

DYNAMICS OF ISLAMIC EDUCATION SUPERVISION: Professionalism and Structural Formality in Private Madrasah

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Abstract: This study examines the effectiveness of Islamic education supervision at MTs Swasta Umami Lubuk Pakam, which has tended to be understood as an administrative routine rather than a means of developing teacher professionalism. The purpose of this study is to analyze internal factors such as the competence of the madrasah principal, supervisors, and teachers, as well as external factors in the form of institutional policies and resource availability that affect the effectiveness of supervision, while identifying obstacles in its implementation. This study uses a qualitative approach with a case study method through interviews, observations, and documentation of the madrasah principal, education supervisors, and teachers. The results show that the implementation of supervision in madrasahs is still dominated by an administrative culture, time constraints, and a lack of understanding of the essence of supervision, thus failing to have a significant impact on improving teacher competence. The implications of this study emphasize the importance of transforming the paradigm of Islamic education supervision to be more oriented towards collaborative and sustainable teacher professionalism development in order to improve the quality of learning in private madrasahs.

Keywords: Islamic Education Supervision, Teacher Professionalism, Madrasah

Abstrak: Penelitian ini mengkaji efektivitas supervisi pendidikan Islam di MTs Swasta Umami Lubuk Pakam yang selama ini cenderung dipahami sebagai rutinitas administratif daripada sarana pengembangan profesionalisme guru. Tujuan penelitian ini adalah untuk menganalisis faktor internal seperti kompetensi kepala madrasah, pengawas, dan guru, serta faktor eksternal berupa kebijakan lembaga dan ketersediaan sumber daya yang memengaruhi efektivitas supervisi, sekaligus mengidentifikasi kendala dalam implementasinya. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus melalui wawancara, observasi, dan dokumentasi terhadap kepala madrasah, pengawas pendidikan, dan guru. Hasil penelitian menunjukkan bahwa pelaksanaan supervisi di madrasah masih didominasi budaya administratif, keterbatasan waktu, dan kurangnya pemahaman terhadap esensi supervisi, sehingga tidak memberikan dampak signifikan terhadap peningkatan kompetensi guru. Implikasi penelitian ini menekankan pentingnya transformasi paradigma supervisi pendidikan Islam agar lebih berorientasi pada pembinaan profesionalisme guru secara kolaboratif dan berkelanjutan untuk meningkatkan mutu pembelajaran di madrasah swasta.

Kata Kunci: Supervisi Pendidikan Islam, Profesionalisme Guru, Madrasah

INTRODUCTION

Education is the main pillar in shaping the quality of human resources capable of responding to the challenges of the times. In Indonesia, the education system continues to evolve in line with curriculum changes and public demands for improved teaching quality (Siagian, 2025; Siregar et al., 2025). These demands not only lead to improvements in the quality of students, but also require educators, in this case teachers, to constantly improve and increase their competence (Manueke et al., 2021; Mulyani & Virgianti, 2023). This concept of continuous education requires not only students to continue learning, but also teachers and principals, so that they remain relevant and able to provide quality education amid the ever-changing dynamics of the times (Jumiati, 2024; Zahra, 2025).

Madrasah Tsanawiyah Swasta Ummi Lubuk Pakam, like other educational institutions, is not immune to the challenges of continuously improving the quality of education. In this case, one very important aspect is the educational supervision carried out by the madrasah principal. Supervision is not merely an administrative activity, but an effort to improve the quality of teaching and teacher competence. However, in many madrasahs, including MTs Swasta Ummi Lubuk Pakam, the implementation of educational supervision is often only considered an administrative routine that has no significant impact on improving the

quality of learning (Aswin et al., 2023; Musnandar et al., 2024).

Educational supervision is an important step in helping to develop teacher competence. Through supervision, it is hoped that the head of the madrasah can provide constructive direction, guidance, and evaluation to teachers. However, in practice, supervision in many madrasahs, including at MTs Swasta Ummi Lubuk Pakam, is often only carried out to fulfill administrative obligations without any meaningful follow-up. Most supervision is carried out without adequate evaluation, so it does not directly affect the improvement of teaching and learning quality.

School principals or madrasah principals, as stipulated in Permendikbud Number 6 of 2018, play a strategic role in improving the quality of education. Madrasah principals are expected not only to carry out administrative tasks but also to act as leaders who can improve teacher competence through planned and structured supervision. However, despite clear regulations, the implementation of effective supervision is still hampered by several factors, such as a lack of understanding of the essence of supervision, limited time, and a lack of available resources in madrasahs. This results in ineffective supervision, which becomes nothing more than an administrative formality.

Through this study, the author aims to explore the dynamics of educational supervision at MTs Swasta

Umami Lubuk Pakam, focusing on two main aspects, namely professionalism in the implementation of supervision and structural formalities that often occur in supervisory practices. This study will analyze the factors that influence the effectiveness of supervision, such as the competence of the madrasah principal and teachers, as well as external factors, including institutional policies and available resources. In addition, this study also aims to identify the challenges and obstacles faced in the implementation of educational supervision in the madrasah (Siagian, 2025; Yusron, 2025).

A qualitative approach with a case study at MTs Swasta Umami Lubuk Pakam was chosen to provide a more in-depth description of the implementation of Islamic education supervision and its impact on the quality of learning. This study also aims to further explore the role of the madrasah principal in managing educational supervision and how it influences teachers' professionalism in teaching. Thus, the results of this study are expected to contribute to improving understanding of the importance of educational supervision, which is not only carried out to fulfill administrative obligations but also as a tool to continuously improve the quality of teaching.

One of the distinguishing features of this study is its focus on private madrasahs, which often do not receive the same attention as public schools in the literature on educational supervision.

Many previous studies tend to focus more on public educational institutions, even though the challenges faced by private madrasahs in implementing educational supervision are also very relevant to discuss. This study is expected to provide a new perspective on how educational supervision should be implemented in private madrasahs, as well as how the role of the madrasah principal can be key to improving the quality of education in these institutions.

The main contribution of this study is to provide practical recommendations to madrasah principals and administrators on how to design and implement more effective educational supervision. In addition, this study is also expected to provide insights into more optimal resource management so that educational supervision can have a positive impact on the quality of learning at MTs Swasta Umami Lubuk Pakam and other private madrasahs. Thus, this study is expected to be a useful reference for madrasah administrators in improving the effectiveness of educational supervision and contributing to improving the overall quality of Islamic education in Indonesia.

Overall, this study aims to identify problems in the implementation of educational supervision by providing solutions that can be applied by madrasah principals and education institution administrators to improve the quality of learning. This study also aims to emphasize the importance of educational supervision as an integral part of

improving teacher professionalism, which focuses not only on administrative aspects but also on developing teachers' teaching competencies that have a direct impact on improving the quality of learning. Thus, the results of this study are expected to contribute to the design of more effective educational supervision strategies in private madrasahs, particularly MTs Swasta Umami Lubuk Pakam, as well as other private madrasahs in Indonesia.

METHOD

This research uses a qualitative approach with a descriptive research type. Descriptive research aims to describe phenomena that occur in the field in a deep and detailed manner, as well as to identify existing problems and analyze the factors that influence the dynamics of Islamic education supervision at MTs Swasta Umami Lubuk Pakam (Creswell, 2007; Sugiyono, 2007). A qualitative approach was chosen because it allows researchers to gain a deeper understanding of the implementation of educational supervision and the factors that influence it. This approach also allows researchers to explore the perceptions, experiences, and views of informants involved in educational supervision at the madrasah.

The location of this research was carried out at MTs Swasta Umami Lubuk Pakam, located in Deli Serdang Regency, North Sumatra. This location was chosen based on the consideration that this madrasah is a private Islamic educational

institution that still faces challenges in implementing effective educational supervision. Given these conditions, MTs Swasta Umami Lubuk Pakam is a relevant representation for exploring the dynamics of Islamic educational supervision in private madrasahs in greater depth. In addition, this study also aims to make a real contribution to improving the quality of supervision in similar educational institutions in the region.

The primary data sources in this study were obtained from informants consisting of the madrasah principal, the head of the Education Supervisory Agency, education supervisors, and teachers directly involved in supervision activities at MTs Swasta Umami Lubuk Pakam. There were five informants involved in this study, consisting of one madrasah principal, two education supervisors, and two teachers who had undergone the supervision process. The selection of informants was carried out using purposive sampling, namely by selecting individuals who had direct knowledge and experience regarding educational supervision at the madrasah. The selected informants had in-depth insights into the implementation of supervision, both from the managerial side of the madrasah principal, the management of supervision by supervisors, and the teachers' experiences in participating in the supervision process.

Secondary data sources in this study included administrative documents related to the implementation of

supervision, such as supervision reports, lesson plans, teaching modules, syllabi, and policy documents governing the implementation of supervision at the madrasah. These documents were obtained through direct observation and collection of archives related to the implementation of supervision at MTs Swasta Umami Lubuk Pakam.

The data collection techniques used in this study consisted of three main methods, namely interviews, observation, and documentation. Interviews were conducted with key informants to explore information about the implementation of educational supervision, the roles of the madrasah principal, supervisors, and teachers in supervision, as well as the challenges faced in the supervision process. Observations were made during the supervision process to directly observe how supervision was implemented and the interactions that occurred between the madrasah principal, supervisor, and teachers. The documentation technique was used to collect data related to administrative documents that support the implementation of supervision, such as supervision reports and learning planning documents.

The data analysis technique used in this study was qualitative data analysis with an inductive approach. The data collected from interviews, observations, and documentation were analyzed systematically by organizing the data, categorizing relevant information, and

summarizing important findings to identify patterns or themes that emerged related to the dynamics of educational supervision in madrasahs. The results of this data analysis were then used to draw conclusions that could answer the research questions that had been set.

To ensure data validity, this study used several data validity assurance techniques, namely data triangulation and source triangulation. Data triangulation was conducted by verifying the information obtained through interviews, observations, and documentation to ensure consistency of findings. Source triangulation was conducted by comparing data obtained from various informants, such as madrasah principals, education supervisors, and teachers, to see whether the information obtained supported and reinforced the research conclusions. In addition, to ensure data credibility, the researcher also used the member check technique by asking informants to confirm the initial findings obtained during the interview process. Thus, this study sought to ensure that the data collected was valid and reliable.

RESULTS AND DISCUSSION

Factors Affecting the Effectiveness of Islamic Education Supervision

This study aims to identify factors that influence the effectiveness of Islamic education supervision at MTs Swasta Umami Lubuk Pakam. Based on interviews with the principal, education supervisor, and teachers, as well as the results of

observations, several factors were found to play a significant role in influencing the effectiveness of educational supervision, both internally (the competence of the principal, supervisor, and teachers) and externally (institutional policies and available resources).

1. Competence of the Madrasah Principal and Education Supervisor

One of the main factors influencing the effectiveness of supervision is the competence of the madrasah principal and education supervisor. The madrasah principal acts as the leader who directs and manages the supervision process, while the supervisor is tasked with evaluating and providing feedback on teacher performance. Interviews with the madrasah principal revealed that: "We try to provide guidance to teachers through supervision, but sometimes we feel that we lack the time to conduct in-depth evaluations. We are more often caught up in administrative tasks that take up our time."

This statement indicates that time constraints and a focus on administration hinder the role of the madrasah principal in providing quality supervision. This is in line with the opinions of Adhiim, Mahmudah, and Fitrah, who emphasize the importance of school principals not only managing administration but also providing professional guidance to teachers. In addition, the education supervisors involved in this study also revealed that competence in evaluating teacher performance is one of the

challenges in implementing supervision (Adhiim & Mahmudah, 2021; Fitrah, 2017). For example, one supervisor stated: "We try to provide constructive feedback to, but we are often hampered by a lack of in-depth data on teacher development, because supervision often focuses only on administrative reports."

This statement shows that education supervisors face difficulties in providing effective feedback when supervision focuses more on administrative aspects rather than on improving teaching quality. In Mariani's theory of educational management (2024) states that principals and education supervisors must have the skills to design and carry out supervision aimed at improving teaching quality, not merely fulfilling administrative obligations.

2. Teacher Competence

Teacher competency is also a crucial factor in the effectiveness of educational supervision. In interviews with teachers, most stated that the supervision carried out by the madrasah principal was more administrative in nature and did not have a significant impact on their professional development. One teacher revealed: "The supervision we have received so far has focused more on administrative completeness, such as lesson plans and teaching modules. In fact, we hope that there will be a more in-depth evaluation of our teaching methods."

This shows that although teacher competency is an important element in the learning process, supervision that is

not focused on improving teaching quality prevents teacher competency from developing optimally. This opinion is in line with the theory put forward by Musnandar et al., (2024), which states that educational supervision should provide opportunities for teachers to develop their teaching competencies, both in terms of methodology and teaching techniques.

3. Institutional Policies and Resources

External factors that influence the effectiveness of supervision are institutional policies and available resources. Based on the results of observations, it is known that the policies in madrasahs emphasize administrative compliance without providing space for in-depth evaluation and follow-up supervision. The head of the madrasah also revealed that: We actually want to implement more structured and continuous supervision, but limited resources, such as time and supervisory personnel, make it impossible to carry out supervision optimally.

Limited resources, whether in the form of time, supervisory personnel, or supporting facilities, are the main obstacles to effective supervision. This is also in line with Yusron's opinion (2025), which states that external factors such as limited resources can affect the implementation of quality supervision in schools.

4. Constraints in the Implementation of Supervision

In addition to the above factors, this study also identified several obstacles

in the implementation of effective supervision. One of them is the strong administrative culture at MTs Swasta Ummi Lubuk Pakam. The supervision process, which is too focused on the completeness of administrative documents, prevents the main objective of supervision, namely improving the quality of teaching, from being achieved. The education supervisor added: "Much of the supervision we do only ends in administrative checks without any concrete follow-up. This makes us feel that supervision does not have a significant impact on the quality of learning." This opinion indicates a gap between the ideal objectives of supervision and its implementation in the field. This supports Suharsaputra's (2018) analysis, which states that effective educational supervision requires careful planning, not just administration without clear evaluation.

This study makes an important contribution to understanding the dynamics of educational supervision in private madrasahs, which have often been neglected in previous studies that have focused more on public educational institutions. One of its novelties is its focus on MTs Swasta Ummi Lubuk Pakam as a case study, which shows how the management of educational supervision in private madrasahs faces different challenges compared to public schools. In addition, this study also highlights the importance of integration between institutional policies, supervisor

competencies, and madrasah principal capabilities in creating supervision that is not only administrative but also has an impact on improving teaching quality.

Challenges and Obstacles in the Implementation of Educational Supervision

The implementation of educational supervision at MTs Swasta Umami Lubuk Pakam faces a number of challenges and obstacles that hinder its effectiveness. Based on interviews with the head of the madrasah, education supervisors, and teachers, as well as the results of observations conducted, several significant obstacles were found in the implementation of supervision aimed at improving the quality of learning. These obstacles stem not only from internal factors within the institution, but are also influenced by broader external factors. These challenges need to be analyzed in depth to understand why educational supervision often does not work as it should.

1. Limitations of Time and Resources

One of the biggest obstacles faced by MTs Swasta Umami Lubuk Pakam in implementing educational supervision is the limited time and resources available. The head of the madrasah said: "We have a lot of administrative tasks to complete, while supervision, which should be the main focus, is often only carried out in a limited amount of time. This prevents supervision from running optimally."

This time constraint is a major obstacle in providing sufficient attention

to teachers in the supervision process. In addition, the lack of education supervisors who can assist each teacher also exacerbates this situation. Education supervisors also expressed similar sentiments: "With a limited number of supervisors, we find it difficult to carry out comprehensive supervision. Many teachers should receive more intensive guidance, but we do not have enough time for that."

This opinion reflects the situation experienced by most private madrasahs, where supervision management is often hampered by limited supervisory staff and limited time allocation to conduct structured and in-depth supervision. According to Syahreza (2015), the lack of human resources and adequate time is one of the main factors that hinder the implementation of effective educational supervision.

2. Strong Administrative Culture

Another challenge found in this study is the existence of a strong administrative culture in the implementation of supervision. Many supervisory activities focus more on fulfilling administrative obligations, such as collecting documents and reports, rather than on substantial evaluation of teacher performance. One teacher stated: "The supervision we receive focuses more on administrative completeness, such as lesson plans and journals. In fact, we hope that there will be a more in-depth evaluation of the teaching methods and techniques we use."

This shows that the implementation of supervision in these madrasahs is still very focused on administrative matters, while the main objective—to improve the quality of teaching and teacher competence—is often neglected. According to Mulyasa and Sagala, school or madrasah principals must be able to manage supervision that is not only administrative but also focuses on guidance and improving the quality of learning (Mulyasa, 2004; Sagala, 2007).

3. Lack of Understanding About the Essence of Supervision

Another challenge found is the lack of adequate understanding of the essence of supervision among madrasah administrators and teachers. Although supervision is intended to help improve teacher competence, many still see it as a formal administrative activity that is only to fulfill reporting requirements. Madrasah principals revealed: "We often carry out supervision only to fulfill administrative obligations, without sufficient evaluation to determine its impact on the quality of learning.

This challenge is also reflected in the views of education supervisors who feel that madrasah principals do not fully understand the role of supervision as a tool for teacher professional development. The supervisor explained: "Many madrasah principals do not understand the importance of supervision as part of teacher development. They are more focused on filling out documents without

looking at what can be improved in the learning process.

According to Arikunto (2017), educational supervision must be carried out with a clear understanding of its purpose, which is to improve the teaching and learning process and enhance teacher performance. If madrasah principals and supervisors do not deeply understand this purpose, supervision will lose its essence and become merely an administrative routine.

4. Limitations of Infrastructure and Supporting Facilities

Another obstacle is the limited infrastructure and facilities that can support effective supervision. For example, there is a lack of technological devices that can assist in the evaluation and monitoring of teacher performance. The madrasah principal also noted, "We often have difficulty in properly monitoring teacher performance because the available facilities are inadequate. Many supervisory activities are hampered by limited resources and infrastructure.

These infrastructure limitations mean that supervision is more focused on manual observation and conventional administrative checks, without any tools or systems to support a more modern and efficient evaluation process. According to Ahmad & Chaniago (2025), the existence of adequate facilities and infrastructure is very important to support a more systematic and measurable supervision process.

5. Motivational and Attitudinal Challenges for Teachers Regarding Supervision

One of the more psychological challenges is the attitude of some teachers who feel uncomfortable with supervision. Some teachers consider supervision to be an additional burden and a negative evaluation of their abilities. A quote from a teacher reflects this: "Sometimes I feel that supervision is like pressure. I prefer to teach without intervention because it makes me feel restricted."

This shows that there is a gap between the actual purpose of supervision—which is to help improve teaching quality—and the negative perception that some teachers have of supervision. According to Suharsaputra (2015), it is important for madrasah principals to create a supportive environment where teachers feel that supervision is an opportunity for growth, not a burden or a threat (Aswin et al., 2023; Posangi et al., 2025).

This study makes a significant contribution by highlighting the challenges and obstacles faced by private madrasahs in implementing educational supervision. One of the unique aspects of this study is its in-depth focus on MTs Swasta Umami Lubuk Pakam as a case study, which has not been widely explored in the literature on educational supervision in private madrasahs. This study emphasizes the importance of a deeper understanding of internal factors, such as a strong administrative culture

and a lack of understanding of the essence of supervision, as well as external factors such as limited resources and infrastructure. This research is expected to provide new insights into designing more effective supervision policies in private madrasahs, as well as providing practical contributions to improving the quality of Islamic education in Indonesia (Dunn, 2005; Ismail, 2014).

CONCLUSION

Based on the research results and discussion, it can be concluded that the effectiveness of Islamic education supervision at MTs Swasta Umami Lubuk Pakam is still not optimal because supervision is mostly understood and implemented as an administrative activity rather than an effort to develop teacher professionalism. Internal factors such as the competence of the madrasah principal, education supervisors, and teachers have a significant effect on the success of supervision, while external factors such as institutional policies, availability of resources, and infrastructure also determine its effectiveness. Time constraints, the small number of supervisors, and a strong administrative culture have prevented supervision from functioning in accordance with its main essence, namely guidance and improvement of teaching quality. In addition, a lack of understanding of the meaning of supervision and the attitude of some teachers who view supervision as a form of control rather than guidance have also weakened its results. Therefore, a

paradigm shift is needed in the implementation of Islamic education supervision so that it does not merely become a routine job, but is truly oriented towards improving teacher professionalism. Strengthening the capacity of madrasah principals and supervisors, improving institutional policies, providing adequate resources, and establishing a collaborative supervision culture are important steps to create supervision that has a positive and sustainable impact on improving the quality of Islamic education in private madrasahs.

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