



IMPLEMENTATION OF EDUCATIONAL LEADERSHIP AND SUPERVISION IN ISLAMIC EDUCATIONAL INSTITUTIONS

Suwandi¹, Ahmde Abdullah²

Ar-Raudlatul Hasanah Medan Islamic Education College¹Universiti Brunei Darussalam (UBD) Brunei Darusalam²

Suwandistrh@gmail.com, abdullah@gmail.com

ABSTRACT

KEYWORDS

Management, Education
Financing, Islamic
Education

ARTICLE INFO

Accepted: 1 Jun 2025
Revised: 3 Feb 2025
Approved: 4 Dec 2025

In writing this scientific work, the method used is the literature review method. The literature study research method is carried out by collecting information or written information from various literature such as books, newspapers and various articles on the internet, which can support this research. The purpose of writing this paper is to research and understand the management of Islamic education financing in general. Planning education financing is one of the important things in supporting the implementation of education because it concerns operational financing in education starting from the smallest things to the largest. Education funding is really needed for operational needs and school administration which includes real needs consisting of salaries, employee welfare, improving the teaching and learning process, maintaining and procuring facilities and infrastructure, increasing student development, improving teacher professionalism, school administration and supervision.

INTRODUCTION

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 to improve the quality of education.

METHOD RESEARCH

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.

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.

Data collection technique

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

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.

Data validity

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.

RESULT 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.

a. Relationship between Research Results and Theory

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.

b. The Relationship between Research Results and Practice

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.

c. The Relationship between Research Results and Decisions

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.

d. Relationship between research results and implications

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.

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

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 Theory

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.

CONCLUSION

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.

REFERENCES

Bass, B. M. (1985). *Leadership And Performance Exceed Expectations*. New York: Free Press.

Goleman, D. (2000). *Leadership That Gets Results*. *Harvard Business Review*, 78(2), 78-90.

Aguilar, E. (2013). The *Impact Of Leadership On Student Achievement: A Systematic Review*. *Journal Of Educational Administration*, 51(3), 341-355.

Bass, B. M. (1990). *Bass And Stogdill's Handbook Of Leadership: Theory, Research, And Managerial Applications*. New York: Free Press.

American Educational Research Association (Aera). (2013). Annual Meeting Proceedings. Washington, Dc: Aera.

International Congress *Of Educational Leadership* (Icel). (2012). 2012 Conference Proceedings. Paris: Icel.