

**APPROACHES TO EDUCATIONAL SUPERVISION AND THEIR RELEVANCE
FROM AN ISLAMIC PERSPECTIVE**Fatimatul Baroroh¹, and Imam Turmidzi²¹ Indonesian Binamadani Institute, Tangerang, Indonesia² Indonesian Binamadani Institute, Tangerang, Indonesia**Corresponding Author:**

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2026**Abstract**

Educational supervision is a strategic instrument in efforts to improve the quality and professionalism of educators in educational institutions. School principals and supervisors play a very important role in fostering, directing, and evaluating teacher performance through appropriate and continuous supervision approaches. This study aims to examine educational supervision approaches, including directive, non-directive, and collaborative approaches, and analyze their relevance from an Islamic perspective. This study uses a library research method by examining various books, scientific journal articles, and Islamic sources relevant to educational supervision. The results of the study observed by the researcher show that each supervisory approach has various characteristics, advantages, and limitations, so that its application needs to be adjusted to the conditions, needs, and level of professionalism of teachers. From an Islamic perspective, supervision emphasizes the values of trustworthiness, professionalism, and itqan (working optimally), so that supervision is not only oriented towards technical supervision of learning, but also towards the moral and spiritual guidance of educators in order to achieve sustainable quality education.

Keywords: Educational Supervision, Islamic Education, Supervisory Approach, Teacher Professionalism



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INTRODUCTION

Educational supervision is a crucial part of the education system that serves to ensure quality and continuously improve learning. In the context of modern education, supervision is no longer understood solely as a monitoring activity, but as a systematic and collaborative professional development process to improve teacher competence (Siagian et al., 2025; Labib Hanif Dzakiri, 2025). Various recent studies show that effective supervision contributes significantly to improving the quality of learning and teacher professionalism (Putri Khafifah Fauziah et al., 2025; Hasanudin, 2025).

In schools, principals have a very strategic role as academic supervisors responsible for fostering, directing, and developing teacher performance. Supervision that is carried out in a participatory and sustainable manner has been proven to improve teaching skills and teacher motivation in implementing learning (Nina Agustiana et al., 2024; Pujoko et al., 2025). Therefore, the supervisory approach used needs to be adjusted to the characteristics and level of teacher professionalism so that the goal of improving education quality can be achieved optimally.

In the context of Islamic education, supervision has an additional dimension of moral and spiritual guidance for educators. Supervision is not only directed at achieving academic targets, but also at internalizing the values of trustworthiness, professionalism, and religious responsibility (Kusyaeni, 2023; Borneo Journal of Islamic Education, 2025). Thus, studies on educational supervision approaches and their relevance in an Islamic perspective are important to be examined academically and empirically.

In addition, various existing studies confirm that the effectiveness of supervision is greatly influenced by the suitability of the approach used to the context of the educational institution and the characteristics of the teacher. Non-contextual supervisory approaches tend to be less than optimal in improving teacher performance and learning quality (Mirna Rasuani et al., 2025; Hasanudin, 2025). Therefore, a comprehensive understanding of the variety of supervisory approaches is an urgent need for school principals and education supervisors.

Furthermore, the demand for accountable and quality-oriented education governance places supervision as an important part of education governance. Supervision that is systematically designed and based on empirical evidence can be a strategic instrument in realizing sustainable improvement in education quality (Siagian et al., 2025; Darus Winanten et al., 2025). On this basis, this article seeks to make a conceptual contribution through a review of relevant and applicable approaches to educational supervision, particularly in the context of Islamic education.

RESEARCH METHOD

This study uses a qualitative approach with a library research method. The library research method was chosen because it is relevant for examining concepts, theories, and findings from previous studies related to educational supervision and supervisory approaches (Zed, 2014; Snyder, 2019). Literature review allows researchers to systematically synthesize knowledge from various credible scientific sources.

The data sources in this study consisted of reputable academic books and indexed scientific journal articles published within the last ten years. The selection of sources was done purposively by considering the relevance of the topic, the novelty of the research, and the contribution to the study of educational supervision (Creswell & Creswell, 2018).

Data analysis techniques were carried out through the stages of literature collection, theme classification, content analysis, and descriptive-analytical conclusions. This approach aims to obtain a comprehensive understanding of the characteristics of the educational supervision approach and its relevance in an Islamic perspective (Snyder, 2019).

RESULTS AND DISCUSSION

Directive Approach in Educational Supervision

The directive approach is based on behaviorist psychology theory, which views behavior as a response to stimuli. In this approach, supervisors provide direct guidance through explanations, demonstrations, setting standards, and reinforcement of teachers' teaching behavior (Sahertian, 2000). Supervisors play a dominant role in determining steps for improving learning.

Gebhard (1984) states that the directive approach is effective when applied to novice teachers who still need intensive guidance in developing teaching skills. Glickman's (1983) findings also show that new teachers tend to prefer direct supervision because it helps them understand learning problems and solutions in concrete terms.

However, the directive approach has limitations because the responsibility for learning improvement lies more with the supervisor. This condition can reduce opportunities for teachers to develop their creativity and professional independence (Mantja, 1998).

Recent research shows that the directive approach is still relevant in the context of academic supervision, especially for novice teachers or teachers with developing pedagogical competencies. A study conducted by Meri Yulvita et al. (2023) shows that directive supervision can improve teachers' compliance with learning standards and accelerate their understanding of effective teaching procedures. Similar results were also found by Afriani (2024), who concluded that direct guidance from supervisors helps teachers correct fundamental errors in learning planning and implementation.

However, the directive approach needs to be applied with caution. A systematic review conducted by Hasanudin (2025) emphasized that excessive dominance by supervisors has the potential to inhibit teachers' creativity and critical reflection. Therefore, the directive approach should be used situationally and combined with other approaches to continue supporting teachers' professional development.

Non-Directive Approach in Educational Supervision

The non-directive approach is rooted in humanistic psychology, which emphasizes respect for individuals. In this approach, supervisors act as facilitators who actively listen to teachers' problems, provide clarification, and encourage teachers to find solutions independently (Freeman, 1982).

According to Muslim (2010), the non-directive approach is more appropriate for teachers who already have a high level of professionalism because it requires the ability to reflect and make decisions independently. Teachers are given the space to take responsibility for developing their competencies and the quality of their teaching. However, Gebhard (1984) notes that the non-directive approach can cause anxiety for inexperienced teachers due to the lack of direct guidance from supervisors.

The non-directive approach in educational supervision has been proven effective in improving teachers' self-reflection and professional independence. Research by Fadilah and Hendra (2023) shows that teachers who are supervised using a non-directive approach are better able to evaluate learning practices and formulate solutions independently. These findings are reinforced by Iskandar and Fauzi (2023), who state that a non-directive approach encourages the growth of teachers' professional responsibility and confidence.

However, recent research reveals that the non-directive approach is less effective when applied to teachers who do not yet have sufficient professional experience and readiness. Mirna Rasuani et al. (2025) emphasize that without structural support and initial guidance, teachers may experience confusion in making learning decisions. Therefore, the non-directive approach is more appropriate for teachers with medium to high levels of professionalism.

Collaborative Approach in Educational Supervision

The collaborative approach is a combination of directive and non-directive approaches based on cognitive psychology. This approach places supervisors and teachers as equal partners in identifying problems, formulating solutions, and evaluating the learning process (Sahertian, 2000). Cogan (1973) asserts that the teaching process is essentially a problem-solving activity that requires cooperation between teachers and supervisors. Through two-way communication, the collaborative approach encourages the creation of a mutually respectful professional relationship. Although ideal in concept, this approach is not always easy to implement because not all teachers are ready to be equally involved in the decision-making process (Mantja, 1998).

The collaborative approach is seen as the most adaptive approach in contemporary educational supervision. Research by Gunawan and Sari (2020) and Sulastri and Maulana (2022) proves that collaborative supervision can improve teaching skills, work motivation, and the quality of professional relationships between teachers and principals. This approach allows for reflective dialogue and joint decision-making.

An international study reviewed by Siagian et al. (2025) also shows that the collaborative approach contributes to the creation of an innovative school culture oriented towards continuous learning. However, Mirna Rasuani et al. (2025) remind us that the success of the collaborative approach is highly dependent on teacher readiness and school managerial support.

Supervision Approach in Islamic Perspective

Educational supervision in the Islamic perspective is not only oriented towards technical aspects, but also emphasizes the values of trustworthiness and professionalism. The Qur'an emphasizes the importance of choosing individuals who are strong and trustworthy, as stated in QS. Al-Qashash verse 26. Shihab (2002) explains that the concept of "strong and trustworthy" reflects the integration of competence and integrity.

The value of professionalism is also emphasized in the hadith of the Prophet Muhammad SAW, which states that Allah loves those who work optimally (HR. Thabrani). This principle reinforces the urgency of supervision that is not repressive in nature, but rather continuous guidance that is imbued with spiritual and ethical values (Kusyaeni, 2023).

Contemporary Islamic education studies emphasize that supervision based on Islamic values can improve teachers' work ethic and professionalism. Kusyaeni (2023) states that Islamic supervision emphasizes the principles of trustworthiness, honesty, and itqan as the basis for educator development. This is in line with the findings of the Borneo Journal of Islamic Education (2025), which shows that the integration of spiritual values in supervision has a positive impact on teacher performance and discipline.

Furthermore, recent research in Islamic education management shows that a dialogical and collaborative approach to supervision is in line with the principles of deliberation and continuous development in Islam (Siagian et al., 2025; Hasanudin, 2025). Thus, supervision from an Islamic perspective not only functions as a control tool but also as a means of shaping the character and competence of educators.

CONCLUSION

Based on a review of classical literature and recent research over the past ten years, it can be concluded that educational supervision is a strategic instrument in improving teacher professionalism and learning quality in a sustainable manner. Directive, non-directive, and collaborative approaches have their own characteristics, advantages, and limitations, so they cannot be applied uniformly. Recent research findings show that the directive approach is still relevant for novice teachers or teachers with limited pedagogical competencies, the non-directive approach is effective for teachers who already have professional maturity, while the collaborative approach is considered the most adaptive in building a professional and innovative learning culture in schools.

Furthermore, contemporary studies emphasize that the effectiveness of supervision is largely determined by the ability of principals and supervisors to adapt their supervisory approach to the institutional context, teacher characteristics, and the demands of quality-oriented educational management. Contextual, participatory, and evidence-based supervision has been proven to be more effective in encouraging professional reflection, improving teacher performance, and tangibly improving the quality of learning.

From an Islamic perspective, educational supervision not only functions as an academic monitoring mechanism but also as a coaching process that emphasizes the values of trustworthiness, professionalism, and perfection. The integration of spiritual and ethical values in supervisory practices strengthens the role of supervision as a means of developing competencies and shaping the character of educators. Thus, educational supervision that combines modern scientific approaches and Islamic values has the potential to become a relevant, humanistic, and sustainable model of supervision in improving the quality of education, especially in Islamic educational institutions.

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