable.

To ensure the validity of the findings, this study applied triangulation by comparing data from interviews, observations, and literature studies. Data reliability was strengthened through member checking, which involved reconfirming preliminary findings with participants to ensure consistency between the researchers' interpretations and their experiences. The application of these steps enhanced the credibility of the study, ensuring that the results obtained were reliable and contributed significantly to understanding the effectiveness of directive supervision at MTs Unggulan Perwanida Blitar.

¹ F. Kurniawan and B. Maunah, 'Pendekatan Supervisi Direktif dalam Pembinaan Guru di Madrasah', *Darajat: Jurnal Pendidikan Agama Islam* 5, no. 2 (2022), 123–32 <https://doi.org/10.58518/darajat.v5i2.1411>.

² Solikhun, Fitri Rahayu, dan Icmi Gusfirullah, 'Strategi Pendekatan Supervisi Pendidikan Kepala Madrasah dalam Pembinaan Kinerja Guru di MTs Hidayatullah Bintan', *Journal of Artificial Intelligence and Digital Business (RIGGS)*, 4.2 (2025), 30–45.

Result

Directive Supervision Planning by the Head of Madrasah

The results of the study show that supervision planning at MTs Unggulan Perwanida Blitar is carried out through coordination meetings between the head of the madrasah, the deputy head of the curriculum, and teachers. The focus of the planning is directed at improving teachers' abilities in designing digital learning, particularly the use of video conferencing platforms, such as Zoom and Google Classroom, as well as interactive digital-based learning media or game-based learning such as Kahoot, Quizizz, Padlet, and Canva Edu. The focus of directive supervision planning carried out by the principal at MTs Unggulan Perwanida Blitar can be seen in Table 1 below.

Table 1. Focus of Directive Supervision Planning at MTs Unggulan Perwanida

Planning Components	Field Findings	Data Evidence
Setting supervision targets	Beginning teachers and teachers with low technological skills are prioritized	List of teacher development targets for the 2025/2026 academic year
Supervision schedule preparation	Supervision is conducted every semester	Supervision schedule posted on the internal WhatsApp group
Determination of teacher digital competency standards	Preparation of indicators for digital learning tools and interactive media skills	Madrasah digital skills standard document

The results of research on directive supervision planning developed by the Principal of MTs Unggulan Perwanida show that supervision activities are designed in a focused and systematic manner. The planning includes setting objectives, preparing schedules, and determining the competency standards to be improved. Based on the planning data, novice teachers and teachers who still have limitations in mastering learning technology are designated as the top priority in coaching. This is stated in the list of teacher coaching targets for the 2025/2026 academic year, which is the reference document for the implementation of supervision. The setting of these targets shows attention to the real needs of teachers in the field and relevance to the demands of digital learning. The next step is for supervisors to plan supervision to take place every semester, so that coaching activities have a clear and continuous rhythm. The supervision schedule has been disseminated through an internal WhatsApp group, so that all teachers can know the implementation time and prepare themselves. The dissemination of the schedule through internal communication media demonstrates the effectiveness of coordination and openness of information in madrasahs. The final stage of planning is that the madrasah principal has compiled a document on standard digital skills for teachers, which contains indicators of competence in the use of digital learning tools and interactive media. This document serves as an official guideline in

the coaching process, so that the direction of supervision is not only evaluative but also focuses on developing skills in line with the needs of technology-based learning.

Implementation of Directive Supervision

Supervision at MTs Unggulan Perwanida Blitar is carried out in a structured and systematic manner. The head of the madrasah, as supervisor, sets a supervision schedule once per semester that covers all teachers, both subject teachers and guidance counselors. This schedule is based on the academic calendar and adjusted to important moments in the learning process, such as the beginning of the semester, before exams, or after teacher training. The goal is for supervision to truly capture the dynamics of ongoing teaching and serve as a meaningful evaluation tool. With this scheduling system, supervision activities are not carried out spontaneously or incidentally, but rather become an integral part of the teacher quality improvement system.³ The form of supervision implementation at MTs Unggulan Perwanida Blitar and the resulting impact are described in Table 2.

Table 2. Forms of Supervision Implementation and Their Impact

Form of Supervision	Implementation in the Field	Impact on Teachers
Technical guidance	Detailed explanation of the use of digital learning media	Teachers clearly understand the technical steps
Demonstration	Supervisors show examples of digital learning	Teachers have learning models that can be replicated
Classroom assistance	Supervisors observe and provide immediate feedback	Teachers become more confident and receive tangible guidance

Directive supervision at MTs Unggulan Perwanida Blitar is carried out through several forms of direct and practical guidance. The first form of supervision is technical guidance, in which the head of the madrasah or supervisor provides detailed explanations on the steps for using digital learning media. Through this guidance, teachers gain a better understanding of the technical procedures that must be applied in learning activities, enabling them to carry them out in a more structured manner.

The next form of supervision is demonstration, where supervisors show real examples of digital-based learning in the classroom. This learning model serves as an example that teachers can emulate. Through demonstrations, teachers gain a direct understanding of how to effectively

³ S. Nargis, R. Bambang Niswanto, N. Akmal, dan Ibrahim, 'Gaya Kepemimpinan Kepala Madrasah dalam Meningkatkan Kinerja Guru pada Pembelajaran Berbasis Digital di SMP Negeri Banda Aceh', *Serambi Ilmu*, 24.2 (2023), 1-14 <<https://doi.org/10.32672/si.v24i2.6264>>.

integrate digital media into the learning process, providing them with practical references that they can apply in their own classrooms.

In addition, classroom assistance was also provided through observation and direct correction. Supervisors were present in the classroom to observe the learning process and provide specific feedback based on the conditions at hand. This assistance had a positive impact in the form of increased teacher confidence, as they received practical guidance tailored to their needs and learning context.

Overall, the implementation of directive supervision has resulted in increased technical understanding among teachers, the availability of adaptable digital learning models, and increased confidence and competence among teachers in applying technology-based learning in the classroom. Supervision is not only evaluative in nature, but also provides tangible and ongoing coaching support. Teachers have experienced an increase in digital skills, but some teachers have indicated that they are still waiting for instructions from supervisors, indicating a potential for dependency.

Evaluation of Teacher Skill Improvement and Supervision Feedback

To ensure that the guidelines are properly implemented, the principal conducts evaluations and provides feedback. Supervision evaluations at MTs Unggulan Perwanida are conducted thoroughly and continuously. The evaluation process begins with reviewing the development of digital learning tools prepared by teachers to assess the suitability between planning and learning needs. Next, supervisors conduct direct observations of classroom teaching to assess the application of methods, use of media, and interaction between teachers and students.

After the supervision activity, a reflection and discussion session is held between teachers and supervisors. At this stage, supervisors provide clear, focused, and measurable feedback, such as on the appropriateness of learning media selection, clarity of material delivery, and effectiveness of classroom management. The evaluation does not stop at one meeting but is carried out in stages until there is a noticeable improvement in teachers' ability to implement digital learning properly. The following is Table 3, which shows the evaluation forms and indicators of improvement in several aspects evaluated based on the supervision conducted at MTs Unggulan Perwanida Blitar.

Table 3. Forms of Evaluation and Indicators of Improvement

Aspects Evaluated	Indicators of Improvement	Field Evidence
Digital learning tools	More systematic and comprehensive structure	Comparison of initial and revised learning tools
Learning media	More interactive material (visual, audio, hyperlinks)	Learning slides before and after supervision

The supervision evaluation conducted at MTs Unggulan Perwanida Blitar focused on two main aspects, namely digital learning tools and the media used, as well as digital classroom management during learning. In terms of digital learning tools, improvements were seen in the structure of the tools, which became more systematic and complete. Teachers began to compile teaching modules and teaching media with a coherent flow, clearly containing objectives, learning steps, and evaluations. In addition, the learning media used became more interactive, for example through the addition of visual and audio elements and supporting links. This improvement can be seen by comparing the learning tools before and after supervision, especially in the presentation slides, which show significant revisions in accordance with the supervisor's instructions.

Meanwhile, in terms of digital classroom management, supervision had an impact on increasing the regularity of the learning process. Classes appear to be more orderly, and teachers' instructions are delivered more clearly and purposefully. This indication can be seen through the results of learning observations, where the interaction between teachers and students is more effective, and the use of digital media is more controlled.

Overall, this table shows that supervision evaluation not only assesses the final results but also emphasizes continuous coaching. Field evidence in the form of changes in teaching tools and observation results reinforce that supervision has a real impact on the quality of learning at MTs Unggulan Perwanida Blitar. The evaluation is specific, direct, and continuous, resulting in measurable and observable improvements in teacher skills. The level of implementation of directive supervision at MTs Unggulan Perwanida Blitar can be observed in Figure 1 below:



Figure 1. Level of implementation of directive supervision

Data processing of the results of the supervision instruments used in the study, which included supervision observation instruments, structured interviews with the principal and

teachers, document analysis, and data triangulation, yielded the scores presented in Figure 1. The following is a graph of the research results that illustrates the level of implementation of directive supervision in three main stages, namely planning, implementation, and evaluation at MTs Unggulan Perwanida Blitar:



Figure 1. Level of Directive Supervision Implementation

The graph above shows the average supervision implementation score based on field findings. Supervision Planning received a score of 85, indicating structured and clear planning. Supervision Implementation received a score of 78, indicating that guidance and assistance are already in place, but there are still variations in consistency among teachers. Supervision Evaluation scored 82, indicating that the evaluation process is running well, but follow-up improvements need to be enhanced.

The Planning stage achieved the highest score because the school principal systematically developed the supervision schedule, objectives, and instruments. The Implementation stage showed a relatively lower score because some teachers were still adjusting to the use of digital learning media and their responses to guidance varied. The Evaluation stage was effective, but continuous follow-up guidance still needs to be strengthened so that teachers not only follow instructions but also develop pedagogical independence.

Discussion

Directive Supervision Planning by the Head of Madrasah

The findings show that the directive supervision planning carried out by the Head of Madrasah at MTs Unggulan Perwanida has been prepared in a focused, structured manner and is oriented towards the real needs of teachers. The planning, which includes setting objectives, preparing schedules, and establishing competency standards, reflects the systematic stages of supervision as described in the directive supervision model. Directive supervision places the supervisor in the role of a guide who provides instructions, control, and intensive monitoring to

teachers who need more guidance.⁴ In this context, the selection of novice teachers and teachers with technological limitations as priorities shows that there is a match between the needs of teachers and the objectives of the training.

The establishment of a documented list of teacher training objectives for the 2025/2026 academic year also shows that supervision is carried out based on a needs assessment. Previous research confirms that effective supervision must begin with the identification of teachers' needs so that the training provided is on target.⁵ This is in line with the context of MTs Unggulan Perwanida Blitar, which is strengthening the integration of technology in learning, so that training is directed at mastering digital media.

The supervision schedule planned for each semester demonstrates continuity in coaching. This regularity is important for maintaining the pace of teacher competency improvement. Previous studies have shown that continuous supervision can improve the consistency of teachers' professional practices through regular evaluation, follow-up, and mentoring.⁶ The dissemination of the schedule through an internal WhatsApp group also demonstrates the effectiveness of digital communication media as a means of organizational coordination. This is in line with findings that the use of fast communication platforms can increase transparency and teacher readiness for supervision.⁷

The final stage of planning, namely the preparation of a document on standard digital skills for teachers, is an important aspect in directing the focus of competency development. This document contains indicators of teachers' abilities in operating learning tools and interactive media. This is relevant to the demands of the 21st-century curriculum and learning, which emphasizes digital literacy as a basic competency for teachers. Previous studies have shown that the existence of digital competency standards can help schools measure the achievement of teacher professional development in a more objective and focused manner.⁸

Thus, the planning of directive supervision at MTs Unggulan Perwanida is not only aimed at evaluating teacher performance, but also oriented towards strengthening teacher professionalism through improving learning technology skills. These findings reinforce the

⁴ Carl D. Glickman, Stephen P. Gordon, dan Jovita Ross-Gordon, *Supervision and Instructional Leadership: A Developmental Approach*, ed. ke-10 (Boston: Pearson, 2021).

⁵ N. Fitri and Nurhidayati, 'Analisis Kebutuhan Guru dalam Pelaksanaan Supervisi Akademik untuk Peningkatan Kualitas Pembelajaran', *Jurnal Administrasi Pendidikan* 9, no. 2 (2021), 134–47.

⁶ R. Widyastuti, 'Konsistensi Pelaksanaan Supervisi Berkelanjutan dalam Peningkatan Profesionalisme Guru', *Jurnal Pengembangan Profesi Pendidikan* 7, no. 1 (2023), 59–72.

⁷ A. Prasetyo and F. Rahayu, 'Pemanfaatan Media Komunikasi Digital dalam Koordinasi Program Supervisi Akademik', *Jurnal Manajemen Pendidikan* 8, no. 3 (2022), 221–32.

⁸ A. P. Dewi and N. Suryani, 'Standar Kompetensi Literasi Digital Guru dalam Pembelajaran Abad 21', *Jurnal Teknologi Pendidikan* 12, no. 1 (2024), 45–58.

conclusions of previous studies that planned and needs-based supervision can improve learning effectiveness and teacher readiness to face developments in digital-based education.⁹

The planning of directive supervision at MTs Unggulan Perwanida Blitar has been well organized through the determination of clear objectives, coordinated scheduling, and the development of digital competency standards as a basis for guidance. This shows that supervision is not carried out spontaneously, but through a targeted planning process to support the continuous improvement of teacher performance quality. This situation is in line with the characteristics of directive supervision, which places the supervisor as the party who provides clear instructions and work guidelines. At this stage, novice teachers are prioritized for more intensive mentoring because they have a higher level of digital adaptation needs. This condition is consistent with previous researchers' statements that the quality of teachers' knowledge, skills, and attitudes greatly influences student learning in the classroom and educational outcomes at school. In other words, the quality of graduates is largely determined by teacher competence.¹⁰

This planning stage shows that the directive approach is carried out according to its principles: the directions are specific, programmed, and the supervisor dominates the preparation of work steps. This is in line with the theory that novice teachers need systematic guidance so that they do not experience confusion in applying digital learning strategies.¹¹ This stage shows the characteristics of directive supervision, which emphasizes direction and work structure. The clarity of the coaching targets helps teachers not to work based on assumptions, but to follow clear and measurable instructions.

Implementation of Directive Supervision

Improving teacher quality can be achieved through supervision or guidance carried out by the head of the madrasah. This supervision activity plays an important role in improving the quality of education, because teachers need continuous guidance. Especially with the rapid development of science and technology, teachers are required to be able to adapt and continuously update their competencies. Thus, the learning process provided to students remains relevant and in line with the advancement of science and technology.

Supervision activities begin with direct classroom observation by the madrasah principal. In this activity, the madrasah principal observes various aspects of the teaching and learning

⁹ H. Siregar, 'Pendekatan Supervisi Akademik dalam Meningkatkan Kemandirian Guru', *Jurnal Pendidikan dan Kinerja Guru* 5, no. 1 (2020), 23–34.

¹⁰ J. Subaidi and Munasir, 'Supervisi Kepala Madrasah dalam Mengembangkan Kompetensi Profesional Guru', *J-MPI (Jurnal Manajemen Pendidikan Islam)* 7, no. 1 (2022).

¹¹ U. Solehudin, 'Supervisi Kolaboratif dapat Meningkatkan Kompetensi Profesional Guru', *Jurnal Ilmiah Pendidikan Profesi Guru* 3, no. 2 (2020) <https://doi.org/10.23887/ijppg.v3i2.29090>.

process, such as the opening of lessons, teacher-student interactions, variety of learning methods, use of teaching media, time management, and evaluation of learning outcomes. To support this process, the madrasah principal uses an observation instrument designed with indicators that cover pedagogical, managerial, and social and character values dimensions. This instrument is not only a formal measuring tool, but also helps the madrasah principal in providing objective and targeted input.¹²

After the observation was conducted, the principal continued with follow-up activities in the form of reflective meetings with the teachers who had been supervised. In this forum, the principal conveyed the findings from the observation results, both in the form of appreciation for the teachers' strengths and identification of aspects that needed improvement. These meetings were not conducted in a rigid, formal atmosphere, but rather in a dialogical and participatory manner. Teachers were given the opportunity to express their opinions, explain the pedagogical reasons for the strategies they used, and discuss solutions to the problems they faced in teaching.¹³

The results of the study showed that directive supervision at MTs Unggulan Perwanida Blitar was carried out through direct, targeted, and practical guidance. The forms of coaching applied included technical guidance, demonstrations, and classroom assistance through observation and direct correction. This implementation is in line with the characteristics of directive supervision, which places the supervisor in an active role in providing instructions, feedback, and control over the process of improving teacher competence.¹⁴ Thus, the implementation of supervision is not only oriented towards assessment but also the tangible strengthening of teachers' abilities.

The form of supervision in the form of technical guidance serves to provide procedural clarity to teachers in the use of digital learning media. This is in line with the views of previous researchers who stated that technical guidance in supervision helps teachers reduce technical barriers, especially in the context of educational technology adaptation.¹⁵ In the context of madrasahs, technical guidance is important because technology integration is the focus of learning development.

¹² Handriadi and N. Ahmad, 'Pengaruh Kepemimpinan Kepala Madrasah, Efikasi Diri, dan Komitmen Profesional Terhadap Motivasi Kerja dan Kinerja Guru MTs Kota Pariaman', *Mau'izah: Jurnal Kajian Keislaman* 10, no. 2 (2020), 1–17 <https://doi.org/10.55936/mauizhah.v10i2.38>.

¹³ M. F. Lubis, S. Bahri, and Sulhati, 'Analisis Gaya Kepemimpinan Partisipatif Kepala Madrasah dalam Pelaksanaan Kinerja Guru di MTs Al-Jam'iyatul Washliyah Tembung Kecamatan Percut Sei Tuan Kabupaten Deli Serdang', *EduTech: Jurnal Ilmu Pendidikan dan Ilmu Sosial* 7, no. 1 (2021), 1–16 <https://doi.org/10.30596/edutech.v7i1.5227>.

¹⁴ C. D. Glickman, S. P. Gordon, and J. Ross-Gordon, *SuperVision and Instructional Leadership: A Developmental Approach*, 10th edn (Boston: Pearson, 2021).

¹⁵ A. Wibowo and L. Rahmawati, 'Supervisi Akademik Berbasis Teknologi dalam Meningkatkan Kompetensi Digital Guru', *Jurnal Manajemen Pendidikan* 14, no. 3 (2022), 201–15.

Supervision in the form of digital learning demonstrations serves as a model that teachers can emulate. Demonstrations enable the concrete transfer of knowledge, providing direct references on the steps for implementing digital media-based learning. Previous studies have revealed that demonstrations are an effective strategy in supervision because they provide an overview of best practices and help teachers understand the application of theory in real classroom situations.¹⁶

Classroom mentoring through observation and direct correction has also been shown to have a positive impact on improving teachers' confidence and abilities. Through observation, supervisors can provide specific and tailored feedback. This is in line with previous research findings which confirm that continuous mentoring with direct feedback is an important factor in improving teachers' pedagogical skills and professionalism.¹⁷

The impact of supervision shows an increase in teachers' digital skills and readiness to integrate learning technology. Teachers become more skilled in using digital learning media, more confident, and have clearer practice references. However, the findings also show a tendency for some teachers to become dependent on supervisor guidance. This potential dependence indicates that the implementation of directive supervision needs to be gradually balanced with a collaborative approach to encourage teacher independence as their competence develops, as suggested by previous studies that emphasize the need for a transition to participatory supervision once teachers' basic competencies have been established.¹⁸

Thus, the implementation of directive supervision at MTs Unggulan Perwanida has an impact on increasing teachers' competence in the use of learning technology, but it also requires a sustainability strategy so that teachers do not just follow instructions but are able to develop creativity and independence in designing digital learning.

Evaluation of Teacher Skill Improvement and Supervision Feedback

The implementation of supervision has reflected the main characteristics of directive supervision: supervisors are in control of coaching, and teachers follow instructions as a form of professional learning. These findings support the theory that directive supervision is effective for teachers at the intensive guidance stage. The results of the supervision evaluation at MTs Unggulan Perwanida Blitar show that the guidance provided not only serves as a means of controlling teacher

¹⁶ M. Mustaqim, 'Demonstrasi sebagai Strategi Supervisi untuk Meningkatkan Kompetensi Pedagogik Guru', *Jurnal Ilmu Pendidikan* 18, no. 2 (2023), 112–24.

¹⁷ M. Yusuf and S. Fatimah, 'Pendampingan Berkelanjutan dalam Supervisi Akademik untuk Penguatan Profesionalisme Guru', *Jurnal Kepengawasan Pendidikan* 9, no. 1 (2024), 45–57.

¹⁸ H. Siregar, 'Supervisi Akademik Berbasis Kebutuhan dalam Meningkatkan Kompetensi Profesional Guru', *Jurnal Pendidikan dan Supervisi* 4, no. 1 (2020), 11–22.

performance but also encourages improvements in the quality of digital learning tools and technology-based classroom management. The evaluation focused on two main areas, namely digital learning tools (teaching modules and teaching media) and digital classroom management during the learning process.

In terms of digital learning tools, there was an improvement in the structure and quality of the teachers' teaching tools. Before supervision, learning tools tended to be less coherent, did not include measurable learning objectives, and the use of digital media was simple and monotonous. After the supervision, teachers began to develop teaching materials more systematically, including learning objectives, activity steps, and clear evaluations. Teaching media also became more interactive with the integration of visuals, audio, and supporting links. These findings are in line with previous research, which states that digital literacy-based coaching can increase teachers' creativity in producing interactive learning tools.¹⁹

In addition, the evaluation showed that the revision of teaching materials was not done only once, but gradually following the supervisor's instructions. This process reflects the principle of directive supervision, namely providing specific directions, control, and regular feedback to ensure the achievement of competencies.²⁰ This confirms that supervision serves to guide teachers towards mastering digital skills in a structured manner.

In terms of digital classroom management, observations showed an increase in the regularity of the learning process. Teachers' instructions became clearer, the use of digital media was more focused, and interactions with students were more effective. This is in line with previous research findings that continuous classroom assistance and direct feedback can increase teachers' confidence and clarity of communication in learning.²¹

However, the evaluation results also indicate that this improvement still depends heavily on the supervisor's guidance. Some teachers show a tendency to wait for further instructions before innovating. This condition is in line with previous researchers' findings that directive supervision is effective at the basic competency improvement stage, but it needs to be followed gradually with a collaborative approach so that teachers do not become dependent.²² Other previous studies also state that a directive approach is highly relevant in situations where teachers

¹⁹ A. P. Dewi and N. Suryani, 'Standar Kompetensi Literasi Digital Guru dalam Pembelajaran Abad 21', *Jurnal Teknologi Pendidikan* 12, no. 1 (2024), 45–58.

²⁰ C. D. Glickman, S. P. Gordon, and J. Ross-Gordon, *SuperVision and Instructional Leadership: A Developmental Approach*, 10th edn (Boston: Pearson, 2021).

²¹ M. Yusuf and S. Fatimah, 'Pendampingan Berkelanjutan dalam Supervisi Akademik untuk Penguatan Profesionalisme Guru', *Jurnal Kepengawasan Pendidikan* 9, no. 1 (2024), 45–57.

²² H. Siregar, 'Supervisi Akademik Berbasis Kebutuhan dalam Meningkatkan Kompetensi Profesional Guru', *Jurnal Pendidikan dan Supervisi* 4, no. 1 (2020), 11–22.

do not yet have sufficient experience or are in a position where they need structured guidance.²³ In this approach, supervisors have the authority to set the goals, standards, and strategies that teachers must follow, thereby ensuring consistency between the lesson plan and its implementation in the field. Although this approach can ensure the achievement of controlled quality standards, there is a possibility of adverse effects, namely teachers becoming dependent on supervisor guidance and less trained to take initiative and create independently. Therefore, the directive supervision approach should be applied in a limited and proportional manner, and in the long term, it should be directed at fostering the independence and professionalism of teachers in carrying out their duties. Thus, the supervision evaluation at MTs Unggulan Perwanida not only measures achievement but also becomes a continuous coaching process that results in a tangible, measurable, and observable improvement in the quality of digital learning. Supervision plays a role in strengthening teachers' competencies that are relevant to the demands of 21st-century learning.

Direct and focused evaluation shows consistency with the principles of directive supervision: quality control is strictly maintained but directed towards performance improvement. In line with competency development theory, this approach is effective in the early stages of coaching to ensure that teachers' basic competencies are formed before they are directed towards professional independence. New teachers really need to be supervised or mentored to help them enter a new work environment. Moreover, problems that arise between young and older teachers often have implications for different values and moral attitudes. By receiving supervision, these new teachers can adjust to their new environment and situation. All of these situations require the implementation of a stable and focused educational supervision program. As explained in previous studies, educational supervision has four core roles: as a researcher who examines the teaching and learning situation, an assessor who evaluates learning conditions, an improver who is responsible for necessary improvements, and a developer who strives to improve existing standards, taking into account the role of technology and the digital era 5.0.²⁴ This structured evaluation ensures that competency improvement is measurable. However, some teachers show a tendency to rely on supervisor instructions, so the space for creativity needs to be expanded in the next stage of supervision.

²³ A. Jalil and D. Setiawan, 'Proses Supervisi Direktif, Non-Direktif dan Kolaboratif dalam Meningkatkan Kinerja Guru Madrasah Tsanawiyah', *Akademika: Jurnal Manajemen Pendidikan Islam* 4, no. 1 (2022) <https://doi.org/10.51339/akademika.v4i1.461>.

²⁴ Y. Fatmariyanti, A. Gunawan, and E. Nugraha, 'Pelaku Supervisi Pendidikan Di Indonesia', *Bhinneka: Jurnal Bintang Pendidikan dan Bahasa* 2, no. 1 (2024), 16–26 <https://doi.org/10.59024/bhinneka.v2i1.620>

Conclusion

This study concludes that directive supervision is effective in improving teachers' digital teaching skills, particularly at the early stage of competency development. Clear instructions, technical guidance, and immediate feedback enable teachers to apply digital tools more accurately in classroom practice.

Directive supervision has the strongest impact on teachers with low to moderate digital literacy, especially in the use of digital learning media, the development of technology-based instructional materials, and digital classroom management.

However, the findings also indicate that the effectiveness of directive supervision is context-dependent and temporary. Once basic digital competencies are established, this approach should be gradually shifted toward collaborative supervision to foster teachers' professional autonomy, creativity, and pedagogical innovation.

Therefore, in response to the research questions, directive supervision is most relevant as an initial strategy for enhancing teachers' digital competencies in the Digital Era 5.0, provided it is implemented adaptively based on teachers' readiness levels.

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