



Instructional Supervision, Teacher Self-Efficacy, and the Strengthening of Teacher Competence on Islamic Education: A Literature Review

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ABSTRACT: *This study examines the role of instructional supervision in strengthening teacher competence, with a specific focus on the mediating influence of teacher self-efficacy. Despite the recognized importance of supervision in educational improvement, existing literature remains fragmented regarding how supervisory practices, teacher confidence, and competence are interconnected. A structured literature review was conducted, systematically searching peer-reviewed articles from major databases including Scopus, Web of Science, ERIC, and ScienceDirect, using keywords such as “instructional supervision,” “teacher competence,” and “teacher self-efficacy.” Studies published in English between 2000 and 2024 that addressed supervision in school contexts and reported theoretical or empirical findings on teacher competence were included, while non-peer-reviewed and unrelated studies were excluded. The review synthesized findings from diverse methodological designs using thematic analysis, identifying three key patterns: instructional supervision improves pedagogical practice through structured guidance and feedback, teacher self-efficacy mediates the translation of supervisory input into competence gains, and collaborative and reflective supervision approaches amplify both confidence and performance. The analysis highlights that effective supervision is most impactful when it*

addresses cognitive, behavioral, and affective dimensions of teacher development, integrating practical support with psychological empowerment. The novelty of this review lies in positioning teacher self-efficacy as a central mechanism linking supervision and competence, offering a more holistic understanding than previously reported in isolated studies. These findings have significant implications for educational policy and practice, suggesting that school leaders and supervisors should implement developmental, collaborative, and self-efficacy enhancing supervisory models to optimize teacher professional growth and instructional quality across diverse educational settings

Penelitian ini mengkaji peran supervisi pembelajaran dalam memperkuat kompetensi guru dengan fokus khusus pada pengaruh mediasi efikasi diri guru. Meskipun pentingnya supervisi dalam peningkatan mutu pendidikan telah banyak diakui, literatur yang ada masih terfragmentasi dalam menjelaskan keterkaitan antara praktik supervisi, kepercayaan diri guru, dan kompetensi profesional. Kajian literatur terstruktur dilakukan melalui penelusuran sistematis terhadap artikel-artikel bereputasi yang ditelaah sejawat dari basis data utama, yaitu Scopus, Web of Science, ERIC, dan ScienceDirect, dengan menggunakan kata kunci *instructional supervision*, *teacher competence*, dan *teacher self-efficacy*. Studi yang dipublikasikan dalam bahasa Inggris pada rentang tahun 2000 hingga 2024 yang membahas supervisi dalam konteks sekolah serta melaporkan temuan teoretis atau empiris terkait kompetensi guru diikutsertakan, sedangkan publikasi non-penelaahan sejawat dan studi yang tidak relevan dikecualikan. Temuan dari berbagai desain metodologis disintesis melalui analisis tematik dan mengidentifikasi tiga pola utama, yaitu supervisi pembelajaran meningkatkan praktik pedagogik melalui bimbingan dan umpan balik yang terstruktur, efikasi diri guru memediasi penerjemahan masukan supervisi menjadi peningkatan kompetensi, serta pendekatan supervisi yang kolaboratif dan reflektif memperkuat kepercayaan diri sekaligus kinerja guru. Analisis ini menegaskan bahwa supervisi yang efektif paling berdampak ketika mampu menyentuh dimensi kognitif, perilaku, dan afektif dalam pengembangan guru dengan mengintegrasikan dukungan praktis dan pemberdayaan psikologis. Kebaruan kajian ini terletak pada penempatan efikasi diri guru sebagai mekanisme kunci yang menghubungkan supervisi dan kompetensi, sehingga menawarkan pemahaman yang lebih holistik dibandingkan temuan-temuan sebelumnya yang

masih terpisah. Temuan ini memiliki implikasi penting bagi kebijakan dan praktik pendidikan, dengan menekankan perlunya pimpinan sekolah dan supervisor menerapkan model supervisi yang bersifat pengembangan, kolaboratif, dan berorientasi pada penguatan efikasi diri guna mengoptimalkan pertumbuhan profesional guru dan kualitas pembelajaran di berbagai konteks pendidikan.

Keywords: *Instructional Leadership ; Instructional Supervision ; Teacher Competence ; Teacher Professional Development ; Teacher Self-Efficacy*

INTRODUCTION

Instructional supervision has long been regarded as a critical mechanism for improving instructional quality and supporting teacher professional growth within educational systems. Rooted in the broader tradition of instructional leadership, it aims to enhance teachers' pedagogical competence through structured feedback, professional dialogue, classroom observation, and reflective inquiry (E. Daigon & Alcopra, 2024; Mgaiwa & Milinga, 2024; Rahmi & Rasanjani, 2025). Contemporary approaches to instructional supervision emphasize its developmental, collaborative, and capacity building orientation, moving away from traditional evaluative models that previously focused on compliance and inspection (Haberlin & Burns, 2024; OECD, 2014; Vlachopoulos & Makri, 2024). This transformation underscores the premise that strengthening teacher competence is most effectively achieved when teachers are engaged in ongoing, supported processes of improvement grounded in evidence-based supervisory practices.

Teacher competence itself is a multidimensional construct encompassing pedagogical knowledge, instructional skills, classroom management, curriculum understanding, and assessment literacy, all of which are central to improving student learning outcomes (Canuto et al., 2024; Metsäpelto et al., 2022; Trujillo-Juárez et al., 2025). Empirical evidence consistently demonstrates that high-quality instructional supervision contributes to the enhancement of these competencies by providing teachers with constructive feedback, opportunities for guided reflection, and continuous professional learning (Ghamrawi et al., 2024; McGhee & Stark, 2021; Ventista & Brown, 2023). However, the effectiveness of instructional supervision is not solely dependent on supervisory strategies but also on internal

psychological factors that mediate how teachers interpret and act upon supervisory feedback.

Among these psychological factors, teacher self-efficacy defined as teachers' beliefs in their capability to execute instructional tasks effectively stands out as one of the most influential determinants of teacher behavior, instructional decisions, and overall teaching quality (Emiru & Gedifew, 2024; Perera et al., 2019; Salas-Rodriguez et al., 2025). High levels of teacher self-efficacy have been associated with improved classroom management, innovative instructional practices, and stronger resilience in facing pedagogical challenges (Ki et al., 2025; Li, 2023; Woodcock et al., 2023). Research further indicates that instructional supervision can significantly enhance teacher self-efficacy by promoting professional confidence, clarifying instructional expectations, and reinforcing teachers' sense of mastery and accomplishment (E. Daigon & Alcopra, 2024; Kalinowski et al., 2024; Malmström & Öqvist, 2025).

The interplay between instructional supervision and teacher self-efficacy is therefore pivotal in understanding how supervisory practices ultimately strengthen teacher competence. Several studies have shown that supervisory practices such as coaching, mentoring, and collaborative reflection contribute to teachers' efficacy beliefs and, in turn, shape their instructional behavior and competence development (E. Daigon & Alcopra, 2024; Salas-Rodriguez et al., 2025). Furthermore, self-efficacy has been identified as a mediating variable in models linking leadership practices and teacher performance, suggesting that supervisory interventions may exert indirect effects on competence through psychological empowerment (Lin & Wang, 2025; Liu & Zaman, 2025; Nwanzu & Babalola, 2024). This indicates that examining teacher self-efficacy alongside instructional supervision provides a more comprehensive understanding of the mechanisms influencing teacher competence.

Despite the wealth of research on instructional supervision, teacher self-efficacy, and teacher competence, existing literature remains fragmented. Many empirical studies have examined these constructs independently, focusing either on the direct effects of supervision, the characteristics of teacher competence, or the psychological determinants of teacher behavior. Few studies have synthesized the three constructs collectively to elucidate how instructional supervision and teacher self-efficacy interact to influence teacher competence across diverse educational contexts (Eren et al., 2025; Nielsen et al., 2025; Zee & Koomen, 2016). Additionally, previous literature reviews have tended to emphasize discrete

supervisory models or specific domains of competence, offering limited insight into integrative frameworks that incorporate psychological mediators such as self-efficacy. As a result, there is insufficient theoretical consolidation regarding how supervisory practices systematically shape teacher competence through their impact on teacher self-efficacy.

The study of learning supervision needs to be understood within the framework of Islamic education, which places teachers as both intellectual and moral guides for students. Madrasah research shows that supervisory practices are often still administrative and do not yet encourage real improvements in teacher competence (Dewi, 2025). Other studies have found that planned academic supervision helps teachers understand student characteristics and design contextual learning in madrasahs (Rezeki et al., 2024). These studies show that supervision in Islamic education does not only control the teaching process, but also fosters the pedagogical and professional qualities of teachers. Recent research also emphasises that academic supervision is directly related to improving the quality of madrasah learning (Hibban & Yusrianti, 2025). Therefore, the relationship between learning supervision and teacher self-efficacy should be analysed to explain the strengthening of Islamic education teacher competencies.

Addressing this gap, the present literature review aims to synthesize theoretical and empirical studies on the relationship between instructional supervision, teacher self-efficacy, and the strengthening of teacher competence. The purpose of this review is to (1) map and integrate existing research on instructional supervision and teacher self-efficacy, (2) examine the direct and indirect pathways through which supervision enhances teacher competence, and (3) identify gaps and propose future research directions that support a more holistic understanding of supervisory processes in teacher development.

METHODS

This study employed a structured literature review design aimed at synthesizing theoretical and empirical research on the interrelated roles of instructional supervision, teacher self-efficacy, and teacher competence. The review process was guided by established methodological principles for rigorous literature synthesis, emphasizing transparency, replicability, and analytical rigor consistent with internationally recognized standards for evidence-based reviews. A comprehensive search strategy was implemented across major academic databases including Scopus, Web of Science, ERIC,

ScienceDirect, SpringerLink, and Google Scholar to ensure wide coverage of relevant and high-quality publications. The search utilized predefined keywords and Boolean operators such as “instructional supervision,” “teacher self-efficacy,” “teacher competence,” “instructional leadership,” “teacher professional development,” and “supervision effectiveness,” allowing for a refined and systematic retrieval of sources. To maintain scholarly relevance, the inclusion criteria were limited to peer-reviewed journal articles published in English between 2000 and 2024, reflecting contemporary developments in supervisory practices and teacher performance research. Studies were included if they explicitly examined instructional supervision within formal school contexts, investigated its relationship with teacher self-efficacy or teacher competence, or provided conceptual and empirical foundations relevant to these constructs. Exclusion criteria removed conference proceedings, dissertations, books, policy documents, and publications unrelated to instructional supervision or lacking substantive empirical or conceptual contributions.

Islamic education literature describes supervision as a professional development process involving pedagogical reflection and academic dialogue between madrasah principals and teachers. Collaborative supervision by institutional leaders contributes to improving teacher competence (Suryani et al., 2024). Academic supervision in Islamic education serves to improve the quality of learning and strengthen teacher professional standards (Janna & Ashari, 2025). Research on madrasah management also shows that strengthening the competence of religious education teachers requires a structured and sustainable supervision system (Khotimah et al., 2024). This framework positions supervision as a mechanism for professional learning that is in line with the values of trust and academic responsibility of teachers.

All retrieved articles underwent a two-stage screening process. First, titles and abstracts were reviewed to determine initial relevance, followed by full-text screening to ensure alignment with the review objectives. Duplicate records were identified and removed using automated database functions and manual cross-checking. To assess the methodological quality of the included studies, the Joanna Briggs Institute (JBI) critical appraisal tools for qualitative, quantitative, and mixed-methods research were applied. This appraisal ensured that only studies with sufficient methodological rigor, clarity, and validity contributed to the final synthesis. Studies that met the quality threshold were then subjected to systematic data extraction using a

structured coding protocol that captured essential information including research aims, context, sample characteristics, supervisory models, measures of teacher self-efficacy, indicators of teacher competence, methodological approach, and major findings.

Ultimately, the methodological approach adopted in this study allowed for the systematic consolidation of fragmented literature, supporting the review's aim to illuminate the mechanisms through which supervisory practices contribute to the development of teacher self-efficacy and the strengthening of teacher competence.

FINDINGS AND DISCUSSION

Thematic Pattern of Instructional Supervision Practices

The synthesis of selected literature identified that instructional supervision predominantly operates through three core supervisory practices: *directive guidance*, *collaborative reflection*, and *formative feedback*. Across the reviewed studies, supervisors who implemented structured observation protocols, provided pedagogical coaching, and engaged teachers in post-observation reflection demonstrated significant influence on teachers' instructional decision-making and classroom practice. These supervisory practices consistently produced improvements in teachers' lesson structure, assessment literacy, and differentiation strategies. The data further reveal that supervision models emphasizing dialogic and collegial interaction were more strongly associated with sustained teacher growth than compliance-oriented or bureaucratic supervision.

Patterns of Teacher Self-Efficacy Development

The review shows that teacher self-efficacy increased significantly when supervision incorporated elements that facilitated mastery experiences, vicarious learning, and emotional support. Teachers demonstrated greater confidence in classroom management, instructional delivery, and student engagement when supervisors explicitly reinforced successful practices and provided actionable guidance for improvement. The literature demonstrates that self-efficacy is strengthened not only through direct supervisory intervention but also through collective professional learning activities embedded within supervision cycles including peer coaching and professional learning communities. These confidence gains appeared to serve as psychological drivers that enabled teachers to apply supervisory feedback more effectively.

Strengthening of Teacher Competence Through Integrated Supervision and Self-Efficacy

The combined analysis reveals a clear mechanism through which instructional supervision enhances teacher competence: supervision improves teacher performance directly through pedagogical support and indirectly through the elevation of teacher self-efficacy. Competence improvements were most evident in areas such as pedagogical knowledge, instructional innovation, assessment design, adaptive teaching, and reflective decision-making. The review indicates that teachers with higher self-efficacy demonstrated stronger perseverance in implementing new teaching strategies, greater instructional creativity, and improved responsiveness to diverse student needs suggesting that self-efficacy functions as a mediating variable that determines whether supervisory input translates into tangible competence gains.

Discussion

dialogue. The findings of this review reveal a multidimensional relationship between instructional supervision, teacher self-efficacy, and the strengthening of teacher competence, and these results intersect with and extend conclusions from existing scholarship. Consistent with (Mohamadi Zenouzagh, 2022), this review confirms that supervisory practices grounded in pedagogical dialogue and professional support significantly enhance teaching behavior; however, the present synthesis advances their argument by showing that such improvements are strongly mediated through increases in teacher self-efficacy. Similarly, while (Beattie et al., 2016) establishes that formative feedback is central to supervisory effectiveness, this review demonstrates that teachers' confidence to act upon that feedback determines the degree to which competence is strengthened, refining Beattie's conclusion by identifying self-efficacy as the psychological bridge between feedback and performance change. The findings also resonate with (Rasdiana et al., 2024), who emphasize the value of developmental supervision, yet the current review shows that developmental supervision yields maximal impact when accompanied by collaborative learning structures that reinforce teachers' sense of capability. Furthermore, (Mu et al., 2024) meta-analytic work highlights the influence of teacher-related factors on student outcomes; this review expands his insights by illustrating how instructional supervision nurtures those teacher-related factors through both cognitive and psychological pathways. Additionally, the review aligns with empirical studies such as those by (Shi et al., 2025),

which show that contextual elements influence teacher competence, yet the current analysis identifies that high-quality supervision can mitigate contextual barriers by building teacher self-efficacy, thereby enabling teachers to adapt instructional practice despite resource limitations. This integrative interpretation contributes a more holistic understanding of how supervisory interventions activate both structural and psychological mechanisms that collectively shape teacher competence.

The findings of this study are relevant to Islamic education research that places supervision as an instrument for the professional development of madrasah teachers. Field studies show that learning supervision improves the professional competence of teachers who have a pesantren educational background (Muslam, 2024). The head of the madrasah plays a role in building an academic climate that encourages the development of teacher competence (Ruslaini et al., 2024). In the context of Islamic education, teachers' self-efficacy develops when supervision provides clear pedagogical guidance and space for professional reflection. These conditions encourage the implementation of learning strategies that are in line with the objectives of Islamic education in madrasahs.

The novelty of this research lies in its explicit positioning of teacher self-efficacy as a central mediating construct rather than a parallel outcome within models of instructional supervision. While most prior studies examine supervision, self-efficacy, and competence in fragmented ways, this review synthesizes them into a unified conceptual understanding that clarifies the causal chain from supervisory practices to competence enhancement. Another unique contribution is the identification of collaborative supervisory modalities as essential conditions for translating supervision into increased teacher self-efficacy, a dimension rarely emphasized in traditional supervision frameworks. The implications of these insights are significant for both policy and practice. Educational leaders are encouraged to adopt supervisory systems that are developmental, collaborative, and psychologically supportive, prioritizing reflective dialogue, mastery experiences, and peer learning environments. Professional development programs should also embed self-efficacy enhancement strategies to ensure that supervisory feedback is not only understood but also internalized and implemented. At the theoretical level, the review encourages scholars to integrate socio cognitive perspectives more explicitly into supervision research, offering a more comprehensive explanatory model of how supervision influences teacher performance.

Despite these contributions, this study has several limitations. The review relies primarily on English-language, peer-reviewed sources, which may limit the inclusion of relevant cultural or regional variations in supervisory practices found in non-English or grey literature. The literature reviewed also represents diverse methodological approaches, reducing the comparability of findings and limiting the ability to draw definitive causal conclusions. Moreover, because this study is based solely on secondary data, it cannot empirically validate the proposed mediating role of self-efficacy; future research should therefore employ longitudinal or mixed-methods designs to examine the dynamic interactions between supervision, self-efficacy, and competence over time. These limitations, while significant, also open opportunities for further empirical exploration and model refinement

CONCLUSION

In conclusion, this literature review demonstrates that instructional supervision plays a critical role in strengthening teacher competence, with teacher self-efficacy serving as a central mediating mechanism that enhances the effectiveness of supervisory interventions. The synthesis of theoretical and empirical studies highlights that supervision strategies emphasizing formative feedback, collaborative reflection, and professional coaching not only improve pedagogical skills but also foster teachers' confidence and agency, enabling sustained instructional improvement. This integrative perspective advances the understanding of supervisory practice by positioning self-efficacy as the psychological bridge between guidance and competence development, offering a more holistic conceptual framework than previously reported in fragmented studies. The findings carry important implications for educational policy and practice, suggesting that school leaders and supervisors should prioritize developmental, collaborative, and psychologically supportive supervisory models that cultivate reflective practice and professional growth. Despite the study's limitations, including reliance on secondary English-language sources and heterogeneous research designs, the review provides a foundational synthesis that can inform future empirical research, guide the design of more effective supervisory programs, and support the strategic enhancement of teacher competence across diverse educational contexts.

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