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The Role of Panca Cinta-Based Instructional Supervision in Supporting the Pedagogical and Professional Competencies of Arabic Language Teachers

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ABSTRACT
This study examines the implementation of Panca Cinta-based instructional supervision and its contribution to supporting the pedagogical and professional competencies of Arabic teachers. Employing a qualitative case study approach, the study involved 7 informants, consisting of specify the informants roles, such as the head of the madrasah, vice principal for curriculum, Arabic teachers, and students. Data were collected through interviews, classroom observations, and document analysis, including lesson plans and supervision assessment forms. The data were analyzed descriptively to identify supervision practices and their contributions to teacher competencies. The findings show that supervision included scheduled pre-observation, classroom observation, post-observation evaluation, and follow-up, with Panca Cinta values integrated into lesson planning and classroom activities. In developing pedagogical competence, supervision contributed to teachers' ability to simplify learning materials, diversify instructional strategies, select appropriate visual and audio media, and adapt teaching approaches to students' learning needs and emotional conditions. In developing professional competence, supervision encouraged teachers to strengthen digital literacy, participate in professional development training, and explore artificial intelligence to create learning media. These findings suggest that humanistic and value-oriented supervision can support teacher development beyond performance evaluation. However, the study is limited to one madrasah and a small number of Arabic teachers, restricting the transferability of its findings to other educational contexts. The study offers an integrated perspective on Panca Cinta-based supervision as a humanistic approach to developing both pedagogical and professional competencies among Arabic language teachers.

1. INTRODUCTION

The quality of a learning process depends heavily on the competence of the educational personnel who carry it out (Fannisa et al., 2025; Mukti & Noviafitri, 2024). As we know, the educational personnel responsible for carrying out the learning process are teachers. A teacher bears full responsibility for the entire learning process, including pre-instructional activities, the delivery of instruction, and post-instructional activities (Alifiyarti et al., 2023). These teacher competencies are, of course, crucial in any learning process, whether formal or non-formal (Nababan, 2025; Rahmawati & Syahrullah, 2024). Therefore, teacher competencies must be established, developed, and evaluated to ensure that learning objectives are achieved. This also applies to Arabic language instruction. Teachers must not only master the subject matter and teaching modules but also design instruction that matches students' characteristics and needs (Labaso et al., 2024; Rincón-Flores et al., 2024). An Arabic language teacher has full authority to plan lessons, select teaching methods and techniques, develop instructional materials and media, manage the classroom, and conduct targeted evaluation and assessment activities. In addition, teachers also have the authority to help students

develop their potential and Arabic language abilities holistically. In addition to Arabic language proficiency, the skills that teachers must help students develop include listening, speaking, reading, and writing in Arabic. Therefore, to accommodate these objectives, Arabic language teachers are required to understand and possess strong pedagogical and professional competencies. These two competencies form the foundation for Arabic language teachers to design targeted learning experiences supported by adequate Arabic language proficiency, thereby helping to develop students' Arabic language abilities. In practice, Arabic language instruction faces challenges related to planning, strategy selection, and the development of students' language skills. Through research on the didactic competencies of Arabic language teachers, Sanusi et al. (2022) identified several issues in the process of developing lesson plans. These issues include the formulation of learning objectives, the determination of competency achievement indicators, and the development of learning activities. These findings indicate that simply mastering the subject matter is not sufficient to conduct effective instruction. Teachers must be able to translate learning objectives into activities that are relevant to students' needs. In addition, teachers must also be able to update and develop their knowledge and teaching strategies in line with technological advancements and changes in students' learning needs. Therefore, professional development activities aimed at enhancing teachers' competencies are crucial for improving the quality of Arabic language instruction.

The need for competency development is also evident in Arabic language instruction at MTs Al-Inayah Bandung. Based on initial interviews, the madrasah has two Arabic teachers, and the students are graduates of elementary schools (SD) and Islamic elementary schools (MI). One of the challenges is the perception among some students that Arabic is a difficult subject. To address this, teachers use visual aids, games, quizzes, and songs to build vocabulary, as well as audio materials to develop listening skills. However, there remains a need to develop the ability to utilize digital technology in designing learning materials. This situation does not imply that the teachers' competencies are low; rather, it highlights the importance of ongoing professional development to enhance pedagogical and professional competencies in line with the objectives of Arabic language instruction. To improve the quality of Arabic language instruction, one approach that can be taken is instructional supervision (Muthoharoh et al., 2024; Pamuji, 2023). The purpose of this supervisory activity is to support the development of Arabic teachers' competencies. Instructional supervision is a professional development process aimed at improving the planning, implementation, and evaluation of instruction (Anridzo et al., 2022; Zarlis & Elfitra, 2024). In practice, supervisors have the authority to help teachers identify challenges, analyze teaching practices, and formulate improvement strategies tailored to the actual needs of the classroom. Thus, supervision is not limited to checking the completeness of instructional paperwork or formally evaluating teacher performance. More than that, supervision must also provide opportunities for teachers to share experiences, discuss difficulties, and reflect on academic decisions made during instruction. Suprapto's (2023) research concluded that collaborative academic supervision can support the improvement of teachers' abilities in developing lesson plans. These findings indicate that instructional supervision has the potential to serve as a means of developing teacher competencies. However, its implementation needs to be tailored to the characteristics of the teachers and the context of the educational institution. For Arabic teachers, instructional supervision plays a more specific role because educational topics are directly related to the characteristics of the language material. Supervisors must assist teachers in evaluating the suitability of teaching methods for the language skills they aim to improve. For example, in speaking instruction, students need opportunities to practice and interact effectively in Arabic. Additionally, reading instruction requires appropriate strategies to understand vocabulary, sentence structure, and the meaning of the text. Furthermore, teachers must select and determine appropriate learning resources and develop assessment techniques that comprehensively reflect students' abilities. This is supported by the research by Ruhendi & Kosim (2022) on the competencies and

performance of Arabic language teachers in the Teacher Professional Development Program (PPG). The results of their study indicate that after participating in the professional development program, Arabic language teachers experienced improvements in their competencies and performance. Thus, it is crucial that professional development activities for teachers be carried out in a planned and systematic manner.

Ongoing supervision requires a mentoring process that focuses not only on the technical aspects of learning but also on human relationships in education. In the context of the madrasah education system, the Director General of Islamic Education (Dirjen Pendis) of the Indonesian Ministry of Religious Affairs developed the Love-Based Curriculum through Decree No. 6077 of 2025 (Direktorat Jenderal Pendidikan Islam, 2025). This curriculum was developed in response to issues of dehumanization, intolerance, and bullying in school settings (Azizi et al., 2026). It offers an educational system grounded in the values of love, encapsulated in the concept of the Five Loves. The Panca Cinta values include love for Allah and His Prophet, love for knowledge, love for oneself and others, love for the environment, and love for the homeland. In this study, Panca Cinta is understood not only as a set of values applied in teacher-student interactions but also as an ethical foundation for the relationship between supervisors and teachers. These values serve as a guide for conducting supervision that respects teachers' dignity, fosters positive communication, encourages the development of knowledge, and creates an open and mutually respectful mentoring environment. This argument is supported by the findings of Manshuruddin et al. (2026) that the KBC not only includes values in its documents but also requires empathetic pedagogical relationships that respect students. Nevertheless, the application of humanistic principles in the pedagogical relationship between teachers and students differs from their application in the supervisory relationship between supervisors and teachers. Therefore, it is necessary to further examine how the values of Panca Cinta are translated into supervisory practice and how these values contribute to the development of teachers' competencies. In light of this, several previous studies have examined the Love-Based Curriculum from both philosophical and pedagogical perspectives. Mutmainnah et al. (2026) discussed the philosophical and pedagogical foundations, as well as the implementation challenges, of the Love-Based Curriculum. Additionally, the study by Abdullah et al. (2026) examined the implementation of the Five Principles of Love in the teaching of religious beliefs and ethics. On the other hand, Musyadad et al. (2022) addressed the relationship between academic supervision and teacher motivation in designing instructional materials. Based on a review of previous research, it was also found that studies on supervision generally focus on teachers' competencies in general within the formal school system, rather than in the context of the Love-Based Curriculum (Anridzo et al., 2022; Lindawati, 2021; Sari et al., 2021). Meanwhile, discussions on the implementation of the Love-Based Curriculum (KBC) have primarily focused on character development in students (Alfianingsih et al., 2026; Muailah, 2026). For instance, the study by Cahyati et al. (2022) emphasized the conceptual framework of the KBC in fostering interfaith harmony, rather than instructional supervision practices. Meanwhile, Ambiya & Sauri (2024) explains the relationship between pedagogical professionalism in Arabic and efforts to develop students' skills.

Based on a review of previous research, there are three research gaps. First, there has not been much research integrating the five values of Panca Cinta into all stages of instructional supervision, from planning to follow-up guidance. Second, studies on the Love-Based Curriculum (KBC) have primarily focused on the relationship between learning and student character development, while the application of the values of love in the professional relationship between supervisors and teachers has not been extensively examined empirically. Third, the contribution of Panca Cinta-oriented supervision to the development of pedagogical and professional competencies among Arabic teachers has not been specifically examined. Therefore, this study focuses on how the Panca Cinta values are manifested in instructional supervision practices and their contribution to the

development of these two competencies. This study views Panca Cinta-oriented instructional supervision as a form of professional development that can support the development of Arabic teachers' competencies. Supervision not only focuses on evaluating the technical aspects of instruction but also emphasizes moral values, humanity, and respect for teachers' professionalism. The novelty of this study encompasses three aspects: (1) conceptual, namely positioning Panca Cinta as the value foundation of supervision; (2) process, namely examining the application of a humanistic approach through communication, observation, feedback, and follow-up; and (3) competency development, namely analyzing the contribution of supervision to the pedagogical and professional competencies of Arabic teachers. This study is expected to provide an empirical overview of the application of Panca Cinta in supervisory practice and its contribution to the development of Arabic teachers' competencies in madrasahs. This study aims to analyze Panca Cinta-oriented instructional supervision in developing Arabic teachers' pedagogical and professional competencies. The study covers madrasah policies, the integration of Panca Cinta values into the stages of supervision, the application of humanistic relationships between supervisors and teachers, and the contribution of guidance to the development of these two competencies. Through this approach, supervision is expected not only to improve teachers' technical skills but also to foster educational relationships with students and motivate them to learn Arabic. Academically, this study is expected to enrich the field of value-based supervision of Arabic language education and learning. Practically, the results are expected to serve as a reference for madrasahs and supervisors in developing teacher guidance that is humanistic, reflective, and oriented toward competency enhancement.

2. METHODS

This study employs a qualitative approach using a case study design. The qualitative approach was chosen because the research paradigm aims to understand, analyze, and describe the implementation of Arabic language learning supervision by deeply emphasizing the values of Panca Cinta. This approach was used to understand the processes, experiences, and interactions during the supervision process. According to Yin (2018), a case study can employ a case design to gain an in-depth understanding of a phenomenon within a real-life context. This study employs a case study design because the research was conducted at a single educational institution. In line with Creswell's (2013) theory, case studies are used to examine a specific case or a bounded system, such as an organizational group or institution. Through this case study, the research aims to gain an in-depth understanding of instructional supervision at an institution that has implemented the Love-Based Curriculum. This study was conducted at MTs Al-Inayah Bandung from September through October 2026. The location was chosen because of its relevance to the implementation of the Love-Based Curriculum (KBC) and the supervision of Arabic language instruction. The research was carried out through the following stages: preparation, obtaining permits, selecting informants, data collection and analysis, data validity checks, and report writing. Informants were selected using purposive sampling based on their knowledge, experience, and direct involvement in the implementation of instructional supervision (Patton, 2015). There were 7 informants in total, consisting of 1 madrasah principal, 1 supervisor, 2 Arabic language teachers, and 3 students. The madrasah principal was selected because he has the authority to establish supervision policies and acts as a supervisor; the vice principal for curriculum was selected as a supervisor because he is directly involved in its implementation; the Arabic teachers were selected because they are the targets of the guidance; and the students were selected because they have direct experience in the learning process. The selection of these informants aimed to obtain diverse and in-depth information regarding the implementation of Panca Cinta-based instructional supervision. Data collection was conducted through semi-structured interviews, observations, and documentation. Interviews were conducted with the

madrasah principal, supervisors, and Arabic language teachers to gather information regarding the planning, implementation, and follow-up of supervision, as well as teacher competency development. Observations were conducted twice with two Arabic teachers who were carrying out instructional supervision on September 1 and 2, 2026. The observations lasted for two class periods (2 JP or approximately 80 minutes), from the beginning to the end of the lesson. The aspects observed included interactions between the supervisor and the teacher, the provision of feedback, Arabic language teaching practices, and the application of the Panca Cinta values. Documentation included lesson plans (RPP), supervision assessment instruments, student worksheets (LKPD), and available records of supervision results. These three techniques were used in a complementary manner to compare data and obtain a comprehensive picture of the implementation of Panca Cinta-based instructional supervision.

Data analysis was conducted using the Miles et al. (2014) model, which includes data condensation, data presentation, and the drawing and verification of conclusions. Data from interviews, observations, and documentation were selected, summarized, and coded based on the themes of supervision implementation, the Panca Cinta values, and pedagogical and professional competencies. Pedagogical competencies were examined through planning, strategies, media, implementation, classroom management, and learning assessment. Meanwhile, professional competencies were analyzed based on mastery of Arabic language content, professional development, use of technology, and media development. Next, the data were presented in the form of narratives and thematic matrices to identify patterns and relationships among themes. Conclusions were drawn and verified by comparing the three data sources to describe the implementation of Panca Cinta-based supervision and its contribution to the development of Arabic teachers' competencies. Data validity was ensured through source triangulation, methodological triangulation, and informant verification. Source triangulation compared information from the principal, supervisors, Arabic teachers, and supporting informants, while methodological triangulation compared data from interviews, observations, and documentation. Informant verification was conducted to confirm the interview results and strengthen the credibility and reliability of the findings.

3. RESULTS AND DISCUSSION

3.1 Overview of The Implementation of Instructional Supervision

MTs Al-Inayah is an Islamic school in Bandung City that operates under the Ministry of Religious Affairs. Based on observations and interviews, MTs Al-Inayah has received an "Excellent" accreditation rating. At the time of the study, the school had 344 students and 36 teachers, two of whom were Arabic language teachers. These data illustrate the scale of the institution and its teaching staff, which provides the context for instructional supervision activities. The focus of this observation is on the Arabic language teachers. These teachers will serve as the research subjects to examine how the professional development process is carried out and how the values of the Love-Based Curriculum are implemented in Arabic language instruction. In terms of curriculum policy, these MTs began implementing the Love-Based Curriculum (KBC) in the 2026/2027 school year. Based on the results of an interview conducted on September 30, 2026, this madrasah is one of the pilot schools in Bandung City for the implementation of the KBC, which was developed by the Ministry of Religious Affairs. As stated in the interview: *"*Regulatory-wise, MTs Al-Inayah will indeed start implementing the Love-Based Curriculum in the 2026/2027 academic year. In fact, we have become a pilot madrasah or a madrasah that is used as an example in the city of Bandung*."*. (Interview A, September 30th 2026). The implementation of this policy aligns with the madrasah's vision and mission, which emphasize the cultivation of noble character and the mastery of knowledge as a means of drawing closer to Allah SWT. This alignment serves as the foundation for integrating academic and character-building dimensions into the learning process. However, the embodiment of KBC

values in the planning, implementation, and evaluation of learning requires further analysis through the results of observations, interviews, and research documentation. Research findings indicate that madrasahs are making efforts to foster an organizational climate that supports the implementation of KBC through policies that integrate values of love into all subjects, both general and religious. This policy affirms that the implementation of KBC is a shared responsibility and an effort to align the institutional vision with classroom teaching practices. This is in line with Shaked (2022), who emphasizes the importance of instructional leadership in realizing the vision of learning. However, the implementation of this policy requires clear communication, guidance, and ongoing supervision so that teachers can integrate the values of Panca Cinta into their learning objectives, strategies, interactions, and assessments. Given that internal instructions alone do not guarantee consistent implementation by all teachers, supervision is necessary to determine the extent to which the policy is understood and put into practice in daily teaching.

Based on an interview with the Madrasah Principal, it was learned that preparations for the implementation of the Love-Based Curriculum (KBC) were carried out through various activities aimed at enhancing teachers' capacity and readiness. These activities included KBC education workshops, outreach sessions on curriculum implementation, coordination in the development of teaching materials, and the provision of textbooks and supporting reference materials. The Vice Principal of Curriculum explained: *"*To prepare for the implementation of the Love-Based Curriculum (KBC), the madrasah has conducted several activities before the new academic year begins, such as workshops and KBC socialization for teachers, coordination in preparing teaching materials, and the provision of textbooks. These activities aim to enhance teachers' understanding and readiness to integrate love values into the learning process.*"* (Interview SM, 30 September 2026). This institutional framework serves as the basis for analyzing the role of supervision in helping teachers implement the values of the Love-Based Curriculum. Edmondson (1999) emphasizes the importance of psychological safety, a state in which group members feel safe expressing their opinions, acknowledging difficulties, and learning from experience without worrying about interpersonal consequences. This concept is relevant for analyzing the relationships between administrators, supervisors, and teachers through patterns of communication, feedback, and participation in supervision. In addition, the full-day school system opens up opportunities for more intensive educational interaction, although it does not automatically guarantee the internalization of the values of love. Therefore, the analysis focuses on the integration of the values of love into instructional supervision and its relationship to the development of the pedagogical and professional competencies of Arabic teachers.

3.2 Implementation of the Five Loves in Instructional Supervision

The implementation of the Love-Based Curriculum (KBC) at MTs Al-Inayah is carried out through two main channels: habit-forming activities within the madrasah environment and the integration of the values of love into teaching and learning activities. *"*The implementation of the Love-Based Curriculum at our madrasah is carried out through two approaches, namely habituation in daily life within the madrasah environment and the integration of love values in the learning process. Through these activities, we strive to shape the character of our students to have faith, concern for others and the environment, a passion for knowledge, and love for the nation and country.*"* (Interview SM, September 30th 2026). Based on the interview results, these habit-forming activities are realized through the following programs:

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Table 1. Habit-Forming Activities at MTs Al-Inayah That Integrate the Five Values of Love

The Values of the Five Loves	School Activities
Love for Allah and His Prophet	1. Dhuha and Dhuhur Prayers in Congregation 2. Reciting the Qur'an and the Beautiful Names of Allah 3. Reciting Prayers of Blessings on the Prophet 4. Qur'an Memorization Program 5. Commemoration of Islamic Holidays
Love of Knowledge	1. Engaging and Effective Learning Processes 2. Study Tours 3. Participation in Various Competitions and Contests 4. Digital Wall Newspaper Projects Featuring Student Work
Love of the Environment	1. Interclass Cleanliness Competition 2. Waste management 3. Restrictions on the use of single-use water bottles 4. Maintenance of classroom cleanliness, order, and safety
Love for Oneself and Others	1. Group Exercise 2. Morning Greetings 3. Class Donations 4. "Jum'at Berkah" Activities 5. Prospek (Week-Long Community Service Program)
Love for the Homeland	1. Monday flag ceremonies and commemorations of national holidays 2. Commemoration of the Independence Day of the Republic of Indonesia 3. Fostering a spirit of national defense through Marching Drill Training (PBB)



Figure 1. Habit-Forming Activities at MTs Al-Inayah

In addition to fostering these values within the madrasah environment, the implementation of KBC is also carried out through the integration of the Panca Cinta values into the learning process. Based on an analysis of the Arabic Language Lesson Plans (RPP) and learning observation instruments, a number of activities were identified that reflect the integration of these values, as presented in Table 2.

Table 2. Activities in the Arabic Language Learning Process Based on the Five Loves

The Values of the Five Loves	Activities in the Arabic Language Learning Process

Love for Allah and His Messenger	Group Prayer The teacher invites students to name one thing they are grateful for The material covers the Hijri calendar with the aim of strengthening faith and piety toward Allah SWT.
Love of Knowledge	The topic of the Hijri calendar aligns with the goal of fostering a love of knowledge within Islamic civilization Relating the topic of the Hijri calendar to students' experiences The material is presented in a thorough, systematic, and engaging manner Implementing active and communicative learning between teachers and students
Love for the Environment	Ensuring the cleanliness, comfort, and safety of the classroom before beginning the lesson
Love for Oneself and Others	Beginning the session with a warm greeting and asking how everyone is doing Motivating students Instilling noble character, polite language, a comfortable classroom environment, and a bullying-free atmosphere Teachers acknowledge students' work Teachers encourage students to express gratitude to one another
Love for the Homeland	Students share traditions and cultural practices related to the Hijri New Year celebration in Indonesia

These findings show that KBC is implemented not only through instructional documents but also through daily routines and interactions at the madrasah. This integration is evident in the Arabic Language Lesson Plan (RPP) on "Tahun Baru Hijriyah," which reflects the values of "Love for Allah," "Love for Knowledge," and "Love for the Nation and State" by connecting Arabic learning with Islamic history and Indonesian traditions. The alignment between habituation policies and instructional planning supports both character development and learning objectives, consistent with Arnila et al. (2026) who emphasize the importance of an integrated pedagogical ecosystem in achieving character and cognitive goals. The implementation of KBC through fostering habits in madrasahs and integrating values into learning must be distinguished from the application of Panca Cinta in academic supervision. Both constitute the context and objectives of supervision, whereas the application of Panca Cinta in supervision is reflected through professional development for teachers grounded in love, care, respect, and human relationships. Thus, supervision serves not only to evaluate administration and the implementation of learning but also to ensure the internalization of KBC values in teachers' pedagogical practices. "We conduct learning supervision regularly once every semester by the head of the madrasah and the curriculum deputy. At certain times, the supervision also involves the madrasah supervisor. We inform the teachers of the schedule in advance so that they can prepare their teaching materials and processes." (Interview SM, September 30th 2026). Regarding the mechanism for instructional supervision, the interview results indicate that instructional supervision is conducted routinely and on a scheduled basis once per semester by the madrasah principal and the vice principal for curriculum. On certain occasions, supervision is also conducted by external parties, one of whom is the madrasah inspector. The supervision schedule is communicated well in advance of the supervision sessions. This supervision activity involves three stages of observation: pre-observation, observation, and post-observation.

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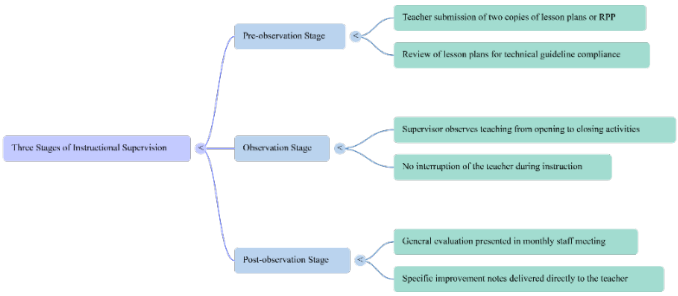


Figure 2. Stages of Instructional Supervision Activities



Figure 3. Documentation of Learning Supervision Activities

The pre-observation phase involves the teacher submitting two copies of the lesson plan (RPP) to be reviewed for compliance with technical guidelines. Next, during the observation phase, the supervisor observes the learning process from the introductory activities through to the conclusion without interrupting the teacher while they are teaching. Then, during the post-observation phase, the assessment results are presented generally during the monthly staff meeting, while specific notes for improvement are conveyed directly to the relevant teachers. *"*In conducting supervision, we strive to create a comfortable atmosphere that does not make teachers feel pressured. Supervision is not solely for assessing teachers' shortcomings, but as a form of guidance and development. We provide constructive feedback, appreciate the teachers' efforts, and encourage them to continuously improve the quality of learning, including integrating the values of Panca Cinta*"* (Interview SM, September 30th 2026). This pattern reflects structured supervision procedures that uphold teachers' dignity through advance scheduling and private feedback, creating space for professional reflection. This aligns with a humanistic approach that positions teachers as partners rather than evaluation objects, as well as Susilo et al. (2026), who emphasizes empathetic leadership, dialogic learning, and continuous character-oriented evaluation. These principles are also reflected in supervision indicators covering humanistic and differentiated learning, character integration, student engagement, classroom management, and affirmative feedback, enabling the assessment of both academic performance and learning interactions. Overall, interviews, lesson plan analysis, supervision documents, and observations show that Panca Cinta at MTs Al-Inayah is implemented through madrasah policies, instructional planning, character-building activities, and academic supervision. Lesson plans guide instruction and serve as pre-observation materials, while supervision assessments evaluate their alignment with classroom practices. Supervision also ensures that KBC values are translated into actual learning activities and teacher-student interactions, rather than remaining confined to written documents.

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3.3 The Contribution of "Panca Cinta"-Based Instructional Supervision to Pedagogical Competence

Panca Cinta-based instructional supervision contributes to the development of Arabic teachers' pedagogical competencies, particularly in lesson planning, instructional strategies, teaching media, and classroom management. Interview findings show that supervision evaluations encouraged teachers to simplify lengthy materials and use more engaging visual media to meet students' needs. These adjustments reflect pedagogical competence in understanding students' characteristics and designing appropriate instruction (Nurliana et al., 2020; Sari et al., 2021). Within Panca Cinta-based supervision, such improvements demonstrate concern for students' learning experiences by prioritizing their comfort and understanding.

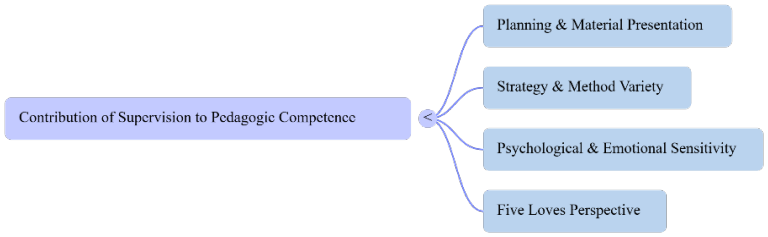


Figure 4. The Contribution of Supervision to Pedagogical Competence

Instructional supervision contributes to the development of Arabic teachers' teaching strategies through the use of games, quizzes, songs, and audio media to improve vocabulary mastery and listening skills (*istima'*). This was stated by the Arabic teacher in the following interview: *"*After the supervision, I received some feedback to develop the teaching methods to make them more engaging and less monotonous. I started using games, quizzes, and songs to help students memorize Arabic vocabulary. Additionally, I also used audio media to train listening skills or istima'. With these variations, students became more active and enthusiastic in participating in the lessons*."* (Interview, September 30th 2026). These variations create more active and engaging learning experiences, aligning with supervision indicators such as active learning, student engagement, media utilization, and critical thinking. This finding is consistent with Zeng & Ravindran (2025), who emphasize feedback as a strategy for developing critical thinking. Thus, supervision functions not only as an evaluation tool but also as a means of providing feedback and developing alternative teaching strategies. In the context of Panca Cinta, these practices reflect Love of Knowledge by encouraging active participation, knowledge exploration, and language skill development. Supervision also enhances teachers' sensitivity to students' psychological and emotional conditions, particularly when they experience boredom or difficulty understanding the material. This awareness encourages teachers to adjust instructional pace and interactions to create a comfortable learning environment. These findings align with humanistic and differentiated learning indicators in the supervision assessment instrument, which emphasize accommodating diverse student potentials and encouraging active participation (Ritonga et al., 2024). Lesson plan documents featuring gratitude, peer appreciation, and group prayer demonstrate an emphasis on affective learning. These practices reflect Panca Cinta values, particularly self-love and love for others, through attention to students' emotional well-being and mutual respect. Thus, humanistic supervision encourages teachers to consider not only learning objectives but also students' experiences and needs, consistent with Satyawati et al. (2025), who emphasize humanistic approaches to improving learning quality. Instructional supervision contributes to improving Arabic teachers' pedagogical competencies through the refinement of teaching practices, including simplifying materials, diversifying strategies, using engaging media, and understanding students' needs. This reflects the integration of professional development and Panca Cinta values,positioning supervision not merely as teacher evaluation but as guidance toward meaningful and student-centered learning.

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3.4 The Contribution of "Panca Cinta"-Based Instructional Supervision to Professional Competence

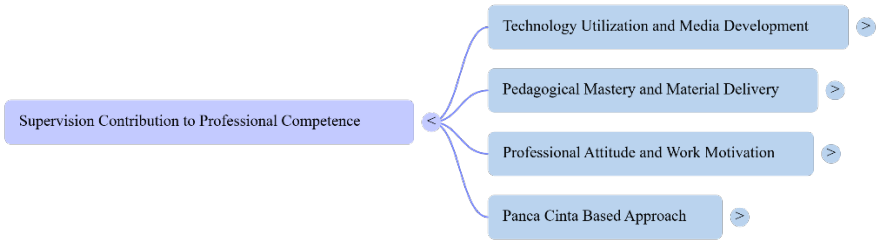


Figure 5. The Contribution of Instructional Supervision to Professional Competence

The results of the study indicate that Panca Cinta-based instructional supervision contributes to the development of professional competencies among Arabic language teachers, particularly in the areas of technology utilization, the development of instructional media, mastery of subject matter, and motivation to enhance their professional capacity. This contribution is related not only to instructional evaluation outcomes but also to a mentoring approach that integrates the values of Panca Cinta into the relationship between supervisors and teachers. *"*In the implementation of supervision, I received a lot of feedback to improve teaching skills, including participating in training through the Pintar platform of the Ministry of Religious Affairs and trying to utilize AI to create learning media. I also strive to use various media such as images, games, quizzes, songs, and audio to make Arabic language learning more engaging and suitable for the students' abilities. During the supervision, the supervisor provided the schedule in advance and gave feedback in a good manner, making me feel appreciated and more open to improving my shortcomings. In addition, I strive to integrate Islamic values and morals into the learning process, encourage students to maintain classroom cleanliness, and introduce Indonesian culture and traditions through examples in Arabic language materials. For me, supervision is not only to assess the performance of teachers but also to help us continue learning, improve the quality of education, and carry out our duties as educators with full responsibility.*"* (Interview MIZ, September 30th 2026). The interview results indicate that supervisory evaluations encourage teachers to improve their digital skills through training on the Ministry of Religious Affairs' Pintar platform and the use of Artificial Intelligence in the development of learning materials. This demonstrates the role of supervision as a means of competency development, rather than merely an assessment. From the perspective of Panca Cinta, this practice reflects the value of "Love of Knowledge" through the encouragement to continuously learn and develop professional skills in line with technological advancements. These findings align with Arifin et al. (2023), which emphasizes the developmental function of supervision through mentoring, discussion, observation, evaluation, and follow-up. The use of technology also supports the delivery of Arabic language materials that are more engaging and tailored to learning needs.

The development of teachers' professional competencies is evident through the use of visual aids, games, quizzes, songs, and audio materials in teaching vocabulary and listening skills (istima'). Teachers also use simple Arabic vocabulary and language structures appropriate to the students' level of understanding. This practice demonstrates the teachers' ability to select media, methods, and ways of presenting material based on the students' needs. From the perspective of Panca Cinta, this reflects the value of "Love of Knowledge," both through the development of teachers' competencies and through efforts to encourage students to actively explore knowledge and language skills. The values of self-love and love for others are reflected in the professional relationship between supervisors and teachers through respectful communication, respect for teachers' dignity, and the provision of constructive, non-judgmental feedback. Interview results show that supervision schedules are communicated well in advance so that teachers can prepare their teaching materials, while feedback

for improvement is provided directly to the relevant teachers. This approach allows teachers to receive evaluations without feeling humiliated, while fostering self-confidence, openness, and motivation to improve the quality of learning. The value of Love for Allah and His Messenger is embodied through supervision that emphasizes spiritual values, honesty, trustworthiness, exemplary conduct, and the moral responsibility of teachers. The value of Love for the Environment is applied through guidance aimed at creating a clean, safe, comfortable, and conducive learning environment. Meanwhile, the value of love for the homeland is integrated by encouraging teachers to link Arabic language instruction to national identity, local culture, and a sense of national consciousness. These three values ensure that supervision is not only focused on improving technical competencies but also on strengthening teachers' spiritual, social, ecological, and patriotic responsibilities.

The five values of Panca Cinta serve as the ethical and practical foundation for love-based supervision. These values are realized through the development of teacher competencies, respectful and non-judgmental communication, the strengthening of spiritual and moral responsibility, concern for the learning environment, and the reinforcement of national identity and awareness. Thus, supervision focuses not only on administrative and technical aspects but also on the holistic development of teachers. A positive relationship between supervisors and teachers, built on mutual respect, fosters openness, reflection, and the enhancement of professional competence. From the perspective of Panca Cinta, this reflects the values of Love for Oneself and Others, as well as Love for Knowledge, which create a safe and supportive learning environment while encouraging continuous learning. The impact is evident in improved understanding of Arabic language material, the development of teaching resources, and the adaptation of strategies and media to meet students' needs. Thus, Panca Cinta-based supervision not only enhances teaching skills but also builds teachers' motivation, independence, and professional responsibility. *"*I feel comfortable learning Arabic because the teacher explains the material patiently and doesn't make us feel scared when we don't understand the lesson. The learning activities are also enjoyable because there are games, quizzes, and engaging learning media. If we don't understand, the teacher is willing to explain again so that we feel more confident to ask questions and participate in the learning*."* (Students Interview, Oktober 7th 2026). From the students' perspective, the implementation of instructional supervision is indirectly reflected in the quality of the learning process they experience in the classroom. Students noted that the Arabic language teacher made efforts to present the material clearly, used a variety of teaching methods and media, and created a comfortable and communicative learning environment. The use of games, interactive quizzes, songs, and audiovisual media was seen as helping students understand Arabic vocabulary and content more easily. Furthermore, the teachers' patience, openness to questions, and non-judgmental guidance made students feel valued and more confident about participating. These assessments indicate that a humanistic and reflective approach to supervision aligns with students' learning experiences, particularly in fostering Arabic language learning that is more engaging, conducive to learning, and attentive to students' needs. Panca Cinta-based instructional supervision at MTs Al-Inayah in Bandung is carried out through planning, observation, evaluation, and follow-up focused on developing teachers' competencies. Its impact is evident in increased motivation to participate in training, improved digital skills, greater use of technology, the development of teaching materials, and a stronger command of Arabic language content. The values of Panca Cinta also serve as the foundation for building a humanistic supervisory relationship, respecting the dignity of teachers, and fostering spiritual and social responsibility. Thus, supervision functions not only as a performance evaluation but also as a means of continuously developing teachers' professional capacity and motivation. However, the study's limitations, including its focus on a single institution, the limited number of teachers, and its qualitative approach, highlight the need for further research in more diverse contexts to test the consistency of the findings and the long-term impact of the Love-Based Curriculum on the quality of learning.

4. CONCLUSION

This study concludes that Panca Cinta-based instructional supervision at MTs Al-Inayah Bandung is carried out through the stages of pre-observation, observation, and post-observation evaluation using a humanistic, collaborative, and reflective approach. The five values of Panca Cinta are integrated through the madrasah's habit-forming programs, instructional planning and implementation, as well as the relationship between supervisors and teachers which prioritizes respectful communication, respect for teachers' dignity, and constructive feedback. In the development of pedagogical competencies, this supervision supports teachers' ability to select instructional strategies, methods, and media, as well as to adapt Arabic language materials to students' needs. Meanwhile, its contribution to professional competencies is reflected in the development of subject matter mastery, digital literacy, the utilization of technology and AI, as well as motivation to participate in training and develop one's own capacity. Thus, Panca Cinta-based supervision serves not only as a means of performance evaluation but also as a mentoring process that supports the continuous development of teachers' competencies and professional responsibility. Given that this research is a qualitative case study conducted at a single madrasah, the findings are contextual in nature; therefore, further research at a more diverse range of institutions is needed to broaden our understanding of the contribution of Panca Cinta-based supervision to the quality of learning.

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