

The Effectiveness of A Mentoring-Based Supervision Approach to Strengthen The Psychological Bond Between Supervisors and Teachers

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Abstrak

Peningkatan kualitas pendidikan merupakan aspek penting yang harus terus diupayakan oleh seluruh elemen dalam sistem pendidikan. Oleh karena itu, pengelolaan lembaga pendidikan perlu dilakukan secara komprehensif dan terintegrasi, karena hal tersebut sangat berkaitan dengan bagaimana lembaga mempertahankan kualitasnya. Salah satu upaya yang efektif untuk meningkatkan kualitas lembaga pendidikan adalah melalui supervisi, yang berpengaruh pada peningkatan kinerja pembelajaran guru. Penelitian ini bertujuan untuk menguji efektivitas pendekatan supervisi berbasis mentoring dalam memperkuat ikatan psikologis antara pengawas dan guru dalam proses supervisi pendidikan pada madrasah aliyah di Provinsi Maluku Utara. Metode penelitian yang digunakan adalah quasi-experimental dengan desain posttest control and experimental group. Data dikumpulkan melalui pretest dan posttest yang diberikan kepada dua kelompok: Kelompok Kerja Pengawas (POKJAWAS) pada Kantor Kementerian Agama Kota Tidore Kepulauan dan Kantor Kementerian Agama Kota Ternate. Analisis data meliputi uji normalitas, uji homogenitas, uji Wilcoxon Signed Rank, uji Mann-Whitney U, dan uji N-Gain (Normalized Gain). Hasil penelitian menunjukkan bahwa rata-rata skor N-Gain pada kelompok eksperimen adalah 56,69% (cukup efektif), dengan skor minimum 37% dan maksimum 68%. Sementara itu, rata-rata skor N-Gain pada kelompok kontrol adalah 44% (kurang efektif), dengan skor minimum 36,3% dan maksimum 48,2%. Dengan demikian, dapat disimpulkan bahwa penerapan pendekatan supervisi pendidikan berbasis mentoring cukup efektif dalam memperkuat ikatan psikologis antara pengawas dan guru dalam proses supervisi pendidikan.

Kata kunci: Pendekatan Supervisi Berbasis Bimbingan, Ikatan Psikologis, Supervisor.

Abstract

Improving educational quality requires comprehensive and integrated institutional management, and one effective way to enhance school quality is through supervision that supports teacher performance. This study examines the effectiveness of a mentorship-based supervision approach in strengthening the psychological bond between supervisors and teachers in Islamic high schools in North Maluku Province. Using a quasi-experimental posttest-only control group design, data were collected through pretests and posttests from two groups: the School Supervisor Working Groups at the Ministry of Religious Affairs Offices in Tidore Islands City and Ternate City. Data analysis included normality and homogeneity tests, the Wilcoxon Signed Rank Test, the Mann-Whitney U Test, and the N-Gain test. The findings show that the experimental group achieved an average N-Gain score of 56.69% (fairly effective), while the control group achieved 44% (less effective). These results indicate that the mentorship-based supervision approach is moderately effective in strengthening the psychological bond between supervisors and teachers during the supervision process.

Keywords: Mentorship-Based Supervision Approach, Psychological Bond, Supervisors.

INTRODUCTION

A nation's education quality is reflected in the overall academic performance of its students. As the foundation of national development, improving education is essential to prepare the younger generation for global challenges. Strong education systems are marked by well-designed curricula, effective teaching methods, sufficient resources, and a supportive learning environment. These elements foster student participation, deepen understanding, and ultimately promote higher levels of cognitive development (Kefalaki, 2023). Quality education equips every learner with the essential skills and competencies to be economically productive, build sustainable livelihoods, participate in peaceful and democratic communities, and improve their overall well-being. The quality of education can be assessed through an institution's or program's reputation, the degree to which education impacts students' knowledge, attitudes, values, and behavior, or through a comprehensive theory or philosophy regarding the acquisition and application of learning (Guo, Huang, & Zhang, 2019). Various efforts to improve quality have been carried out, but education still has various problems, including the most crucial is the low quality of education.

Educational supervision refers to activities designed to enhance the quality of teaching in elementary schools. It may be conducted by school principals, education supervisors, or experienced teachers with the necessary expertise. The primary purpose is to assist teachers in refining their instructional methods while ensuring that classroom teaching and learning processes become more effective and time-efficient (Untari Ningsih & Ariartha, 2022). Therefore, educational supervision plays a vital role in the education system, aiming to continuously enhance quality and realize collective aspirations. These aspirations are shared by various stakeholders, including the government, educational institutions, students, parents, and the wider community, all of whom contribute significantly to education. Hence, supervision serves as an effective approach to improving the teaching and learning process (Wandra, Marsidin, & Rifma, 2021). However, educational supervision is often perceived merely as an inspection or evaluation process, rather than a genuine effort

to enhance the quality of education in schools. In addition, it frequently fails to provide comprehensive support for improving teachers' instructional quality, and in many cases, supervision is conducted by individuals who lack sufficient experience and expertise in the field. The educational supervision process is fundamentally designed to help teachers develop their competencies, thereby improving the quality of classroom learning. However, in practice, supervision in schools is often understood and implemented solely as an assessment or inspection of teacher errors (Nasution et al., 2023). The focus is more on identifying weaknesses, deficiencies, or violations of teaching procedures, rather than on coaching and mentoring (Turmidzi, 2021).

In implementing educational supervision, the success of the process is determined not only by technical aspects, such as evaluation instruments or supervision procedures, but also by the psychological bond formed between supervisor and teacher. This bond encompasses emotional connection, mutual trust, a sense of security, and open communication. Although a quality psychological bond is a crucial aspect of educational supervision, in reality, this aspect often does not function optimally (Birkeli, Normand, Rø, & Kvernenes, 2023). Failure to build a healthy psychological relationship has various negative impacts, both for teachers, supervisors, and the overall quality of education.

Without a positive emotional bond, supervision tends to be carried out merely as an administrative obligation. The interaction between supervisors and teachers is stiff, mechanical, and lacks personal closeness. As a result, the goals of development are not optimally achieved. Furthermore, if supervision focuses more on assessing errors without empathy and support, teachers feel they are being supervised in a judgmental manner (Campuzano, 2023). This situation creates anxiety, defensiveness, and can even trigger resistance to supervision activities. Similarly, when there is a lack of psychological safety, teachers are reluctant to disclose difficulties or weaknesses they experience in teaching. As a result, supervisors lose important data that could serve as the basis for development and improving the quality of learning.

Paying attention to the psychological bond between supervisor and teacher during the supervision process can make teachers feel supported, valued, and not simply criticized. This fosters confidence in carrying out teaching duties and encourages the courage to try innovative teaching methods (Mamabolo, Malatji, & Mphahlele, 2022). A healthy psychological bond creates a more humane and friendly supervision atmosphere. Teachers feel emotionally secure and are more open to criticism and suggestions. This also fosters a culture of mutual respect within the school environment. A strong psychological bond between supervisors and teachers can be fostered through a well-developed supervisory approach, namely mentorship supervision. This allows supervisors to position themselves as learning partners (coaches/mentors) who help teachers grow (Sharma, Scafide, Maughan, & Dalal, 2023). The focus is on competency development, reflection, and emotional support, not simply fault-finding. This fosters trust, psychological safety, and openness—the three foundations of a quality psychological bond.

Although mentoring-based supervision has been increasingly recognized as a supportive and collaborative model in educational settings, there is still a limited understanding of its specific effectiveness in strengthening the psychological bond between supervisors and teachers. Most existing studies focus on general outcomes such as teacher performance, job satisfaction, or professional development, but they rarely examine how mentoring interactions directly influence relational aspects—particularly trust, emotional connectedness, and psychological attachment. As a result, there is a gap in research that explicitly measures the psychological bond as a core outcome of mentoring-based supervision. Furthermore, many previous studies rely on descriptive or cross-sectional data, making it difficult to determine whether mentoring-based supervision truly causes improvements in the supervisor–teacher relationship. The intervention itself is often described broadly, without clear operational frameworks that detail the mentoring strategies used (such as reflective dialogue, emotional support, or modeling). This makes it challenging to compare findings across studies or to determine which mentoring components most strongly

contribute to the development of close professional relationships. Another gap lies in contextual variation.

The current literature on mentoring-based supervision is largely shaped by Western educational contexts, creating a lack of evidence from culturally diverse settings where hierarchical norms, communication patterns, and expectations of supervision may differ. These cultural factors can significantly influence the development of psychological bonds but are rarely examined. Research is also limited regarding how mentoring functions in digital or blended supervision following the COVID-19 shift toward online practices. It remains unclear whether virtual mentoring can foster strong relational ties. Overall, while existing studies offer a basic understanding of mentoring in education, they overlook relational dynamics, cultural differences, long-term impacts, and digital implementation. More rigorous and context-sensitive research is needed to determine how effectively mentoring-based supervision strengthens psychological bonds between supervisors and teachers.

Several studies indicate that mentorship-based supervision can strengthen the psychological bond between supervisors and teachers. Girma Moti Geletu's research showed that pedagogical mentoring and coaching improved primary school teachers' basic professional competencies and student engagement. Likewise, Da Silva's study found that coaching- and mentoring-based academic supervision effectively enhances the quality of teacher learning. Together, these findings highlight the positive impact of mentorship-oriented supervision on teacher development and instructional quality.

This study aims to examine the use of mentorship-based supervision approach as a procedure in the supervisory process to strengthen the psychological bond between supervisors and teachers at the Madrasah Aliyah level in North Maluku Province. Through the main components consisting of (1) To examine the quality of the relationship between supervisors and teachers within a mentoring-based supervision approach, (2) To analyze the clarity of the mentoring process implemented during supervision activities, (3) To evaluate the effectiveness of mentoring-based supervision in enhancing teachers' professional competencies, (4) To

assess the influence of mentoring-based supervision on teachers' learning outcomes and performance improvement., and (5) To identify the extent of organizational support that facilitates the implementation and effectiveness of a mentoring-based supervision approach.

This study provides both theoretical and practical contributions. Theoretically, it expands the concept of educational supervision from an administrative task to a humanistic, relationship-centered process. Practically, it offers guidance for implementing mentorship-based supervision that prioritizes coaching, empathetic communication, and emotional support rather than mere performance evaluation. By emphasizing psychological bonding, the study presents a more holistic supervision model that addresses teachers' relational, motivational, and emotional needs. Field data show that many teachers still see supervision as an administrative requirement with limited relational support. However, when supervisors apply mentoring—through reflective dialogue, empathy, and personalized feedback—teachers become more open, confident, and valued, creating stronger psychological safety. The findings also show that mentoring-based supervision enhances teacher competence, encourages more adaptive teaching methods, increases motivation, and improves student engagement.

At the organizational level, institutional support such as scheduled mentoring time, safe dialogue spaces, and supervisor training is crucial. This support enables supervisors to act not only as evaluators but also as partners who attend to teachers' emotional well-being.

RESEARCH METHOD

This study adopts a quantitative method with a quasi-experimental design, specifically a pretest-posttest nonequivalent control group design. In this design, participants are divided into two groups: an experimental group and a control group (Miller, Smith, & Pugatch, 2020). The experimental group received a mentorship-based supervision intervention, while the control group followed the standard

supervision procedures used by the POKJAWAS under the Islamic Education Division of the Ministry of Religious Affairs. This design aimed to assess the effectiveness of mentorship-based supervision in strengthening psychological bonds between supervisors and teachers. The study was conducted at the Ministry of Religious Affairs offices in Ternate City and Tidore Islands City, involving POKJAWAS groups assigned to experimental and control conditions. The main instruments included a procedural guide based on mentoring stages—introduction, trust-building, collaboration, and evaluation—allowing the supervision process to proceed systematically and enabling focused observation of relationship development. Pretests and posttests measured changes before and after the intervention, while observation sheets recorded interaction quality, communication, engagement, and emotional responses during supervision. The procedure began with a pretest to assess initial conditions, followed by the intervention and a posttest to evaluate changes in the psychological bond. Continuous observations in both groups provided deeper insight into relationship dynamics that could not be captured through tests alone. Together, the test results and observational data offered a comprehensive picture of the process and changes in psychological bonding that occurred during supervision.

RESULTS AND DISCUSSION

The mentorship-based educational supervision model was implemented under the coordination of the Supervisory Working Group (POKJAWAS) within the Islamic Education Division of the local Ministry of Religious Affairs. The procedure consisted of several stages: Planning, Relationship Establishment (Initiation), Mentorship Implementation, Evaluation, and Follow-up. The study involved two groups: the POKJAWAS of the Ministry of Religious Affairs Office in Ternate City as the experimental group and the POKJAWAS in the Tidore Islands City office as the control group. Each group included four supervisors.

Description of the level of psychological attachment between supervisor and teacher

In this research, a pretest and posttest were administered to both the experimental and control groups. The data obtained from these tests were then analyzed descriptively to assess the level of psychological attachment between supervisors and teachers. The results are presented in a table that displays measures of central tendency and data distribution, as shown below.

Table 1. Level of psychological bond between supervisor and teacher of the Experimental group Before (Pretest) and After Treatment (Posttest)

Descriptive statistics		
	Pretest	Posttest
Mean	67.00	85.50
Median	66.50	85.00
Std.	4.690	2.646
Deviation		
Range	11	6
Minimum	62	83
Maximum	73	89
Sum	268	342

Based on the table above, it can be seen that the average (mean) pretest score of the experimental group is 67.00, with the lowest score being 62, the highest score being 73, and the total score (sum) being from 4 research subjects. Meanwhile, the average (mean) posttest score of the experimental class is 85.50, with the lowest score being 83, the highest score being 89, and the total score being 342 from 4 research subjects.

Table 2. Level of psychological bond between supervisor and teacher of the Control group Before (Pretest) and After Treatment (Posttest)

Descriptive statistics		
	Pretest	Posttest
Mean	67.00	81.50
Median	67.50	81.00
Std. Deviation	3.742	2.646
Range	9	6
Minimum	62	79
Maximum	71	85
Sum	268	326

Based on the table above, it can be seen that the average (mean) pretest score of the control group is 67.00, with the lowest score (min) being 62, the highest

score (max) being 71, and the total score (sum) being 268 from 4 research subjects. Meanwhile, the average (mean) posttest score of the control group is 81.50, with the lowest score being 79, the highest score being 85, and the total score being 326 from 4 research subjects.

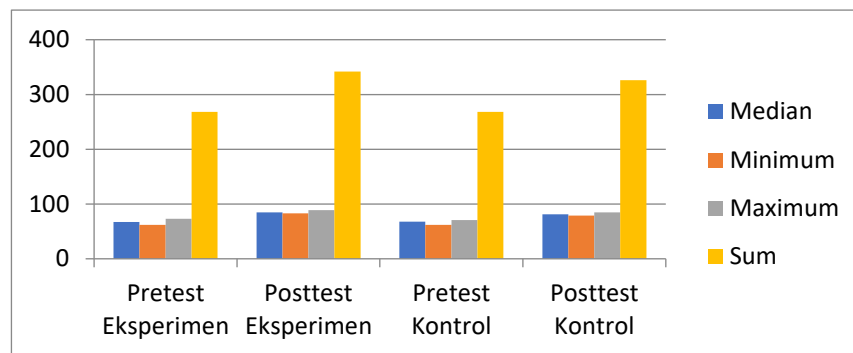


Figure 1. Graph of Pretest and Posttest Score

Data Normality Test

After acquiring the descriptive statistical analysis results of the pretest and posttest for both the experimental and control groups, the subsequent step is to perform a normality test. In this study, the Kolmogorov-Smirnov test is applied to assess normality. The criteria are as follows: if the significance value (sig) is greater than 0.05, the data are considered normally distributed; whereas if the sig value is less than 0.05, the data are deemed not normally distributed. The outcomes of the computation using SPSS version 22.0 are presented below

Table 3. One-Sample Kolmogorov-Smirnov Test for experimental group			
		PRETEST	POSTTEST
N		4	4
Normal Parameters ^a	Mean	67.00	85.50
	Std. Deviation	4.690	2.646
Most Extreme Differences	Absolute	.166	.215
	Positive	.166	.215
	Negative	-.150	-.172
Kolmogorov-Smirnov Z		.331	.429
Asymp. Sig. (2-tailed)		.003	.003
a. Test distribution is Normal.			

The normality test results for the pretest and posttest using SPSS 22.0 showed significance values (Sig.) below 0.05 in the Kolmogorov-Smirnov test, indicating that the data were not normally distributed. Because parametric tests like the t-test require normal distribution, non-parametric statistical methods were used. The Wilcoxon Signed Rank Test was applied to analyze differences between pretest and posttest

scores within the same group, and the Mann-Whitney Test was used to compare differences between the experimental and control groups. These non-parametric tests were appropriate because they do not assume normality, ensuring valid and reliable analysis results.

Wilcoxon Signed Rank Test

The Wilcoxon Signed Rank Test is a non-parametric method used to analyze differences between two paired data sets, such as pretest and posttest scores within the same group, and serves as an alternative to the paired t-test when data are not normally distributed. In this study, it was used to determine whether there was a significant difference in posttest scores between the experimental group, which received mentoring-based supervision, and the control group, which followed conventional procedures. The results of the Wilcoxon Signed Rank Test are presented in the following table.

Table 4. Rank for the experimental group

		N	Mean Rank	Sum of Ranks
POSTTEST - PRETEST	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	4 ^b	2.50	10.00
	Ties	0 ^c		
	Total	4		
a. POSTTEST < PRETEST				
b. POSTTEST > PRETEST				
c. POSTTEST = PRETEST				

Based on the output ranks, none of the subjects showed a decrease in scores after the intervention. All four subjects in the experimental group showed increased posttest scores, as indicated by the positive ranks. No subjects showed the same score before and after the mentoring-based supervision approach. To determine whether these paired differences are statistically significant, the results can be seen in the following table.

Table 5. Test Statistics for the experimental group

POSTTEST - PRETEST	
Z	-1.841^a

Asymp. Sig. (2-tailed)	.003
a. Based on negative ranks.	
b. Wilcoxon Signed Ranks Test	

Based on the table above, the calculated Z-value is -1.841 and the 2-tailed Asymp. Sig. value is -1.841. Therefore, the 2-tailed Asymp. Sig. value of $0.003 \leq$ the significance level ($\alpha/2=0.05$), thus it can be concluded that there was a significant increase in the level of psychological attachment between supervisors and teachers after implementing the mentoring-based supervision approach. Next, to determine whether or not there is a difference in the average between the pretest and posttest scores in the control group, a Wilcoxon Signed Rank Test was conducted, the results of which are shown in the following table:

Table 6. One-Sample Kolmogorov-Smirnov Test for control group

		PRETEST	POSTTEST
N		4	4
Normal Parameters ^a	Mean	67.00	81.50
	Std. Deviation	3.742	2.646
Most Extreme Differences	Absolute	.250	.215
	Positive	.159	.215
	Negative	-.250	-.172
Kolmogorov-Smirnov Z		.500	.429
Asymp. Sig. (2-tailed)		.004	.004
a. Test distribution is Normal.			

The results of the data normality test for the pretest and posttest pada kelompok kontrol using SPSS 22.0 showed that the significance (Sig.) values for all Kolmogorov-Smirnov tests were <0.05 . This shows that the research data is not normally distributed. In this study, the results of the normality test indicate that the data is not normally distributed. This condition requires researchers to use non-parametric statistical tests, because parametric tests (such as the t-test) require normally distributed data.

Table 7. Rank for the control group

		N	Mean Rank	Sum of Ranks
POSTTEST - PRETEST	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	4 ^b	2.50	10.00
	Ties	0 ^c		
	Total	4		
a. POSTTEST < PRETEST				
b. POSTTEST > PRETEST				

c. POSTTEST = PRETEST

Based on the output ranks, no subjects experienced a decrease in scores (negative ranks) after the intervention, as shown in the table. Conversely, subjects who experienced an increase in scores (positive ranks) are shown in table N, with a score of 4. This indicates that the four subjects who implemented educational supervision procedures as usual experienced an increase in their posttest scores. Furthermore, no subjects experienced any change before and after implementing educational supervision procedures as usual. To further determine whether there is a statistically significant difference between two paired data, refer to the following table:

Table 8. Test Statistics for the control group

	POSTTEST - PRETEST
Z	-1.831 ^a
Asymp. Sig. (2-tailed)	.000
a. Based on negative ranks.	
b. Wilcoxon Signed Ranks Test	

Based on the table above, the calculated Z-value is -1.831 and the 2-tailed Asymp. Sig. value is -1.841. Therefore, the 2-tailed Asymp. Sig. value of $0.000 \leq$ the significance level ($\alpha/2=0.05$), thus it can be concluded that there was a significant increase in the level of psychological attachment between supervisors and teachers after implementing educational supervision procedures as usual. In addition, a hypothesis test was also carried out using the Mann Whitney U Test to determine the difference in posttest scores between the experimental group and the control group, the results of which are shown in the following table:

Table 9. Tests of Normality for the Mann Whitney U Test

	KELOMPOK	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
POSTTES	Eksperimen	.002	4	.	.946	4	.050
T	Kontrol	.002	4	.	.946	4	.000
a. Lilliefors Significance Correction							

The table above shows the results of a normality test using the Lilliefors and Shapiro-Wilk methods in SPSS. The p-value for both tests is <0.05 , indicating the data is not normally distributed. This is true because if the data is normally distributed, the Independent T-Test should be used instead of the Mann-Whitney U-Test.

Table 10. Test Statistics for the Mann-Whitney U-Test

POSTTEST

Mann-Whitney U	2.000
Wilcoxon W	12.000
Z	-1.732
Asymp. Sig. (2-tailed)	.033
Exact Sig. [2*(1-tailed Sig.)]	.114 ^a
a. Not corrected for ties.	
b. Grouping Variable: KELOMPOK	

The table above shows a Sig or P Value of $0.033 < 0.05$. If the p value < the critical limit of 0.05, there is a significant difference between the two groups, which means H1 is accepted. Finally, an N-Gain score test was conducted to measure the effectiveness of implementing a mentoring-based educational supervision approach by comparing the increase in scores between the pretest (before treatment) and posttest (after treatment).

Table 11. Descriptive data for the N-Gain score test

Kelompok				Statistic	Std. Error
NGain_Perse n	EKSPERIME N	Mean		56.6916	7.05941
		95% Confidence Interval	Lower Bound	32.2254	
		for Mean	Upper Bound	77.1578	
		5% Trimmed Mean		54.9013	
		Median		56.5789	
		Variance		199.341	
		Std. Deviation		1.41188E	
				1	
		Minimum		37.04	
		Maximum		68.57	
		Range		31.53	
		Interquartile Range		26.94	
		Skewness		-.551	1.014
		Kurtosis		-1.766	2.619
	KONTROL	Mean		43.9395	2.70788
		95% Confidence Interval	Lower Bound	35.3218	
		for Mean	Upper Bound	52.5572	
		5% Trimmed Mean		44.1194	
		Median		45.5592	
		Variance		29.330	
		Std. Deviation		5.41575	
		Minimum		36.36	
		Maximum		48.28	
		Range		11.91	

Interquartile Range	9.84	
Skewness	-1.313	1.014
Kurtosis	1.169	2.619

Based on the results of the N-Gain score test calculation above, it shows that the average N-Gain score for the experimental group is 56.69 or 56.7%, which is included in the fairly effective category, with a minimum N-Gain score of 37% and a maximum of 68%. Meanwhile, the average N-Gain score for the control class is 44%, which is included in the less effective category, with a minimum N-Gain score of 36.3% and a maximum of 48.2%. Thus, it can be concluded that the application of a mentoring-based educational supervision approach is quite effective in strengthening the psychological bond between supervisors and teachers in the educational supervision process.

The Influence of the Mentoring-Based Educational Supervision Approach on the Psychological Bond Between Supervisors and Teachers

The results of this study show that using a mentoring-based educational supervision approach significantly improves the psychological bond between supervisors and teachers under the Ministry of Religious Affairs Office of Ternate City. This is demonstrated by a higher increase in pretest–posttest scores in the experimental group compared to the control group. The experimental group's average N-Gain score was 56.69% (fairly effective), while the control group's average was 44% (less effective). These results indicate that mentoring-based supervision is effective in strengthening supervisor–teacher psychological bonds.

Theoretically, these findings support the perspective of Glickman, Gordon, and Ross-Gordon (2014), who argue that modern supervision is not merely evaluative but collaborative and humanistic. Effective supervision relies on trust, communication, and mutual support, and involves planned, continuous activities such as planning, implementation, observation, reflection, and follow-up. Thus, supervision functions as a managerial and pedagogical strategy aimed at developing teacher competence. Therefore, modern supervision prioritizes improving competency as the primary goal, rather than merely monitoring or assessing performance (Ain Purwanto & AKHTIM

WAHYUNI, 2020). This means that supervision aims to help teachers develop into reflective, adaptive, and innovative educators in managing learning.

Current educational supervision should be viewed as an activity that is: 1) Collaborative: Supervisors and teachers work together to diagnose problems, find solutions, and design professional development; 2) Humanistic: The supervisory approach emphasizes human aspects, such as empathy, respect, and recognition of teacher potential; 3) Development: Supervision does not stop at monitoring, but is directed at a long-term development process that supports teacher growth (K. & S., 2021).

Effective supervision depends heavily on the quality of the relationship between supervisor and teacher. This relationship must be built on: 1) Trust: Teachers feel safe to open up, receive input, and try new strategies without fear of judgment; 2) Communication: Supervisors provide clear, open, and constructive feedback and listen to teachers' experiences; and 3) Reciprocal support: Supervisors support teacher development, while teachers demonstrate a commitment to self-improvement. This relationship is mutually enriching, not simply hierarchical (Hiliya, Tambari, Sarkingobir, Hamza, & Ashafa, 2022).

Descriptively, Mentoring Theory (Kram, 1985) explains that the relationship between mentor and mentee develops through warm, trusting, and supportive interactions. In the context of this study, supervisors who implemented a mentoring-based supervision approach provided more intensive mentoring, more open communication, and more consistent emotional and professional support to teachers. This process fostered a comfortable atmosphere and a closer relationship between supervisor and teacher. This helped teachers feel more valued, cared for, and psychologically secure during the supervision process. Consequently, the psychological bond between the two developed stronger. This is reflected in the study results, which showed that the experimental group experienced greater improvement than the control group, as evidenced by the N-Gain score of 56.7%, which is

considered quite effective. Conversely, the control group, which did not receive intensive mentoring, tended to experience lower improvement.

Thus, descriptively, the research results are in line with Mentoring Theory, because the supervision approach that focuses on mentoring, support, and interpersonal relationships has been proven to be able to strengthen the psychological bond between supervisors and teachers, which is evident from the increase in scores in the group that received mentoring intervention (Asriyani M Arifin, Mawardi Djamaluddin, Ria Hayati, Pangeran Iqmal, Rahmat Ruslan, Oba Minarti Awad, Ridil Lasamidu, 2025).

The Role of Mentors in Building Psychological Bonds with Mentees

Through structured guidance, mentoring is seen not only as a means of transferring knowledge and skills but also as a pedagogical process that strengthens an individual's psychosocial aspects. It helps mentees acknowledge and integrate their vulnerabilities as part of meaningful learning, building resilience and adaptability. Mentoring also enhances self-belief, which is essential for professional growth. Thus, mentoring becomes a strategic approach that improves not only technical competence but also character, confidence, and long-term professional development (SH Umar, R Hayati, R Arahmin, 2025). Mentoring offers significant professional and personal benefits for teachers. Professionally, it provides direct guidance to improve pedagogical skills, teaching strategies, and classroom management, helping teachers become more reflective and open to innovation. Mentoring also strengthens teacher self-efficacy through support and constructive feedback, enabling teachers to try new methods and handle challenges more effectively. Emotionally, mentoring offers psychological support—especially for novice teachers—by creating a sense of safety and motivation that helps reduce stress and burnout. From a career perspective, mentoring helps teachers set goals and access professional development opportunities, better preparing them for certification and promotion. It also fosters a collaborative school culture where teachers share experiences and support one another, building a positive environment where

supervision is seen as guidance rather than control. Ultimately, these benefits increase job satisfaction, as teachers feel valued and supported (Sa, Saefudin, Islam, & Ulama, 2024). Overall, mentoring strengthens both technical skills and essential psychological aspects. A trusting mentor–mentee relationship allows teachers to express challenges without fear, fostering genuine communication and empowering them to grow confidently and competently in their professional roles.

Comparison with Conventional supervision

The comparison between the mentoring-based supervision group and the conventional supervision group shows a clear difference in the psychological bond between supervisors and teachers. The lower posttest scores in the control group indicate that conventional supervision is less effective in fostering this bond. Theoretically, this is because conventional supervision focuses on performance evaluation, positioning the supervisor as the dominant assessor and the teacher as the object of evaluation. This approach emphasizes administrative and technical aspects, often creating a hierarchical, low-dialogue relationship. As a result, teachers tend to feel formally supervised rather than collaboratively guided in developing their professional competencies. (Glickman, Gordon, & Ross-Gordon, 2017). In contrast, mentorship-based supervision promotes an egalitarian partnership between the supervisor and the teacher. Teachers are viewed as learners who need support, guidance, and constructive feedback. The mentor functions not only as an evaluator but also as a facilitator, consultant, and companion who helps teachers develop their potential, address challenges, and build confidence. As a result, the supervision process becomes more humanistic, participatory, and focused on long-term professional growth. (Mustari, 2022)

Theoretically, relationships and trust are essential foundations for effective mentorship-based supervision. Carl Rogers' (1969) humanistic education theory states that meaningful learning occurs only in an atmosphere of warmth, empathy, and acceptance—principles that align with the egalitarian nature of mentoring. Unlike conventional, top-down supervision where teachers may feel judged or anxious, the

mentoring approach prioritizes trust and partnership. This enables teachers to feel safe in expressing their challenges, weaknesses, and concerns, fostering greater openness and more meaningful professional growth.

Trust in mentoring relationships can be understood through social exchange theory (Blau, 1964), which states that healthy relationships are built on mutual benefit and non-harm. When teachers feel trusted and supported, they are more open to feedback and reflection. Edmondson's (1999) concept of psychological safety also applies, referring to a condition where individuals feel safe to take interpersonal risks, such as sharing ideas or admitting mistakes. In mentorship-based supervision, psychological safety encourages teachers to be honest, reflective, and willing to try new instructional approaches. Thus, trust and relationship-building are not merely emotional factors but theoretical foundations for effective supervision, shifting it from administrative evaluation to a collaborative process that supports continuous professional and personal growth.

CONCLUSION

The mentorship-based supervision model was implemented under the coordination of the POKJAWAS in the Islamic Education Division of the local Ministry of Religious Affairs. The procedure included five stages: Planning, Relationship Building, Mentorship Implementation, Evaluation, and Follow-up. The study involved two groups: the POKJAWAS in Ternate City as the experimental group and the POKJAWAS in Tidore Islands City as the control group, with four supervisors in each group.

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