



IMPLEMENTATION OF EDUCATIONAL LEADERSHIP AND SUPERVISION IN ISLAMIC EDUCATIONAL INSTITUTIONS

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Abstract

Educational leadership and management are essential components of a well-functioning education system. Effective leadership can significantly improve the quality of learning and teaching, ultimately improving student performance. This report explores the importance of educational leadership and management in improving learning and teaching, recommending effective strategies and practices for leaders and teachers to implement. He also emphasized the role of school leadership in creating a positive school culture, encouraging teacher collaboration and professional development, and providing constructive feedback to teachers. The report also emphasizes the importance of regular management of teaching practices, identifying areas for improvement, and providing targeted support to teachers. The aim of this brief is to explore the relationship between educational leadership and supervision in education, providing insight into how these elements can be used to improve learning and teaching outcomes, ultimately benefiting students and the wider educational community.

Keywords: Leadership, Educational Supervision

PENDAHULUAN

Education is a very important aspect in improving the quality of human life. In recent years, education has become the main focus of efforts to improve human abilities and improve the quality of life in society. Leadership and supervision are very important in improving the quality of education. Educational leadership and supervision are two elements that are interrelated and synergize to improve the quality of education. Educational leadership focuses on the role of educational leaders in improving the quality of education through effective development strategies, decisions and actions.

Educational leaders must have the ability to manage resources, improve the quality of teachers, and improve the quality of education. In recent years, the role of educational leaders has become more complex and requires a wider range of skills. Meanwhile, educational supervision focuses on the role of supervisors in improving the quality of education through supervision, evaluation and teacher guidance. Supervisors must be able to supervise teachers, improve the quality of teaching, and improve the quality of education. In recent years, the role of supervisor has become more complex and requires a wider range of skills. In this chapter we will discuss leadership and supervision in education and their role in improving the quality of education. We will also discuss strategies and best practices that educational leaders and supervisors can use over.

Leadership theory

Leadership is a complex and dynamic process that involves interactions between the leader, team members, and the environment. Leadership theory has developed through various approaches and perspectives. In the educational context, leadership theory focuses on how educational leaders can improve the quality of education through effective development strategies, decisions and actions. Leadership theories that are relevant to the educational context include transformational leadership theory, transactional leadership theory, and servant leadership theory. For example, transformational leadership theory focuses on how leaders can improve the quality of education by developing a positive organizational culture and increasing team member participation. In contrast, transactional leadership theory focuses on how leaders can improve the quality of education by developing effective systems of rewards and punishments. Servant leadership theory, the most recent, focuses on how leaders can improve the quality of education through developing an organizational culture that focuses on the interests of others and increasing team member participation. Supervision is an important process in improving the quality of education. Surveillance theory has developed through various approaches and perspectives. In the educational context, supervision theory focuses on how supervisors can improve the quality of education through supervision, evaluation and teacher guidance.

Supervision theories that are relevant in the educational context include supervision theories based on adult learning theory, supervision theories based on career path theory, and supervision theories based on reflective practice theory. Supervision theories based on adult learning theory, for example, focus on how supervisors can improve the quality of education through developing strategies based on teacher needs. Supervision theories based on career-stage theory, on the other hand, focus on how supervisors can improve the quality of education through development strategies based on teacher career stages. Supervision theories based on reflective practice theory, the most recent, focus on how supervisors can improve the quality of education through development strategies based on teacher reflection and evaluation. Leadership and supervision are two elements that are interrelated and interact in improving the quality of education. Leadership and supervision theories have developed through various approaches and perspectives. In the educational context, leadership and supervision theories focus on how educational leaders can improve the quality of education through effective development strategies, decisions and actions, as well as how supervisors can improve the quality of education through supervision, evaluation and guidance of teachers. Leadership and supervision theories that are relevant in the educational context include educational policy theories based on leadership theory, educational policy theories based on supervision theory, and educational policy theories based on reflective practice theory. Educational policy theories based on leadership theory, for example, focus on how educational leaders can improve the quality of education through development strategies based on educational policy. Educational policy theories based on supervision theory, on the other hand, focus on how supervisors can improve the quality of education through development strategies based on supervision. Educational policy theories based on reflective practice theory, most recently, focus on how educational leaders and supervisors can improve educational quality through development strategies based on teacher reflection and evaluation.

METODE

This research uses a qualitative research design with a phenomenological approach. Qualitative research is used to understand the phenomenon of educational leadership and supervision in the context of Islamic education. Phenomenology is used

to understand the experiences and perceptions of teachers and supervisors in carrying out experiences.

a. Data Source

The data sources in this research consist of interviews with teachers and supervisors of Islamic education. Interviews were conducted using structured and unstructured interview techniques. Structured interview techniques are used to obtain more specific information and unstructured techniques are used to obtain broader and more subjective information. The data collection technique used in this research is interviews. Interviews were conducted using tools such as notes, tape recorders and note taking. Apart from that, researchers also use observations to obtain additional information. Data analysis was carried out using qualitative data analysis techniques. Qualitative data analysis techniques are used to understand and interpret the data collected. Data analysis was carried out using nvivo software to facilitate data analysis and interpretation. The validity of the data in this research is guaranteed by using data triangulation. Data triangulation is used to verify the validity of the data by comparing interview results with notes and observations. In this way, researchers can ensure that the data collected is accurate and reliable.

RESEARCH RESULTS AND DISCUSSION

The results of this research indicate that leadership and supervision of Islamic education have an important role in improving the quality of education. The research results also show that leadership and supervision of Islamic education can increase teacher motivation, improve the quality of teaching, and improve the quality of education.

The discussion of the results of this research was carried out using theories of Islamic educational leadership and supervision. The results of this research show that leadership and supervision of Islamic education can improve the quality of education by increasing teacher motivation, improving the quality of teaching, and improving the quality of education.

Discussion of the results of this research was also carried out using qualitative data analysis. Qualitative data analysis is used to understand and interpret the data collected. The results of qualitative data analysis show that leadership and supervision of Islamic education have an important role in improving the quality of education. The results of this research are related to theories of leadership and supervision of Islamic

education. These theories focus on how leadership and supervision of Islamic education can improve the quality of education. The results of this research are related to leadership practices and supervision of Islamic education. These practices focus on how leadership and supervision of Islamic education can improve the quality of education.

The results of this research are related to the decisions made by educational leaders and supervisors of Islamic education. These decisions focus on how leadership and supervision of Islamic education can improve the quality of education. The results of this research are related to the applications that can be drawn from this research. These implications focus on how the results of this research can be used to improve the quality of Islamic education. The results of this research are related to the suggestions that can be given based on the results of this research. These suggestions focus on how the results of this research can be used to improve the quality of Islamic education.

KESIMPULAN

The conclusion of this research is that leadership and supervision of Islamic education have an important role in improving the quality of education. Leadership and supervision of Islamic education can increase teacher motivation, improve the quality of teaching, and improve the quality of education. The results of this research show that leadership and supervision of Islamic education can improve the quality of education by increasing teacher motivation, improving the quality of teaching, and improving the quality of education.

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