

Supervision of Islamic Education in Improving the Quality of Islamic Education

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DOI : <https://doi.org/10.61796/ejheaa.v2i2.1219>



Sections Info

Article history:

Submitted: February 01, 2025
Final Revised: February 03, 2025
Accepted: February 04, 2025
Published: February 05, 2025

Keywords:

Supervision of islamic
education
Quality of education
Islamic values
Spirituality-based supervision
Holistic learning
Collaborative supervision

ABSTRACT

Objective: This study aims to analyze the role of Islamic education supervision in enhancing the quality of education in Islamic institutions. It explores how supervision serves as a systematic effort to assist teachers and education staff in managing learning more effectively and efficiently while also fostering Islamic character development. **Methods:** The research adopts a qualitative approach, emphasizing the importance of supervision grounded in Islamic values. Data collection involves literature analysis and case studies of Islamic educational institutions, focusing on the implementation and impact of supervision practices. **Results:** The findings indicate that well-planned, continuous, and spirituality-based supervision significantly improves the quality of education. It not only enhances academic performance but also supports the holistic development of students by integrating Islamic values into the learning process. **Novelty:** This study highlights the unique aspect of Islamic education supervision, which goes beyond conventional academic supervision by incorporating Islamic spiritual principles. The research underscores the significance of a values-based approach in shaping both the educational experience and the moral development of students.

INTRODUCTION

Islamic education plays a crucial role in shaping a generation that excels not only in academics [1], [2] but also in possessing noble character [3], [4]. However, the challenges of globalization, technological advancements, and social dynamics necessitate more innovative approaches to ensure that Islamic education remains relevant and of high quality [5], [6]. One of the instruments that can be used to enhance the quality of education is educational supervision [7], [8], [9]. Supervision is not merely oversight but also guidance focused on improving educational processes and outcomes. In the context of Islamic education, supervision must encompass spiritual, moral, and intellectual dimensions in accordance with Islamic teachings [10].

The problem statement in this article concerns the importance of Islamic educational supervision in improving the quality of education in Islamic educational institutions. Some of the issues discussed include how Islamic educational supervision can contribute to improving education quality, what effective approaches exist in Islamic educational supervision, and how the implementation of supervision based on Islamic values can be optimally applied. Furthermore, this article also identifies the challenges faced in the implementation of supervision and the opportunities that can be utilized to achieve the goal of improving the quality of Islamic education [11].

The purpose of writing this article is to analyze the role of Islamic educational supervision in enhancing the quality of education in Islamic educational institutions. This article also aims to identify various effective and relevant supervision approaches within the context of Islamic education. Additionally, this writing seeks to explain how the implementation of supervision based on Islamic values can be well-executed, thus supporting the achievement of high-quality education, both in academic aspects and in shaping Islamic character [12].

Educational supervision is defined as a series of coaching activities aimed at assisting educators in improving the quality of the learning process. In the Islamic context, supervision does not only focus on outcomes but also on processes, which include ethics, manners, and spirituality. Based on the concept of tarbiyah in Islam, the goal of education is to develop individuals who maintain a balance between knowledge, faith, and deeds (QS. Al-Mujadilah: 11). Islamic educational supervision is also based on the principles of deliberation (*musyawarah*), excellence (*ihsan*), and enjoining good while forbidding evil (*amar ma'ruf nahi munkar*) [10].

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ ۚ وَإِذَا قِيلَ انشُزُوا فَانْشُزُوا
يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۚ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ١١

“O you who have believed, when you are told, ‘Make room in gatherings,’ then make room; Allah will make room for you. And when you are told, ‘Arise,’ then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do.”

RESEARCH METHOD

The research method used is a literature review, which aims to collect and analyze relevant literature related to Islamic education supervision. Literature is gathered from various credible sources, such as books, journals, and research reports, to provide a comprehensive overview of the discussed topic.

The analysis is conducted descriptively on the collected literature, focusing on key patterns, significant findings, and relationships between relevant concepts. The results of the analysis are presented in a narrative form to support the discussion.

Below is the flowchart of the Literature Review (LR) method, illustrating the research steps described.

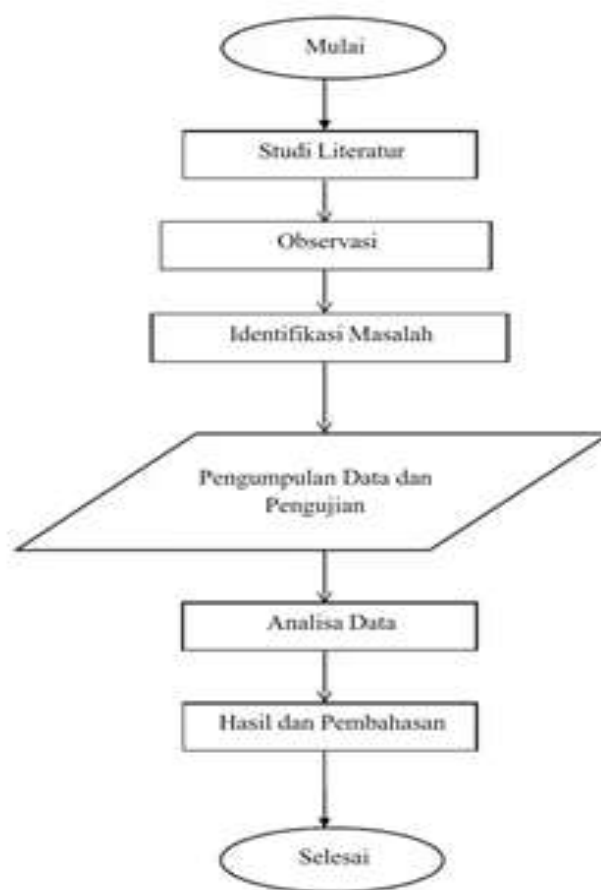


Figure 1. Flowchart of the LR research method.

RESULT AND DISCUSSION

A. The Role of Islamic Education Supervision

The supervision of Islamic education aims to improve the overall quality of education, both in academic aspects and in shaping students' character. One of the primary roles of supervision is to enhance teachers' professional abilities. Through supervision, teachers receive constructive feedback on how to integrate Islamic values into learning. For example, teachers are given input on how to apply Islamic principles such as honesty, patience, and respect in teaching, which in turn helps create a more meaningful learning atmosphere for students. Additionally, supervision also serves to foster collaborative relationships between school principals, teachers, and teaching staff, which is essential for creating an Islamic environment. This supportive relationship enables open communication and good cooperation in achieving educational goals. Lastly, supervision plays a role in monitoring and evaluating the implementation of an Islamic-based curriculum, ensuring that it is effectively implemented and aligned with the objectives of Islamic education [10].

B. Educational Supervision Enhancing the Quality of Islamic Education

Islamic education supervision plays a crucial role in improving the quality of education in Islamic educational institutions, both in formal schools and Islamic boarding

schools (pesantren). Through supervision, teachers are given opportunities to develop their professional competencies, particularly in integrating Islamic values into the learning process. The supervision of Islamic education aims not only to improve academic quality but also to shape students' character based on Islamic morals [10].

C. Approaches to Supervision in Islamic Education

The approaches to supervision in Islamic education are diverse and complementary. Clinical supervision, which focuses on direct observation and feedback on the teaching and learning process, has proven effective in improving teaching quality [13]. In addition, academic supervision, which emphasizes enhancing teachers' pedagogical competencies, is also highly important. This academic supervision ensures that teachers possess skills that align with Islamic education standards, such as the ability to design effective lessons and manage classrooms that support students' character development [12]. A collaborative supervision approach, involving cooperation between school principals, teachers, and other stakeholders, focuses on creating a supportive educational environment, sharing experiences, and finding solutions to common challenges [14].

D. Implementation of Supervision Based on Islamic Values

In its implementation, supervision based on Islamic values follows several interconnected steps. Planning is the first and crucial step. At this stage, the supervision program must include a balanced approach to moral and professional development. Additionally, the supervision program should refer to Islamic values, ensuring that it focuses not only on improving academic quality but also on shaping the character of students and educators. The execution of supervision based on Islamic values involves a series of activities such as observation, discussion, and coaching. In this phase, supervision is conducted with full attention to Islamic morals. Every interaction between the supervisor and teachers or educational staff is carried out with utmost respect and sincerity to help improve and enhance the quality of education. One example of its implementation is providing feedback with a wise and compassionate approach, reflecting the values of honesty and kindness in Islam. Lastly, in the evaluation phase, the success of supervision is measured not only by professional performance indicators but also by how well Islamic values are integrated into the educational process. The evaluation assesses the quality of learning, including both academic outcomes and the development of students' character and personality in accordance with Islamic teachings.

E. Challenges and Implementation in Islamic Education Supervision

Although supervision of Islamic education based on Islamic values has great potential to enhance education quality, its implementation in the field often faces challenges. One of the biggest challenges is the lack of understanding of supervision based on Islamic values among educators and education administrators. Many still prioritize technical supervision approaches that focus solely on academic results, neglecting moral and spiritual aspects [15]. Moreover, limited resources, both in terms of training and supporting facilities, also pose significant obstacles to effective supervision.

However, these challenges can be addressed with strategic measures. One such measure is conducting regular training and workshops for school principals and teachers on the principles of supervision based on Islamic values. Increasing understanding of how Islamic values can be applied in supervision can strengthen the quality of learning and students' character development [11]. Furthermore, collaboration between educational institutions, such as schools, pesantren, and higher education institutions, needs to be strengthened to create synergy in implementing supervision based on Islamic values [14].

F. Recommendations for Enhancing the Effectiveness of Islamic Education Supervision

Several key steps can improve the effectiveness of Islamic education supervision, including regular training, strengthening collaboration between educational institutions, and providing sufficient resources to support the implementation of supervision based on Islamic values. The government and educational institutions must actively participate in providing training materials, facilities, and funding for supervision programs based on Islamic values. Furthermore, further research on the effectiveness of supervision based on Islamic values needs to be conducted to assess its impact on the quality of Islamic education and to provide more specific recommendations for managing Islamic education [13], [16].

CONCLUSION

Fundamental Findings : Islamic education supervision plays a crucial role in improving the quality of education in Islamic educational institutions. Through supervision, teachers have the opportunity to enhance their professional competencies, integrate Islamic values into teaching, and foster collaborative relationships among school principals, teachers, and staff. Various supervisory approaches, such as clinical, academic, collaborative, and Islamic-based supervision, contribute significantly to academic excellence and character development. The implementation of supervision based on Islamic values, which includes planning, execution, and evaluation, positively impacts the holistic success of Islamic education. **Implications :** The application of Islamic-based supervision in educational institutions implies a structured and value-driven approach to quality enhancement. It ensures that teaching practices align with Islamic principles while improving pedagogical effectiveness. However, challenges such as limited understanding and resource constraints necessitate targeted interventions. Regular training, workshops, and inter-institutional collaboration can address these issues, fostering a shared commitment to strengthening supervision practices. By reinforcing Islamic values in education, supervision contributes to producing graduates who excel academically and morally. **Limitations :** Despite its advantages, Islamic-based supervision faces several limitations, including inadequate comprehension among educators and administrators, as well as resource constraints in terms of materials and facilities. These limitations hinder the full implementation of effective supervisory

practices. Additionally, varying levels of commitment and institutional readiness present challenges to consistency in supervision. Addressing these constraints requires ongoing efforts in capacity building, infrastructure development, and stakeholder engagement.

Future Research : Future research should focus on evaluating the effectiveness of Islamic-based supervision in different educational settings and identifying best practices for broader implementation. Studies should also explore the long-term impact of supervision on students' academic performance and character development. Furthermore, comparative analyses between conventional and Islamic-based supervision models could provide insights into optimizing supervisory strategies in Islamic educational institutions.

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