



Educational Supervision in Improving the Quality of Education: An Islamic Education Perspective

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Abstract: Educational Supervision in Improving the Quality of Learning: Islamic Education Perspective

Objective: This study aims to explore the role of supervisors and educational supervision in improving the quality of education from an Islamic education perspective. **Method:** This research employs a descriptive qualitative approach. Data collection techniques include in-depth interviews, participant observation, document analysis, focus group discussions (FGDs), and literature review. The data were analyzed using content analysis. **Results:** The findings indicate that educational supervision significantly enhances the professional and technical competencies of teachers, school principals, and other educational staff to foster a higher-quality educational process. In Islamic education, supervision also ensures the integration of Islamic values and objectives into educational practices. **Conclusion:** Improving the quality of education is a crucial demand that must be fulfilled by every madrasah, especially in responding to the challenges of globalization. **Contribution:** This study contributes to the academic discourse in the field of Islamic educational supervision by offering a more systematic and innovative approach to enhancing the quality of education based on Islamic values.

Keyword: Educational Supervision; Quality of Learning; Islamic Education Perspective

Abstrak: Supervisi pendidikan dalam meningkatkan mutu pendidikan: Perspektif Pendidikan Islam

Objektif: Penelitian ini bertujuan untuk mengetahui peran supervisor atau supervisi pendidikan dalam meningkatkan mutu pendidikan dari perspektif pendidikan Islam. **Metode:** Penelitian ini menggunakan pendekatan kualitatif deskriptif. Teknik pengumpulan data meliputi wawancara mendalam, observasi partisipan, analisis dokumen, diskusi kelompok terarah (FGD), dan studi literatur. Data dianalisis menggunakan metode analisis isi. **Hasil:** Hasil penelitian menunjukkan bahwa supervisi pendidikan berperan penting dalam meningkatkan kemampuan profesional dan teknis guru, kepala sekolah, serta tenaga kependidikan lainnya untuk menciptakan proses pendidikan yang lebih bermutu. Dalam pendidikan Islam, supervisi juga memastikan integrasi nilai dan tujuan ajaran Islam dalam praktik pendidikan. **Kesimpulan:** Peningkatan mutu pendidikan merupakan tuntutan yang harus dipenuhi oleh setiap madrasah, khususnya dalam menghadapi tantangan globalisasi. **Kontribusi:** Penelitian ini memberikan kontribusi terhadap pengembangan wacana akademik di bidang supervisi pendidikan Islam dengan menawarkan pendekatan yang lebih sistematis dan inovatif untuk meningkatkan kualitas pendidikan berbasis nilai-nilai Islam.

Kata Kunci: Supervisi Pendidikan; Kualitas Pembelajaran; Perspektif Pendidikan Islam

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A. INTRODUCTION

Supervision in the context of professional education is the provision of guidance and feedback on personal, professional, and educational development issues in the context of a student's experience in providing safe and appropriate patient care (Barrie & Walwyn, 2021); supervision can also be interpreted as the process of supervision and guidance carried out by a supervisor towards his subordinates in carrying out their duties and responsibilities (Ju et al., 2019). So, supervision is an activity carried out by a supervisor to facilitate the course of education, both helping teachers and developing and motivating teachers to become better. Supervision is determined by quality. According to Prakhov (2023), quality is a dynamic condition that refers to a product or service's level of excellence or quality. With these changes in quality, it is necessary to increase or change workforce skills, production processes, tasks, and changes to the school environment so that products can meet and exceed community expectations (Díez et al., 2020).

Meanwhile, educational quality refers to the educational process's standard or level of quality, including aspects such as curriculum, facilities, teaching staff, and student learning outcomes (Abbas, 2020). The quality of education is a measure of the success of an educational process provided by an educational institution, which can be measured from various aspects such as educational management, internet facilities, and school discipline (Abbas, 2020). The quality of education also includes how effective educational institutions are in achieving the standards set to increase the efficiency and effectiveness of education (Donkoh et al., 2023).

The role of the madrasah head as a supervisor is to determine the quality of a teacher to stimulate, coordinate, and continuously guide the growth and development of the potential they have in the madrasa, both individually and collectively, so that they understand better and are more effective in realizing all teaching functions and can develop the process better education. To achieve better educational goals, reliable personnel are needed, from the madrasah's head to the staff/employees responsible for all their daily tasks (Sunarto, 2017). In an organizational structure adapted to the main duties of each position, educational attainment is very dependent on skills and wisdom, and madrasa heads are the educational leaders (Amri et al., 2022). Educational progress can be seen from the ability and willingness of society to capture the process of informatization and technological progress (Szymkowiak et al., 2021). The rapid process of Informatization due to technological advances makes the horizons of life in the world broaden and expand and, at the same time, shrink. This means that various problems in human life have become global problems or cannot be separated from the influence of events in other parts of the world, whether political, economic, or social problems (Kartini et al., 2020).

Educational supervision, better known as educational supervision, has interconnected basic concepts. In the basic concepts of educational supervision, several of the concepts of educational supervision itself are explained (Gülşen et al., 2015). The thoughts of school principals about the effects of educational supervisors on the training of teachers in terms of professions. Procedia-Social and Behavioral Sciences, 174, 103-108. Providing services, assistance, and guidance is supervision, while the person carrying out supervision activities is called a supervisor or supervisor. In Islam, supervision is carried out both materially and spiritually, meaning that supervision does not only prioritize material matters but also prioritizes spiritual matters (Mercado & Hjortø, 2023). Explaining the development policy implementation gap: A failed food sovereignty policy in Bolivia. World Development, 166, 106216. This is what significantly distinguishes between supervision in the Islamic concept and secular supervision, which only conducts material supervision without involving Allah SWT as the main supervisor. Supervision in Islam includes material and spiritual supervision, monitoring managers and Allah SWT, and using humane methods that uphold human dignity. With these characteristics, it can be understood that the implementers of various agreed-upon plans will be responsible to their managers and Allah as the all-knowing supervisor.

On the other hand, supervision in Islamic education prioritizes using a humane approach, an approach imbued with Islamic values. Management is utilizing all resources through the help of others and working with them so that common goals can be achieved effectively, efficiently, and productively (Azizi et al., 2021). Management functions are designing, organizing, commanding, coordinating, and controlling. In line with the verse above, Allah SWT directs every believer to plan what will be done in the future.

Previous studies on educational supervision in improving the quality of education from an Islamic perspective generally highlight supervision approaches based on Islamic values such as *tarbiyah* (holistic development), *syura* (consultation), and *uswah hasanah* (exemplary leadership) (Azian, 2022; Baharuddin & Nursita, 2020; Beddu, 2020; Fadilah, 2021; Sarnoto, 2016). Many studies emphasize the role of school principals and supervisors as *murabbi* (spiritual mentors) in shaping teachers' professionalism and enhancing the quality of learning based on *akhlaqul karimah* (noble character). Additionally, several studies have examined the effectiveness of academic and clinical supervision in Islamic schools, finding that guidance- and coaching-based supervision is more effective than inspection- or administrative-based evaluation approaches (Yaqin & Syafi'i, 2020; Supriatna et al., 2016; Samsirin, 2015; and Fajriah, 2018). However, most research remains limited to conceptual studies and implementation in specific schools, with few systematically addressing technology integration in Islamic educational supervision.

There is a gap in previous research, as supervision in many Islamic educational institutions still tends to be administrative, lacking a strong emphasis on character development and failing to fully utilize technology for systematic evaluation and professional development of educators. Therefore, this study focuses on developing a more integrative Islamic supervision model that incorporates digital technology, employing an Islamic leadership approach that emphasizes collaboration, moral development, and effectiveness in enhancing the quality of learning and the character of educators in Islamic educational institutions.

B. METHOD

This research uses a qualitative approach. Qualitative research is the systematic steps used to plan, conduct, and evaluate research" (Chhabra, 2021). According to Bannister-Tyrrell & Meiqari (2020), qualitative research methods are used to understand social phenomena by deeply interpreting qualitative data. In qualitative research methodology, researchers focus on a deep understanding of how individuals, groups, or communities experience and give meaning to a phenomenon. Qualitative research methodology involves collecting data that is descriptive, narrative, and interpretive. Using a qualitative approach, researchers aim to explore a rich and complex understanding of how individuals, groups, or communities experience and give meaning to a phenomenon (Bannister-Tyrrell & Meiqari, 2020).

Data collection techniques in qualitative research are literature study techniques or what we are usually familiar with in library research, which is one of the most popular secondary data collection methods. Qualitative data can be obtained through various techniques such as in-depth interviews, participant observation, document analysis, and focus group discussions. Qualitative researchers are often directly involved in data collection so they can understand the context and dynamics that occur in the field. Literature studies are also carried out using the literature review method, which collects material from articles relevant to the study or research. Literature study is an activity that cannot be separated from research. Literature studies can find the theories underlying the problems and research areas.

The source of research data is a review of educational supervision studies in improving the quality of learning from the perspective of Islamic education. Data collection techniques in qualitative research are literature study techniques or what we are usually familiar with in library research, which is one of the most popular secondary data collection methods.

The data analysis process uses content analysis; this analysis is used to determine the existence of certain concepts or texts studied in the research and then interpreted by the objectives and focus of the research. Using content analysis, researchers can measure and analyze the existence, meaning, and relationship of certain words, themes, or concepts.

C. RESULTS AND DISCUSSION

1. Understanding Education Quality

The word supervision comes from the English word "supervision," which consists of the two words "super" and "vision." Super means above or above, while vision means to see or review. Therefore, according to Bahdin Nur Tanjung (2020), supervisors carry out supervision to improve teacher performance and achieve student learning achievement. This research also states that the success of implementing supervision is measured by increasing student learning achievement.

[Schmutz et al. \(2021\)](#) argue that "supervision is a process of supervision, guidance, and management carried out by a supervisor towards his subordinates in achieving certain goals, both in educational and organizational contexts." Supervision provides guidance or professional service to teachers. The professional service referred to is assistance in developing learning situations in a better direction. This service is through direction, guidance, and supervision of teachers to improve the quality and achievement of teachers. Quality teachers can carry out their duties and functions well and competently. Educational supervision is the supervision, guidance, and management carried out by a supervisor towards educators or teaching staff in an educational context to improve the quality of learning and teaching. In the educational context, educational supervision has a very important role in ensuring that the learning process runs effectively and efficiently. In educational supervision, supervisors are responsible for providing guidance, feedback, and support to educators so that they can improve the quality of their teaching. Supervisors are also tasked with ensuring that educators comply with established educational standards and that learning objectives are achieved properly ([Madani, 2019](#)).

What is meant by educational supervision is professional guidance for teachers. Professional guidance in question is any effort that provides opportunities for teachers to develop professionally so that they are more advanced in carrying out their main tasks, namely improving and enhancing the student learning process. Educational supervision aims to improve the professional and technical capabilities of teachers, principals, and other school personnel so that the educational process in schools is of higher quality. In its mechanism, educational supervision is carried out based on cooperation, and the method is more humane.

[Bearman \(2020\)](#) said that educational supervision is a process of supervision and guidance carried out by supervisors towards trainees in an educational context. The role of educational supervision is to build an educational alliance between supervisors and trainees, help set shared expectations and goals, manage substandard performance, provide meaningful educational experiences, and ensure trainees are responsible for their learning. Through supervision, teachers can improve their performance and be trained to solve various problems they face ([Marey et al., 2020](#)). According to [Stoica et al. \(2021\)](#), educational supervisors have a role in helping teachers improve the quality of teaching, identifying professional development needs, and ensuring that the learning process runs by established standards. To provide services and assistance to develop the teaching and learning situations carried out by teachers in the classroom. Educational supervision plays a role in providing convenience and helping school principals and teachers develop their potential optimally. Supervision must improve leadership to achieve overall school program effectiveness and efficiency ([Bearman, 2020](#)).

2. Improving the Quality of Education

In general, quality means the degree (level) of superiority of a product (work result) in goods or services. According to [Fauth et al. \(2019\)](#), quality of education refers to the value of education as seen from the input, learning process, and output/results, while education is a process of maturing the quality of life. Through this process, humans can understand the meaning and essence of life, what it is for, and how to carry out life's duties and life correctly. Education is considered quality if it can improve the quality of students, the learning environment, learning materials, learning processes, and learning outcomes.

According to [Zhao et al. \(2021\)](#), Focus education must be directed at establishing educational quality, which includes improving student abilities, learning environment, learning materials, learning processes, and learning outcomes. From the opinions above, the definition of educational quality can be interpreted as a comprehensive description of the characteristics of goods or services that show their ability to satisfy expected or implied needs. Improving the quality of education is a demand that must be met by every madrasah in the era of globalization. Quality improvement must rely on educational institutions to continuously and continuously increase the capacity and ability of their organizations to meet the demands and needs of students and society. Improving the quality of education in educational units must be planned optimally, and teamwork is needed to make it happen. Many problems hinder the process of improving the quality of education, including the mental attitude of education managers, both those who lead and those who are led by groups, who act only because of orders from superiors, not because of a sense of responsibility, leaders who do not provide motivation and trust but are happy to delegate authority, the mental attitude of subordinates. Those who work not on responsibility but only because their superiors order them will make the work being carried out not optimal. Teachers only work according to their superiors' instructions, so they are not free to be creative in the teaching and learning process. The educational process is said to be of high quality if the coordination, harmonization, and integration of school input (teachers, students, curriculum, money, equipment, etc.) is carried out in harmony so that it can create a pleasant learning situation (enjoyable learning), can encourage motivation and interest in learning, and truly able to empower students. From the description above, supervision is one of the most important parts that play a role in improving the quality of education because it is in direct contact with conditions in the field, both related to educational input, process, and output.

3. The Role of Supervision in Improving the Quality of Education

The role of supervision is a person's participation or role in something (regarding the potential they have); the connection, in this case, is that the role of a Supervisor is a person who has a profession or guidance in Guidance towards improving the quality of education. This coaching is given to all school/madrasah staff to improve their abilities and develop better teaching and learning situations. Educational supervision is very important to improve the quality of education. The educational process, from student recruitment to learning outcomes carried out by all components, is also influenced and cannot be separated from the role of the madrasah head. The role of educational supervision is to determine the quality of a teacher to continuously stimulate, coordinate, and guide the growth and development of the potential they have in the madrasah, both individually and collectively, so that they understand better and are more effective in realizing all teaching functions and can develop a better educational process. To achieve better educational goals, reliable personnel are needed, from the madrasah's head to the staff/employees responsible for all their daily tasks. The organizational structure is adjusted to each position's main duties and functions. Educational attainment is very dependent on skill and wisdom. The head of the madrasah is one of the educational leaders.

The supervisory role of madrasah supervisors as supervisors in improving the quality of education seen from the academic supervision planning aspect show that (1) have supervision goals, understand the scope and principles of academic supervision; (2) identify and determine an academic supervision approach that is effective and appropriate to the problem being developed; (3) determine the mechanism and operational design for academic supervision; (4) identify and determine resources (people, information, equipment, and funds) for Academic Supervision; (5) prepare a schedule for implementing academic supervision; (6) develop procedures and mechanisms for monitoring and evaluating academic supervision; (8) select and determine steps that ensure the continuity of academic supervision activities. Then, when viewed from the aspect of implementing academic supervision, the role of educational supervision shows that the role of Madrasah Supervisor supervision in improving the quality of education has (1) applying the principles of continuous, objective, constructive, humanistic, and collaborative supervision; (2) carry out ongoing academic supervision for the long term, medium term, short term; (3) carry out academic supervision that is based on real needs and problems faced by teachers; (4) placing the growth of teacher competence and improving the quality of learning as the main goal of academic supervision; (8) building relationships with teachers and all parties involved in supervision activities that are open, loyal and informal, based on attitudes of helping, understanding, open, honest, steady, patient, enthusiastic and full of humor; (9) carry out democratic supervision, actively involve, share responsibility for learning development with teachers and other relevant parties.

Furthermore, looking at the follow-up aspect of supervision, it shows that the role of Madrasah supervisory supervision in improving the quality of education has: (1) develop criteria for the success of Academic supervision (2) formulate criteria for the effectiveness of the academic supervision implementation process; (2) formulate criteria for achieving academic supervision goals (output); (3) formulate criteria for achieving the impact of academic supervision (outcome); (4) develop academic supervision instruments; (5) develop data/information collection instruments in the context of identifying and analyzing learning development problems/needs; (5) develop an instrument to measure the effectiveness of the academic supervision implementation process in accordance with the area worked on, the approach and academic supervision techniques applied; (6) develop instruments for measuring the achievement of direct results (output) of Academic supervision according to the area being worked on; (7) develop an instrument for measuring the effectiveness of achieving the impact (outcome) of academic supervision in accordance with the area being worked on.

The description above explains the role of educational supervision. Of course, a supervisor (supervisor, school principal) carries out educational supervision in schools. If this supervision role is carried out professionally and procedurally, it will improve the quality of education, namely, producing learning with good learning outcomes. If it is not implemented well, it will result in ordinary learning and even poor learning. Educational supervision is very important to improve the quality of education ([Chaula, 2023](#)). The educational process, from student recruitment to learning outcomes carried out by all components, is also influenced and cannot be separated from the role of the madrasa head.

4. Educational Supervision in Improving Learning Quality Based on Islamic Education

Supervision is a process to ensure that all activities are carried out according to what has been planned ([Muna et al., 2018](#)). The supervisory function in management is a systematic effort to set performance standards and various planned goals, design a feedback information system, comparing the performance achieved with the previously set standards, determining whether there are deviations and the level of significance of each deviation, and taking the necessary actions effectively and efficiently in achieving company goals. A supervisor must have excess competence in the form of expertise in his field compared to the people he supervises and coaches.

Islam is a religion that is a revelation from Allah Swt, whose teachings contain all aspects of human life. The discussion about supervision so far seems dry from the Qur'anic approach. This can be understood because supervision is part of management. Management science is methodologically superior to the West, so many experts are oriented toward the West. This is interesting to study; it turns out that by using an Islamic education approach, there will be signs of educational supervision contained in the Qur'an. As in the words of Allah SWT, which reads:

فَلَتْ احْدِنُهُمَا إِنَّمَا يَأْتِي اسْتَأْجِرْهُ إِنَّ خَيْرَ مَنْ اسْتَأْجَرْتُ الْفَوْيُ الْأَمِينُ ٢٦

The verse above means "one of the two (women) said, "O my father, hire him. Indeed, the best person you can hire is strong and trustworthy." (QS. Al-Qashas: 26). This verse interprets that an educator should always work professionally, where education is a person trusted by society as an agent of change.

Supervision in Islamic education is carried out to straighten the crooked, correct the wrong, and justify the right (Alnaim et al., 2023). Supervision in Islamic teachings is at least divided into 2 (two) things: first, supervision that comes from the self, which comes from tawhid, and faith in Allah SWT. Second, supervision will be more effective if the supervision system is carried out from outside oneself. This supervisory system can consist of a supervisory mechanism from the leader related to the completion of delegated tasks, the suitability between task completion and task planning, and so on.

Islam teaches that everyone should do well by the teachings of Allah and His Messenger (Choli, 2019). In Islam, it is believed that every human being is accompanied by two angels (*Raqib* and *Atid*) who record all human actions and will be held accountable by every human being before Allah. Then, Islamic administration also stands on the principles of planning, organization, supervision, supervision, (censorship) and follow-up, which makes it a complete system, according to the latest system in administration.

D. RESEARCH IMPLICATIONS AND CONTRIBUTIONS

1. Research Implications

This study enriches the literature on Islamic educational supervision by identifying supervision principles based on Islamic values, such as compassion (*rahmah*), honesty (*sidq*), wisdom (*hikmah*), and justice (*'adl*). These principles can serve as a foundation for developing a more holistic and spiritually grounded theory of educational supervision. The findings of this study can serve as guidelines for school principals, supervisors, and teachers in implementing more effective educational supervision aligned with Islamic values. Additionally, this study highlights the importance of adapting technology in Islamic educational supervision to systematically enhance teacher evaluation and professional development while maintaining spiritual and ethical aspects.

2. Research Contribution

This study contributes to the development of understanding regarding the role of educational supervision in improving the quality of learning from an Islamic education perspective. The main novelty of this research lies in its integrative analysis, which combines modern educational supervision concepts with Islamic supervision principles, such as *muraqabah* (spiritual supervision), *tazkiyah* (self-purification), and *uswah hasanah* (exemplary leadership). Unlike previous studies that primarily focused on educational supervision in managerial or administrative contexts, this research explores how an Islamic values-based supervision approach can create a more meaningful, effective learning environment centered on character formation. Additionally, this study highlights how Islamic education supervisors can act as both spiritual and academic mentors, not only overseeing but also providing motivation and moral guidance to educators. Thus, this research enriches the literature on educational supervision with a more holistic Islamic perspective while offering recommendations for deve-

lopping a supervision model that aligns with Islamic values to enhance the quality of learning in Islamic educational institutions.

E. RECOMMENDATIONS FOR FUTURE RESEARCH DIRECTIONS

Future research can explore supervision models that specifically integrate Islamic values into practice to ensure that the supervision process is academically effective and aligned with the principles of Islamic education. Additionally, research can examine how educational supervision influences the development of students' character and ethics, which are essential aspects of Islamic education.

F. CONCLUSION

Educational supervision is professional guidance for teachers. Professional guidance in question is any effort that provides opportunities for teachers to develop professionally so that they are more advanced in carrying out their main tasks, namely improving and enhancing the student learning process. Educational supervision aims to improve the professional and technical capabilities of teachers, principals, and other school personnel so that the educational process in schools is of higher quality. Quality of education can be interpreted as a comprehensive description and characteristics of goods or services that show their ability to satisfy expected or implied needs. Improving the quality of education is a demand that must be met by every madrasah in the era of globalization.

Quality improvement must rely on educational institutions to continually and sustainably increase their organizational capacity and ability to meet the demands and needs of students and society. Supervision is a person's participation or role in something (regarding the potential they have); the connection, in this case, is that the role of a supervisor is a person who has a profession or coaching in guidance towards improving the quality of education. This training is provided to all school/madrasah staff to improve their abilities and develop better teaching and learning situations.

Educational supervision is a fundamental element in enhancing the quality of education by providing technical assistance and guidance to teachers and other school staff. Its primary objective is to improve the effectiveness and efficiency of the teaching and learning process. Supervision is designed to develop and enhance teachers' professionalism, enabling them to grow in their roles. The main functions of supervision include coordinating teaching programs, offering assistance as consultants, leading groups, and evaluating both the process and outcomes of learning. The steps involved in conducting supervision are divided into three stages: planning, implementation, and evaluation. Therefore, educational supervision plays a crucial role in improving the quality of education through coaching and the development of teachers' professionalism.

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AUTHOR CONTRIBUTIONS STATEMENT

All authors provided critical feedback and helped shape the research, analysis and manuscript. CJ: Conceptualization, Research framework & Writing - Original Draft. LL: Conceptualization. AM: Conceptualization & Methodology. EU Conceptualization & review. NA: Conceptualization & review.

DECLARATION OF COMPETING INTEREST

The authors (CJ) dan co-authors (LL, AM and EU) declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript. And the co-author (NA) is an Editorial Member for this journal and was not involved in the editorial review or the decision to publish this article.

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