

Optimizing Islamic Education Supervision to Improve the Quality of Learning and Character Development of Students

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ABSTRACT: *This study aims to analyze the role of Islamic education supervision in improving the quality of education in Islamic-based institutions. The method used in this study is qualitative research, which explores data through observation, interviews, and documentation. The location of the study was carried out at the Modern Pondok Ar-Rifa'ie, which aims to explore the dynamics of Islamic education. The results of the study indicate that Islamic education supervision can significantly improve student learning outcomes, teacher effectiveness, and better communication between educators, students, and families. In addition, good supervision also contributes to the development of students' morals and spirituality, which are important aspects of Islamic education. This study found that the application of principles such as justice, wisdom, and exemplary behaviour in supervision can create a harmonious and productive educational atmosphere. However, Islamic education supervision also faces a number of challenges, such as lack of supervisor competence, inadequate facilities, resistance from educators, and frequent policy changes. Therefore, to overcome these challenges, continuous training for supervisors, the development of relevant curricula, and the integration of Islamic values into modern educational practices are needed. The conclusion of this study confirms that increasing the effectiveness of Islamic education supervision is an urgent need to support the progress of Islamic education in this modern era.*

Penelitian ini bertujuan untuk menganalisis peran supervisi pendidikan Islam dalam meningkatkan mutu pendidikan pada lembaga berbasis Islam. Metode yang digunakan dalam penelitian ini adalah metode penelitian kualitatif, dengan cara menggali data melalui observasi, wawancara dan dokumentasi. Lokasi penelitian dilaksanakan di Pondok Moderen Ar-Rifa'ie yang bertujuan untuk menggali dinamika pendidikan Islam. Hasil penelitian menunjukkan bahwa supervisi pendidikan Islam secara signifikan dapat meningkatkan hasil belajar siswa, efektivitas guru, dan komunikasi yang lebih baik antara pendidik, siswa, dan keluarga. Selain itu, supervisi yang baik juga memberikan kontribusi bagi pengembangan akhlak dan spiritualitas siswa yang merupakan aspek penting dalam pendidikan Islam. Penelitian ini menemukan bahwa penerapan asas-asas seperti keadilan, kebijaksanaan, dan perilaku keteladanan dalam supervisi dapat menciptakan suasana pendidikan

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yang harmonis dan produktif. Namun, supervisi pendidikan Islam juga menghadapi sejumlah tantangan, seperti kurangnya kompetensi supervisor, fasilitas yang kurang memadai, resistensi dari pendidik, dan seringnya terjadi perubahan kebijakan. Oleh karena itu, untuk mengatasi tantangan tersebut, diperlukan pelatihan berkelanjutan bagi supervisor, pengembangan kurikulum yang relevan, dan integrasi nilai-nilai Islam ke dalam praktik pendidikan modern. Kesimpulan penelitian ini menegaskan bahwa peningkatan efektivitas supervisi pendidikan Islam merupakan kebutuhan yang mendesak untuk mendukung kemajuan pendidikan Islam di era modern ini.

Keywords: *Islamic Education Supervision, Education Quality, Moral, Spiritual Development*

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I. INTRODUCTION

The smooth operation of educational institutions relies heavily on the presence of competent and professional educators. Educators must possess the capability to navigate the complexities of school environments effectively. However, various obstacles often hinder their performance, including challenges in curriculum development and inadequate student engagement, which can compromise educational quality. Supervision activities play a crucial role in enhancing the educational system within schools (Ma'sum et al., 2022). Proactive supervision is very important because it optimizes support and services in the implementation of learning systems and school operational management to reduce the potential for deviation among teachers (Valenzuela & Buenvinida, 2021). Educational supervision encompasses various phenomena, trends, and challenges within the context of Islamic education, reflecting the evolving landscape of educational practices.

Recent trends indicate a positive shift in Islamic education supervision, with an increasing number of Islamic schools adopting student-centred learning models that integrate Islamic values. The growing use of technology further enhances the effectiveness of supervision and learning, demonstrating the adaptability of Islamic education to contemporary developments (Sari, 2024). Unlike traditional approaches that focus solely on teaching, current practices emphasize active student participation in the learning process.

Despite these advancements, challenges persist in Islamic education supervision, necessitating concerted efforts to improve supervisory competencies, develop sustainable training programs, and engage various stakeholders. In-depth research is required to create effective supervision models relevant to the current context of Islamic education in Indonesia. Teachers frequently encounter obstacles that impact the overall learning process, not only during classroom instruction but also in formulating learning objectives, selecting materials, and evaluating student performance (Fatmariyanti et al., 2024).

Previous studies have highlighted the critical role of supervision in enhancing the quality of Islamic education in the digital era. However, the increase in supervision within educational institutions remains limited. This study aims to review existing

literature on supervision to generate new contexts and ideas for educational supervision, providing a comprehensive understanding of the challenges and strategies involved (Beddu, 2020). Effective supervision encompasses structured coaching activities designed to improve the educational atmosphere and enhance educational quality (Regassa & Mamo, 2024). Leadership-related supervision is a fundamental aspect of educational management, ensuring that learning is conducted effectively and with high quality. Both academic and clinical supervision aims to elevate the quality of education and learning within schools, particularly in Islamic religious education, which seeks to enhance the overall teaching and learning process.

Current developments indicate that educational supervision positively impacts the progress of the education sector, particularly in Islamic education across Indonesia, including in madrassas and among educators (Musnandar et al., 2024). The advancement of the curriculum serves as a testament to progress in education, leading to significant achievements that transform the structure and function of educational institutions. Understanding supervision is crucial for school principals, as effective management of the educational system is essential for achieving the school's vision and mission.

The low quality of education can adversely affect national development, as a robust education system is vital for a country's progress. Suboptimal educational quality can hinder students' and graduates' potential, making it challenging to keep pace with rapid societal changes. Islamic education supervision aims to provide appropriate, sustainable, and targeted support, emphasizing not only academic achievement but also character development and spirituality (Edy et al., 2023). This unique approach integrates theory and practice, where supervision encompasses monitoring teacher and student performance while fostering spiritual growth. For instance, supervisors in Islamic schools not only oversee the learning process but also offer guidance through religious teachings, reinforcing the importance of sincere intentions in teaching according to Islamic principles. Additionally, supervision in Islamic education prioritizes moral development, assessing students' behaviour and character alongside their academic performance. In Islamic boarding schools or *Madrasah*, supervision includes monitoring students' daily conduct, such as discipline and politeness (Jawhari et al., 2021).

Despite the existing body of research, gaps remain in understanding the specific challenges and effective strategies for supervision in Islamic education. Many studies have focused on general educational supervision without delving into the unique context of Islamic education, particularly in Indonesia. This research aims to address these gaps by providing a detailed analysis of the current state of Islamic education supervision, identifying challenges faced by educators, and proposing effective models tailored to the unique needs of Islamic educational institutions.

In addition, the integration of technology into educational supervision presents opportunities and challenges that require exploration. While technology can enhance communication and simplify the supervision process, it also requires educators to adapt to new tools and methodologies. This study will investigate how technology can be used effectively in Islamic educational supervision, examining its impact on teacher performance and student engagement. By understanding the role of technology in supervision, we can develop strategies that not only improve educational outcomes but also prepare educators for the demands of a rapidly changing educational landscape.

In addition, the cultural context of Islamic education in Indonesia plays a significant role in shaping supervision practices. The values and beliefs inherent in Islamic teachings influence how supervision is perceived and implemented in educational institutions. This study will explore the cultural dimensions of supervision in Islamic education, examining how cultural factors may do so.

II. METHOD

In this study, we used qualitative research methods that focused on environmental observation to ensure that our methodology was clearly articulated so that other researchers could replicate it. This research was conducted at Modern Pondok Ar-Rifa'ie, where we aimed to explore the dynamics of Islamic education. The research participants included Ustadz Endro, the leader of the foundation, and Ustadzah Antin, a teacher, who provided valuable insights through structured interviews. Our research instruments consisted of interview guides and observation notes, which facilitated the collection of rich qualitative data. Data analysis followed a systematic approach: we reviewed the collected information, grouped it into relevant themes, and synthesized patterns to draw significant conclusions. This descriptive-analytical method allowed us to comprehensively examine educational supervision in an Islamic context, emphasizing the interplay between social interactions and educational practices. In detailing our methodology, we aim to provide a framework for future researchers to replicate our study and contribute to the discourse in education research.

III. RESULT AND DISCUSSION

In an interview I conducted with the leader of the Modern Pondok Ar-Rifa'ie, Ustadz Endro Basuki, he explained that the supervision of education in the Modern Pondok Ar-Rifa'ie "has a very positive impact both for teaching and the development of student's memorization. Supervision helps ensure that the learning process is carried out with discipline, while supervision provides support to teachers to improve the quality of their teaching. Despite the challenges in terms of time and resources, the program has succeeded in creating a safe, comfortable, and peaceful learning environment so that students can better achieve their Qur'an memorization goals."

The results of the interview above are in accordance with the statement of one of the tahfidz instructors at the Modern Pondok Ar-Rifa'ie, namely ustadzah Antin Eka, who said, "This program is very helpful to improve the quality of our teaching. Through supervision, we get direct direction on how best to teach. It also helps us evaluate and identify shortcomings in the way we manage classes and guide students. He also added that teachers often get direct guidance from the head of tahfidz and fellow teachers through supervision sessions. For example, we will discuss more effective teaching techniques, especially when there are students who have difficulty memorizing. We were also given the opportunity to take part in training on more innovative teaching techniques."

Based on the observation results, the tahfidz program is quite good, with a systematic learning method and in accordance with Islamic principles. The majority of teachers have adequate basic competencies in teaching methodologies. The existing curriculum

is already structured. However, it still needs to be integrated. And it is necessary to improve incomplete facilities, such as multimedia equipment. To improve the quality, it is recommended that there be training for teachers, the development of an integrative curriculum, the addition of learning facilities, and the improvement of communication with others. Modern Pondok Ar-Rifa'ie, as a whole, has contributed positively to forming a generation of Quran memorizers with noble character, even though it still needs a number of improvements and guidance (Zainuddin, 2024).

Educational Supervision

In general, supervision can be interpreted as observation from a higher position or activity carried out by supervisors and school principals to be parties who have great power and responsibility within the institution. Seeing and monitoring the development of teaching and learning activities in schools and guiding in improving the performance of educators in carrying out their duties. Education can be achieved in an effective and efficient way. Supervising includes supervising, coaching, and developing the competencies of teachers and staff at school institutions so that the learning process and school management are in accordance with the standards that have been set (DwiYama, 2024). The supervision of Islamic education is not much different from supervision in general; however, Islamic educational institutions apply this in accordance with the principles of Islamic values and the goals of Islamic education.

In the process of planning supervision, the main focus is on finding or identifying issues that require monitoring. By analyzing every aspect and summarizing all the positive, negative, and challenging aspects of the given situation. With regard to learning activities at school, supervision can be carried out smoothly and successfully achieve the goal. Supervision in educational institutions is very important because it ensures that the goals of Islamic education are achieved in accordance with indigo and its principles (Kholiq & Mufidhatul Jannah, 2022). In supervision activities, we can find out that the learning process, curriculum, and management in schools are in accordance with the teachings of the Qur'an and hadith. It can also help maintain moral integrity in the education system so that the generation produced has good morals. A supervisor functions as a supervisor in the world of education with the task of providing encouragement, direction, and advice to teachers to improve learning methods and create a conducive learning atmosphere (Mulyanti, 2023). In addition, supervision is also expected to contribute to the progress of the teaching process, especially through the development of curriculum in schools, which is one way to improve the quality of education.

Supervision Objectives for Islamic Education

The purpose of supervising Islamic education is to ensure that education in Islamic-based institutions runs effectively, efficiently, and in accordance with the objectives (Lestari & Bedi, 2025). Effective supervision focuses more on the foundations of education and learning approaches, building them to achieve general education goals. The main focus of the procurement of education supervision activities is not on one person or group of people, but on all people such as teachers, office staff and principals and people who have a part in it. One way to improve the quality of human resources is through the learning process.

In an effort to improve the quality of education, the role of teachers as the main component in improving human resources is very important and needs to be fostered and developed. In order for teachers to work professionally, their capacity must continue

to grow and develop. In addition, a rapidly changing world can encourage teachers to learn and adapt to the development of technology, science, and societal mobility (Fiandi, 2023).

In general, the real objectives of the supervision of Islamic educational institutions are (Muttaqin, 2020): Assist educators in understanding and implementing learning methods that are in accordance with Islamic values and educational standards; Ensure that the material presented is relevant, accurate, and understandable by the students; Improving teachers' ability to integrate knowledge and providing guidance to teachers in pedagogic, spiritual, and moral aspects; Evaluate and improve the existing curriculum in school institutions to be more relevant to the current educational needs; Providing solutions to educational challenges such as low motivation to learn or lack of knowledge in children. Assist teachers in supervising the development of students and the results of their own work; Assist the principal and management staff in identifying areas for improvement and optimizing the school management process; Analyze the situation of the teaching and learning process and make strategies towards improving a more advanced education system (Ahlaq, 2022).

Based on several explanations of the purpose of supervision, it can be concluded that supervision has the main purpose of providing assistance and guidance to teachers in developing their creativity and innovation. Through the supervision process, teachers are expected to become more competent and skilled in facing various challenges that arise during the learning process. This includes the ability to overcome problems in the classroom as well as skills in conducting research development as an effort to improve the overall quality of learning.

In addition, supervision in school institutions has a very fundamental role in ensuring the fulfillment of the educational standards that have been set. This standard covers various aspects, such as improving and developing the curriculum, improving teaching methods to be more relevant and effective, and providing facilities that suit the needs of students in schools. With good supervision, the learning process in educational institutions can run well and conductively, create a conducive learning environment, and support efforts to produce quality graduates, both in terms of academics and character.

This supervision function is not only aimed at improving the quality of education technically, but also aims to form noble character and morals, both for students and all elements involved in the educational environment. In its application, this supervision pays attention to ethics, morality, and Islamic moral values, which are the basis for creating an educational atmosphere that focuses on the formation of a superior personality and not only academic quality. Thus, education can serve as a useful tool to produce the next generation of the nation who are not only intellectually intelligent but also spiritual. This scope of supervision ultimately becomes an important pillar in realizing the great goal of education as the foundation for the formation of a society with high character and competitiveness.

Principles of Islamic Education Supervision

A supervisor should be able to understand the guiding principles of the education supervision system in order to carry out educational supervision. So that it can be the basis for conducting supervision to achieve success. Along with the many problems that arise in the field during the implementation of supervision, this can change an autocratic and corrective mindset into a creative and constructive attitude (Milasari & Hasibuan,

2021). There are six principles that must be fulfilled according to Sagala, namely: Realistically, supervision should be based on actual field conditions; Progressive, an approach that emphasizes continuous growth and improvement. It is not just about evaluating but rather facilitating educators so that they can develop their potential in improving the learning model. Cooperative To improve the quality of teaching and learning, supervisors must work closely with teachers, students, and the school community (Wulandari, 2022).

The principle of supervision in Islamic education itself is also not far from the general principles. The principle of supervising Islamic education is more based on Islamic values, which aim to improve the quality of education, strengthen morals and maintain harmony in the supervision process. Here are some of the main principles in Islamic education: a) Justice (*Al-Adl*); Act fairly in providing judgment and guidance without bias or discrimination. b) Wisdom: Approach wisely, use gentle methods and do not hurt the feelings of the person being supervised. Criticism or input is given constructively for improvement, not to find fault. c) Example (*uswah hasanah*): A supervisor can be a good example in his professional attitude. d) Responsibility (*mandate*): Carry out the mandate of duties and responsibilities well and ensure that each process can support in achieving goals. Compassion reflects the nature of affection and respect for educators as human beings who have potential and challenges (Ruhaya, 2021).

Scope of Educational Supervision

The scope of education supervision includes various aspects that aim to improve the quality of the nation's education. Supervision is not only limited to supervision but also involves coaching, evaluating, and developing various elements of education (Toh et al., 2022). Here are some of the scope of education supervision: Academic Supervision is focused on improving the quality of learning and includes evaluation of curriculum development to suit the needs of participants and educational standards (Arifin & Saguinsin, 2025). Managerial supervision is related to the management of educational institutions, supervising the performance of school principals in managing human resources, vision, and mission of the institution. Professional Supervision with the development of educator competencies and providing training in improving teacher skills according to current educational needs. Evaluation Supervision that monitors the process and outcomes of learning to ensure the achievement of objectives. Using student learning outcome data as evaluation material for learning improvement and evaluating teacher performance in meeting their professional standards. With this broad scope, the presence of education supervision can be a strategic tool to create education that is superior, effective, and in accordance with the needs of the current era (Syapii, 2024).

Challenges of Islamic Education Supervision

In the supervision or supervision of Islamic education faces various challenges that can affect its effectiveness in supervising management. These challenges arise from both internal and external factors of educational institutions. Here are some descriptions of the challenges faced: Lack of supervisor competence: Many supervisors do not have adequate competence in the academic and managerial fields. Lack of infrastructure: Lack of adequate technological facilities, workspaces, or evaluation tools in the implementation of supervision. Resistance of educators: Some teachers feel uncomfortable being supervised, especially if the supervisor is considered to be only

looking for mistakes and lack of communication that causes conflicts and misunderstandings (Siregar et al., 2023).

Changes in Education Policy: Frequently changing Education Policies make it difficult for supervisors to adapt. Policies that do not fully support Islamic values are also an obstacle. Challenges of globalization: The influence of global culture that is not in harmony with the values of education in Indonesia, as well as global competition that requires Islamic educational institutions to compete without forgetting their religious identity (Yulianto, 2024). In order to overcome some of the challenges mentioned above, supervisors can be trained to carry out their duties professionally. Developing guidelines for the integration of Islamic values with modern education.

IV. CONCLUSION

Based on the findings of this study, it is evident that Islamic education supervision plays a crucial role in enhancing the quality of education within Islamic-based institutions. Effective supervision significantly improves learning outcomes, boosts teacher effectiveness, and fosters better communication among educators, students, and families. The study underscores the importance of supervision as a primary instrument for ensuring that the educational process aligns with Islamic values and operates efficiently. It encompasses not only the oversight of teachers and school management but also focuses on the moral and spiritual development of students and the professional growth of educators. However, challenges such as insufficient supervisor competence, inadequate facilities, resistance from educators, and frequent policy changes must be addressed. To overcome these obstacles, it is essential to implement continuous training for supervisors, develop relevant curricula, and integrate Islamic values into modern educational practices. Ultimately, enhancing the effectiveness of Islamic education supervision is vital for producing a generation of noble character and supporting the advancement of Islamic education in today's rapidly changing environment.

VI. REFERENCES

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