

Received: Juni 2025

Accepted: Juni 2025

Published: Juli 2025

Implementation of Islamic Education Leadership and Clinical Supervision on Teacher Performance at MA Nahdlatul Wathan Licin Banyuwangi

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Abstract

This study aims to analyze the implementation of Islamic educational leadership and clinical supervision on teacher performance at MA Nahdlatul Wathan Licin Banyuwangi. Using a qualitative approach with observation and interviews, it was found that the principal implemented a democratic leadership style based on deliberation, which created a participatory work environment. However, several obstacles still confront teachers, such as limited technology, incompatibility of open fields, and ineffective time management. The principal conducted clinical supervision through planning, observation, and evaluation to overcome this. The results showed an increase in teacher competence and learning quality. This study emphasizes the importance of participatory leadership and effective supervision in improving teacher professionalism in Islamic educational institutions.

Keywords: Islamic Leadership, Clinical Supervision, Teacher Performance

Abstrak

Penelitian ini bertujuan untuk menganalisis implementasi kepemimpinan pendidikan Islam dan supervisi klinis terhadap kinerja guru di MA Nahdlatul Wathan Licin Banyuwangi. Menggunakan pendekatan kualitatif dengan observasi dan wawancara, ditemukan bahwa kepala sekolah menerapkan gaya kepemimpinan demokratis berbasis musyawarah, yang menciptakan lingkungan kerja partisipatif. Meskipun demikian, sejumlah kendala masih dihadapi guru, seperti keterbatasan teknologi, ketidaksesuaian bidang ajar, dan manajemen waktu yang kurang efektif. Untuk mengatasi hal ini, kepala sekolah menjalankan supervisi klinis melalui tahapan perencanaan, observasi, dan evaluasi. Hasilnya menunjukkan adanya peningkatan kompetensi guru dan kualitas pembelajaran. Studi ini menegaskan pentingnya kepemimpinan partisipatif dan supervisi efektif dalam meningkatkan profesionalisme guru di lembaga pendidikan Islam.

Kata Kunci: Kepemimpinan Pendidikan Islam, Supervisi Klinis, Kinerja Guru

Introduction

Humans are social creatures, which means that in living their lives, humans cannot be separated from the role and existence of others. This need to depend on each other is the basis for the formation of interaction, collaboration, communication, and collective life. Because of this social drive, humans tend to form communities and live in groups in a certain area based on similarities in character, background, or common goals. The ability to organize oneself, manage groups or organizations, and organize the environment to create harmony in life is the responsibility of individuals who have leadership. The ideal leader is someone who can apply an effective leadership style in influencing and encouraging the potential of the human resources they have. Through function leadership as part of management, qualified individuals, good in environment organization and also external, can be directed and motivated for operating tasks to achieve objective organization.¹

According to information explained by the principal of MA Nahdlatul Wathan, the leadership style used by MA Nahdlatul Wathan is democratic leadership, namely involving all... school components (teachers-TU-students-committee) in every decision-making. This leadership is very well applied in Islamic educational institutions reflecting

on the example of the Prophet Muhammad SAW, in every decision making he always held deliberation (*shura*). Islamic educational institutions are required to have optimal capabilities in managing their human resources. Human resource management in these institutions is not only limited to administrative aspects but also includes professional development and internalization of Islamic values for educators and administrative staff.²

The teaching profession is a field that requires special competence in education, so it cannot be carried out by individuals who do not have a scientific background in the field. Teacher professionalism is not only demonstrated through mastery of expertise but also through commitment to their responsibilities. As professionals, teachers are required to carry out their roles and responsibilities comprehensively to students, parents, society, nation, and state, and in the context of the religious values they adhere to³. However, what researchers found in the field was that there were still several obstacles experienced, such as: 1) There were several teachers who had not mastered technology, 2) Some educators did not teach in their fields, 3) Demands for a dual curriculum, 4) Difficult time management, and 5) Lack of discipline. With the existence of several obstacles above, this becomes the task of a leader and supervisor, he must be

able to help, supervise, and manage to improve the institution he manages. From here, the importance of the role of supervision in solving problems that exist in a teacher, these problems must receive serious attention from a supervisor, in cases like this the principal assists teachers in dealing with problems related to self-quality and learning abilities.

Supervisors play an important role in improving the quality of teachers in order to carry out better quality learning because the position of supervisor in a school includes the principal and supervisor. A supervisor must be able to see the potential of the educational staff/teacher resources, after that a supervisor should be able to foster and develop the potential possessed by a teacher in carrying out the teaching and learning process. ⁴The principal as a leader must be able to provide solutions related to problems that occur in his school. One way is to provide motivation, and direction, and then hold an evaluation. The personality competence of educators is important and must be possessed by every teacher because their main goal is as a role model for their students. Teachers must have a good personality, and be disciplined and responsible.

From the various problems that exist, researchers found that there are still many democratic leadership roles and

human resource management oriented to Islamic values as important elements in managing Islamic educational institutions, especially in the context of teacher professionalism. But it still shows various obstacles. This emphasizes the urgency of the role of supervision, especially by the principal, in identifying teacher problems and providing the necessary support to improve their quality to achieve better learning.

Method

This research is a type of qualitative research. This research uses interview methods, and observation methods in collecting data. The data analysis techniques used in this study are reducing data, presenting data, and the last is concluding. ⁵This research was conducted at MA Nahdlatul Wathan Licin Banyuwangi. Qualitative methods as research procedures that produce descriptive data in the form of written or spoken words from people and observed behavior. This research was conducted at Madrasah Aliyah Nahdlatul Wathan Licin Banyuwangi, East Java.

Results and Discussion

Based on the results observation, and interview, MA Nahdlatul Wathan, the head democratic school can create an atmosphere institution. Teachers or subordinates can contribute in various aspects institution for

progress institutions. In the system democratic head school involving all over element school (teachers, staff administration, students, and committees school) is in the process of being taken decision. Approach This is in line with principles *shura* (deliberation) which was exemplified by Rasulullah SAW, who became an example main in Islamic leadership.

In practice, leadership democratic brings impact positive to the atmosphere of harmonious, participatory, and open work. Teachers feel heard and appreciate their opinions which motivates them to increase quality learning. However, even though the leadership nature is participatory, still there are several obstacles faced in implementation task education. The obstacles found in the field include: 1) Lack of mastery of technology by some teachers, which makes it difficult in the learning process digital based, 2) Some of the power educators do not teach in accordance field his expertise, which leads to not enough maximum delivery process material, 3) Demands curriculum double, namely difference between curriculum national and curriculum based on Islam that burdens teachers, 4) Management time that has not effective, where teachers experience difficulty in balancing burden work and time personal, 5) Lack of discipline in mastery

knowledge or teaching materials, so that learning No achieve optimal targets.

In facing the issues said, the role head school as leader and supervisor is very vital. Head schools Not only play a role in making decisions administrative, but also must be active in the process of coaching, supervision, and empowerment of teachers. Supervision is carried out in the form of approach persuasive and educative, such as: 1) Providing technology training and workshops learning for teachers, 2) Arranging scheduling and distribution based on the competent teacher, 3) evaluating periodic towards the periodic learning process and teacher performance, 4) Becoming facilitator in settlement conflict or obstacles faced by teachers in implementation his duties.

Islamic Educational Leadership

Leadership is an activity used by a person who acts as a leader. Leadership style or model greatly influences the progress of the organization he leads. Leadership is the ability of a person to influence others to work together to achieve predetermined goals. Islamic educational leadership is an approach taken by a leader to motivate, direct, mobilize, and influence individuals in an educational institution environment, to increase the effectiveness and efficiency of the implementation of education. The entire

process is carried out based on principles and values that are by Islamic teachings.

A person who becomes a leader, of course, owns a number of the reason that makes them elected. According to Mujamil Qomar, characteristics that must be owned by a head/leadership education among others: 1) Having sufficient ability to manage institution, 2) Have privileges that are more than other people, 3) Able to understand characteristics of the people who follow it, 4) Have characteristic sympathetic towards others, 5) Willing to deliberate as well as listen other people's opinions, 6) Have influence that can control.⁶ According to Supardi, five characteristics head a special school, namely: 1) Has a broad understanding of the institution he leads. 2) Always support and accompany students or teachers who want to develop, 3) Able to listen to others. 4) Happy work together, 5) Tolerant and understanding that culture school Keep going develop keep up with the times.⁷

In general, the concept characteristics of leadership education in Islam are almost the same as leadership. However, the characteristics of a leader in Islamic Education refer to the leadership of the Prophet Muhammad SAW who was is perfect role model. He is always fair and honest and always exemplifies with acts, not limited to only with just words. For

example, Hashanah, according to Sakdiah Rasulullah SAW has characteristics mainly in himself, namely Siddiq, Amanah, tabligh, and fatonah. Siddiq means honest in words and also deeds, trust, meaning can trust in guard not quite enough answer. Tabligh that is conveys all types of kindness to his followers. Fathanah is intelligent in managing the public.⁸

Supervision

Traditionally, mentors (or supervisors) have been viewed primarily as academic guides, providing scholarly guidance, and monitoring the progress of teachers' efforts in carrying out their duties. However, contemporary perspectives highlight the more nuanced and expansive role of mentors, encompassing not only academic guidance but also emotional and professional support.⁹ In institution education, head schools have role important in all aspect institutional among them as *leader*, manager, educator, administrator, supervisor and motivator for his followers. As supervisor, head school have obligation for supervise teacher's jo. Supervision head school is ability a head for do activity evaluation and coaching towards teachers who aim for increase competence teach.

The term supervision originates from Language English "supervision", which consists of two words, namely "super"

which means (above or more), and “vision” which means (to see or review). In etymological, supervision can interpreted as an activity review or evaluation from a higher position height, namely a process of observation and assessment carried out by superiors to activities and results in Work subordinates.

According to Meti Fatimah et al., supervision not only helps teachers solve problems that arise during learning, but supervision plays a role in improving teaching skills and quality.¹⁰ More in, Then Panda disclosed that besides teachers, educational supervision plays a role in facilitating and assisting principals to develop their potential optimally. Supervision must be able to improve the principal's leadership so that it can achieve the effectiveness and efficiency of the school program as a whole.¹¹

Clinical Supervision

Supervision carried out at MA Nahdlatul Wathan is clinical supervision. Clinical supervision is a type of supervision that focuses on improving the learning process through a structured cycle, which includes planning, observation, and in-depth analysis of teacher performance. Clinical supervision, introduced by Morris L. Cogan, Robert Glodhammer, and Richard Weller, is an important approach to teacher

professional development. The goal of this process is to help teachers identify and reduce discrepancies between their actual teaching practices and the ideal standards expected. This approach involves planning, observing, and analyzing. With this approach, it is hoped that teachers will improve the quality of their teaching, which will ultimately have a positive impact on student learning outcomes. Clinical supervision is more than just evaluation it is a collaborative process that supports ongoing development in educational practice.¹²

The stages of clinical supervision carried out at MA Nahdlatul Wathan are implementation, planning, evaluation, and follow-up. Nazarudin explained in the Abdul Aziz journal that clinical supervision has three main stages: Starting with initial planning where the supervisor and teacher collaborate to determine the focus of observation and instruments. Next is the implementation of observation, namely direct observation of the learning process. The last stage, feedback discussion, involves an in-depth discussion of the results of the observation to find strengths and areas that need improvement.¹³ By implementing supervision, the principal can find out the work program of each teacher.

Supervision instruments prepared by the principal are in the form of preparing a

supervision schedule, providing supervision materials, and evaluation. The process of implementing supervision at MA Nahdlatul Wathan has 2 ways, namely 1) entering the classroom, by observing the ongoing learning, 2) By presenting teachers to meet the principal or supervisor. The results of the supervision carried out are that teachers who have good and appropriate competence will be given rewards and motivation and follow-up for teachers who do not yet by expectations. Guidance given to supervised teachers is the completeness of learning devices, and teacher readiness in the teaching and learning process. The impact or benefit of implementing supervision is an increase in teacher competence.

During the implementation of supervision, there are supporting factors and inhibiting factors such as: 1) supporting factors: implementation of supervision in improving teacher competence, namely the completeness of the learning that has been created, 2) inhibiting factors: implementation of supervision, namely teachers are lazy to make devices.

Teachers at MA Nahdlatul Wathan have a deep understanding of clinical supervision, which they consider a collaborative process aimed at improving teacher professionalism directly through classroom learning activities. This shows that the implementation of clinical

supervision at the madrasah is more directed at coaching teachers to improve their practical teaching skills. Teachers view clinical supervision as a means of obtaining constructive input that can be directly applied in the learning process, in contrast to academic supervision which tends to emphasize administrative aspects and compliance with rules. Supervision carried out at MA Nahdlatul Wathan has a significant impact on improving teacher competence. With supervision, teachers pay more attention to their duties in preparing learning tools and readiness in the classroom.

This is in line with the view that clinical supervision places more emphasis on developing teachers' practical skills, which in the end can contribute directly to improving the quality of learning in a concrete and applicable way in the classroom.¹⁴

Conclusion

Based on the research conducted at MA Nahdlatul Wathan Licin Banyuwangi, several important points can be concluded regarding the implementation of Islamic educational leadership and clinical supervision on teacher performance. The principal applies a democratic and participatory leadership style, in line with the principle of *shura* in Islamic teachings, which

creates a harmonious and open work environment. Nevertheless, several obstacles are still faced by teachers, such as limited mastery of technology, incompatibility of teaching fields, dual curriculum demands, ineffective time management, and lack of discipline in mastering teaching materials.

To overcome these obstacles, the principal conducts clinical supervision through planning, observation, and evaluation. This supervision aims to help teachers identify and reduce discrepancies between their actual teaching practices and the expected ideal standards. The results of the supervision show an increase in teacher competence and learning quality, where teachers pay more attention to their duties in preparing learning tools and readiness in the classroom. This aligns with the view that clinical supervision focuses on developing teachers' practical skills to improve learning quality in a concrete and applicable way in the classroom. This study emphasizes the importance of participatory leadership and effective supervision in improving teacher professionalism in Islamic educational institutions.

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