

Integration of Islamic Values In The Supervision of School Principal Education In Improving Teacher Performance In Madrasah Aliyah Muhammadiyah Datarang Kabupaten Gowa

Ferdinan¹, Hj. Sumiati², Mumtahanah³

Universitas Muhammadiyah Makassar, Indonesia^{1,2}, STAI DDI Maros Indonesia³

E-mail: ferdinan@unismuh.ac.ad, hJsumiati.unismuh@gmail.com,
mumhana299@mail.com

*Correspondence: ferdinan@unismuh.ac.ad

KEYWORDS	ABSTRACT
islamic values; education supervision; teacher performance	Efforts to improve teacher performance can be done through educational supervision carried out by school principals using an Islamic values approach in order to provide assistance and guidance to teachers through supervision activities. Guiding and providing assistance to teachers is an Islamic teaching that has existed for a long time and was exemplified by the Prophet SAW to the companions. The approach used in implementing educational supervision to improve teacher performance is based on Islamic values. The provision of supervision must be adjusted to the prototype of the teacher. This research is a combination research (mixed methods) using sequential exploratory design method. In this model, the initial stage involves collecting quantitative data which is then complemented by qualitative data analysis. This combination of data serves to link the results of the first stage of research (quantitative data) with the next stage (qualitative data). This study aims to describe the integration of Islamic values in the implementation of educational supervision by the principal at the Muhammadiyah School in Gowa Regency. The integrated values include ihsan, sincerity, exemplary, and tajdid. This study provides an overview of the implementation of the integration of Islamic values and Kemuhammadiyah in the implementation of educational supervision by school principals at MA Muhammadiyah Datarang, Gowa Regency. This research focuses on four aspects: ihsan, sincerity, exemplary, and tajdid. The results showed that the implementation of supervision at MA Muhammadiyah Datarang reached a high category, indicating that aspects of Islamic values in Supervision had run very well.

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Introduction

Law No. 14 of 2005 and Minister of Religious Affairs Regulation No. 16 of 2010 establish teacher competency standards. Teachers must have important competencies to carry out their duties well. (Cikaa, 2020). Quality education depends on the performance of teachers and principals. Teacher performance includes achievement in teaching, including lesson preparation and delivery. (Pratiwi, 2019). Teacher performance can be improved with supervision by the principal. This helps teachers become more effective in carrying out key educational tasks. (Abidin, 2019). Teachers are expected to have professionalism and expertise in choosing learning methods that are suitable for the classroom situation, student characteristics, and subject matter to be taught, (Ferdinan, 2023).

Changes in student learning styles, which mainly consist of digital native generations, can certainly be offset by teachers' ability to deliver instructional content in the classroom. This ensures that the implementation of teaching can run effectively, and learning can be achieved in accordance with the expectations and learning objectives that have been planned. (Ferdinan, Fragrance et al., 2023)

The duties of teachers are considered noble in Islam, and teachers of faith and knowledge are respected higher. Professional work as an educator basically starts from the vocation of the soul, moral responsibility, social responsibility, and scientific responsibility. (Ferdinan & Nurhayati, 2019)

As in Q.S. al-Mujādalah/58:11.

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Translation:

O believers, when you say to you, "Be spacious in the council", then let Allah give you spaciousness. and when it is said: "Stand ye up", then stand up, surely Allah will exalt the believers among you and those who are given some degree of knowledge. and Allah knows what you do.

The above verse affirms that those who believe and have knowledge are Allah Almighty. will lift his degree. This is what must underlie educators to have scientific competence in order to cross their duties and responsibilities professionally.

To improve teacher performance, the principal can provide assistance and guidance through supervision activities. The principal has a variety of duties, including administration, supervision, academics, public relations, professional development, and promotion of school culture. (Vol, 2020). Supervision activities assist teachers in teaching, and are expected to improve student learning outcomes.

As Allah says in QS. al-Tawbah/9:71.

وَالْمُؤْمِنُونَ وَالْمُؤْمِنَاتُ بَعْضُهُمْ أَوْلِيَاءُ بَعْضٍ يَأْمُرُونَ بِالْمَعْرُوفِ وَيَنْهَوْنَ عَنِ الْمُنْكَرِ وَيُقِيمُونَ الصَّلَاةَ وَيُؤْتُونَ الزَّكَاةَ وَيُطِيعُونَ اللَّهَ وَرَسُولَهُ أُولَئِكَ سَيَرْحَمُهُمُ اللَّهُ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ (71)

Translation:

And those who believe, male and female, some of them are helpers of others. They enjoin what is ma'ruf, prevent the munkar, establish shalat, pay the zakat, and they obey Allah and His Messenger. They will be mercy by Allah. Indeed, Allah is All-mighty, All-Wise.

School principals have the main task of improving the quality of education by conducting academic supervision of teachers to improve their performance in educating. Academic supervision allows principals to more intensively monitor teacher needs, with

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the primary mission of providing services to teachers to improve the quality of lessons and facilitate effective teaching.

Academic supervision helps the Headmaster improve the quality of learning, the main activity in the school. Academic supervision is expected to support improvements in education. In general, academic supervision serves as an evaluation, involving research to gather information about the Master's performance. This evaluation and research aims to improve, so that data and information from supervision can improve the quality of teacher performance in teaching. (Zaidan et al., 2021)

Education supervision can help improve teacher performance in the teaching and learning process in educational institutions (Putri & Jamilus, 2022). Here are some efforts that can be made through educational supervision to improve teacher performance:

1. Professional construction of the teacher

Educational supervision can help teachers develop their professional abilities as educators in educational institutions (Suyatno, 2020). Professional coaching of teachers is more aimed at efforts to improve and improve the professional ability of educators in the teaching and learning process.

2. Improve the ability and motivation of teachers' work. (Supoyo, 2021)

Educational supervision can help teachers develop their work skills and motivation. By increasing the ability and motivation of teachers' work, the quality of learning will be improved and better in the future. (Harahap et al., 2023)

3. Supervise teachers individually and in groups:

Educational supervision can be carried out on teachers individually or in groups in an effort to improve the quality of learning processes and outcomes in educational institutions. (Supoyo, 2021)

4. Socialize the implementation of academic supervision:

The principal can socialize the implementation of academic supervision through teacher council meetings led by the principal. (Sanglah, 2021).

5. Supervise teacher performance in carrying out teaching duties in class:

School principals can supervise teacher performance in carrying out teaching duties in class (Sanglah, 2021).

6. Conduct interviews with supervised teachers:

The principal can conduct interviews with supervised teachers. (Supoyo, 2021).

7. Provide guidance and instruction to teachers:

The principal can provide guidance and direction to teachers as an effort to improve teacher performance. (Sanglah, 2021).

8. Using the observation sheet:

In its implementation, both principals and supervisors use observation sheets that contain aspects that need to be considered in improving teacher performance and school performance. (Supoyo, 2021).

9. Conducting the work of the teacher and monitoring the work of the teacher:

The principal can control the work of teachers and monitor the work of teachers to improve teacher performance. (Supoyo, 2021).

Education personnel are tasked with carrying out administration, management, development, supervision, and technical services to support the educational process in educational units.

To improve teacher performance, educational supervision can be carried out based on Islamic values, taking into account the real conditions that exist and the problems faced by the school.

Supervision of education in an Islamic perspective is based on Islamic values that prioritize the empowerment of all components of education (Briliandona et al., 2022). Here are some Islamic values associated with educational supervision:

1. Construction: Supervision of education in Islam is the construction, directing, service, and assistance of educators and education in schools based on Islamic values (Briliandona et al., 2022).
2. Supervision: Supervision of education in Islam also involves professional supervision in its implementation and approach (Briliandona et al., 2022)].
3. Internalization of Islamic values: Supervision of education in Islam also aims to help internalize Islamic values in educators and education staff (Siregar, n.d.).
4. Motivation: The function of motivation in the context of Islamic education involves educational supervision, namely providing enthusiasm and encouragement to educators and education staff to improve the quality of education.
5. Control: The function of educational supervision in the Islamic context also includes the function of control, namely conducting supervision and control to improve educational performance (Sahlani, 2020).
6. Development: In the Islamic context, educational supervision also includes a development function, which aims to help improve the quality of education through coaching and direction. In the supervision of Islamic education, the Quran and As-Sunnah are the main sources of knowledge (Briliandona et al., 2022).

Education personnel in Muhammadiyah schools must improve professionalism, school quality, and education quality on an ongoing basis to support education reform. The purpose of Muhammadiyah education is to provide quality, holistic, accountable, and supported by science and faith. Muhammadiyah's main priority is reform in education, with the aim of producing graduates who are noble, knowledgeable, and useful to society.

Internalization of Islamic values of Muhammadiyah education is used as a measure of the success of these efforts, including intellectual, moral, religious, spiritual, and physical goals.

Research Methods

This research is a combination research (mixed methods) using sequential exploratory design method. In this model, the initial stage involves collecting quantitative data which is then complemented by qualitative data analysis. This combination of data serves to link the results of the first stage of research (quantitative data) with the next stage (qualitative data).

To support the necessary information, data were obtained through observation sheets distributed to teachers to find out Islamic values in the implementation of principal supervision in improving teacher performance, as well as through interviews conducted with informants.

Results and Discussions

Implementation of the integration of Islamic values in the implementation of principal supervision in improving teacher performance at MA Muhammadiyah Datarang Gowa Regency

The value of Al-Islam is a set of beliefs or feelings that are believed to be identities that give a special pattern to thought and behavior, which are manifested in Islamic religious teachings derived from the Qur'an and Al-Hadith. Islamic values can be implemented in various fields, especially in the implementation of educational

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supervision carried out by school principals. To find out more deeply whether Islamic values have been applied by school principals in carrying out educational supervision, the results of research that has been conducted by researchers at MA Muhammadiyah Datarang will be elaborated.

The implementation of the integration of Islamic values in the implementation of educational supervision by school principals with the aim of improving teacher performance at MA Muhammadiyah Datarang includes four important aspects: ihsan value, sincerity value, exemplary value, and tajdid value. To provide a deeper understanding, researchers can explain the results of research as follows:

The value of Ihsan

Analysis of the principal's performance achievements in instilling ihsan values in the implementation of educational supervision in improving teacher performance at MA Muhammadiyah Datarang School was carried out using observation sheets and interviews. This criterion is used as a reference to assess whether the principal has succeeded in instilling Islamic values in educational supervision activities.

To facilitate data collection, researchers use observation sheet instruments that can be accessed through *Google Forms* to be checked (selected). The respondents consisted of 18 MA Muhamamdiyah Datarang teachers. The results of answers from respondents can be seen in the following table:

Table 1
Tabulation of Respondent Statement Results Score Against
Instilling Ihsan Values in the Implementation of Education Supervision at MA
Muhamamdiyah Datarang

No	Statement	Rating				Number of Respondents	Number of Values	Average rating	Category
		1	2	3	4				
1	The principal instills the nature of Amanah to the teachers so that they can carry out their duties well	0	0	2	16	18	70	3,88	T
2	Are there any routine activities or recitations programmed by the school	0	0	3	15		69	3,83	T
3	The principal instills the discipline of teachers in carrying out their duties	0	0	1	17		71	3,94	T
4	Kepala sekolah menanamkan integritas guru-guru yang ada di sekolah	0	1	4	12		61	3,38	T
5	The principal conducts coaching so that teachers can be	0	2	2	12		58	3,22	T

	accountable for everything that is carried out							
6	The headmaster assigns teaching duties and responsibilities to the teachers in accordance with his field and membership	0	0	0	18	72	4	T
Average Attainment							3,70	T

Description T = High (3.01-4), S= Medium (2.01-3), and R= Low (1-2)

The results of data analysis from the observation instrument contained in the table above regarding the cultivation of ihsan values carried out by the principal in the implementation of educational supervision showed that the achievement was in the high category, with an average score of 3.70 from 6 aspects of ihsan values based on respondents' answer statements.

The data illustrates the achievements of school principals in the implementation of educational supervision at MA Muhammadiyah Datarang in instilling sincerity values with high achievement categories. Thus, the reality of the implementation is very good based on several aspects of sincere values that have been applied.

To obtain a higher level of data confidence related to the performance of school principals at MA Muhammadiyah Datarang, obtained through observation sheets filled in by respondents, it is necessary to test the validity of further data through interviews. This aims to deepen the analysis of the relationship of some existing data.

Sincere Value

Sincere deeds can be interpreted as actions carried out as a form of obedience to Allah SWT, while hoping for His pleasure and eliminating all forms of evil that exist. Sincerity is an attitude that must be instilled in various aspects of life, including in various activities carried out in the school environment.

Furthermore, the analysis of the principal's performance achievements in instilling sincerity values in the implementation of educational supervision was carried out using observation sheets and interviews. This criterion is used as a reference to assess whether the principal has succeeded in instilling the values of sincerity in educational supervision activities.

The results of answers from respondents can be seen in the following table:

Table 2 Tabulation of Respondents' Statement Results Score Against Instilling Sincerity Values in the Implementation of Education Supervision at MA Muhamamdiyah Datarang

No	Statement	Rating				Number of Respondents	Number of Values	Average rating	Category
		1	2	3	4				
1	The headmaster conducts coaching to teachers (especially those who are not cadre backgrounds) so that they can devote themselves to	0	0	2	16	18	70	3,88	T

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No	Statement	Rating				Number of Respondents	Number of Values	Average rating	Category
		1	2	3	4				
	Muhammadiyah schools with full responsibility								
2	The principal always motivates teachers to have the spirit of working in Muhammadiyah's charitable endeavors	0	1	4	13	66	3,66	T	
3	The headmaster pays attention to the welfare/salaries of the teachers	0	0	3	15	69	3,83	T	
4	The headmaster instills an attitude of commitment to the teachers so that the policies and rules in Muhammadiyah schools can be obeyed properly.	0	3	3	12	63	3,5	T	
5	The principal always invites teachers to actively participate in coaching students, especially cadre activities	0	0	5	13	67	3,72	T	
6	The headmaster invited the teachers to jointly advance the Muhamamdiyah school	0	0	2	16	64	3,57	T	
Average achievement score							3,69	T	

Description T = High (3.01-4), S= Medium (2.01-3), and R= Low (1-2)

The results of the analysis of observation instrument data from the table above regarding the cultivation of sincerity values carried out by school principals in the implementation of educational supervision showed high category achievements, with an average value of 3.69 from 6 aspects of sincerity values.

The data indicates that school principals have succeeded in achieving high results in the implementation of educational supervision at MA Muhammadiyah Datarang in instilling the values of sincerity. Therefore, this implementation can be considered very good based on several aspects of sincerity values that have been applied.

Exemplary Value

The concept of example that can be used as a mirror and model in the formation of a Muslim's personality is an example exemplified by the Holy Prophetsa. The Holy Prophetsa was able to express the truth, virtue, uprightness, and moral heights. Exemplary value is anything related to one's words, deeds, attitudes, and behavior that can be imitated or set an example by others.

In this context, the analysis of the principal's performance achievements in instilling exemplary values in the implementation of educational supervision to improve teacher performance at MA Muhammadiyah Datarang was carried out using observation sheets and interviews. This instrument is used as a guide to collect accurate data on whether

school principals have succeeded in instilling exemplary values in educational supervision activities.

The picture of instilling exemplary values in the implementation of educational supervision carried out by the head of MA Muhammadiyah Datarang, can be seen in the following table:

Table 3 Tabulation of Respondents' Statement Results Score Against Instilling Exemplary Values in the Implementation of Education Supervision at MA Muhamamdiyah Datarang

No	Statement	Rating				Number of Respondent s	Number of Values	Average rating	Category
		1	2	3	4				
1	The headmaster invites teachers to respect each other	0	0	5	13	18	67	3,72	T
2	The headmaster always invites teachers to trust each other in carrying out their respective duties	0	1	3	14		67	3,72	T
3	The headmaster always solves the problems of teachers with openness	0	0	6	12		66	3,66	T
4	Is it in school that the father / mother has respect each other. Between the Headmaster and the vice-principal, teachers, staff, and students.	0	0	3	15		69	3,83	T
5	The headmaster always supports teachers in carrying out their duties, especially improving competency	0	2	2	14		66	3,66	T
Average achievement score							3,71	T	

Description T = High (3.01-4), S= Medium (2.01-3), and R= Low (1-2)

The results of the analysis of observation instrument data from the table above regarding the cultivation of exemplary values carried out by school principals in the implementation of educational supervision showed high category achievements, with an average score of 3.71 out of 5 exemplary values.

The data indicates that school principals have succeeded in achieving high results in the implementation of educational supervision at MA Muhammadiyah Datarang in instilling exemplary values. Therefore, this implementation can be considered to have

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been excellent based on several aspects of exemplary values that have been applied.

Tajdid Value

The tajdid paradigm of Muhammadiyah, known as the modern Islamic da'wah movement, can be internalized in the management of Muhammadiyah's charitable efforts in the field of education and instilled in Muhammadiyah teachers and school employees as mobilizers of company cadres.

This is important to be understood by school principals, teachers, and employees of MA Muhammadiyah Datarang as a Muhammadiyah cadre school that must understand well what characterizes the Muhammadiyah movement.

Furthermore, an analysis of the performance achievements of school principals in instilling tajdid values in the implementation of educational supervision at MA Muhammadiyah Datarang can be found in respondents' answers as follows:

Table 4 Tabulation of Respondents' Statement Results Scores Against Instilling Tajdid Values in the Implementation of Education Supervision at MA Muhamamdiyah Datarang

No	Statement	Rating				Number of Respondents	Number of Values	Average rating	Category
		1	2	3	4				
1	The principal always conducts coaching so that teachers always have a broad view in carrying out their duties as teachers	0	1	5	12	18	64	3,55	
2	The principal conducts coaching so that teachers have a spirit of innovation	0	3	4	11		62	3,44	
Average achievement score								3,49	

Description T = High (3.01-4), S= Medium (2.01-3), and R= Low (1-2)

The results of the analysis of observational instrument data from the table above regarding the cultivation of tajdid values carried out by school principals in the implementation of educational supervision showed high category achievements, with an average value of 3.49 from 2 aspects of tajdid values.

The data indicates that school principals have succeeded in achieving high results in the implementation of educational supervision at MA Muhammadiyah Datarang in instilling tajdid values. Therefore, this implementation can be considered to have been excellent based on several aspects of tajdid values that have been applied.

To obtain high credibility of data related to the reality of the performance of the principal of MA Muhammadiyah Datarang obtained through observation sheets, further testing of the validity of the data through interviews is needed to sharpen the analysis of the relationship between a number of data.

Instilling the implementation of the integration of Islamic values in the implementation of educational supervision by the principal at MA Muhammadiyah Datarang can be described as follows:

1. Ihsan Value:

In the context of educational supervision, the value of ihsan is reflected in the attitude of the principal who shows extra care and attention to teachers. He strives to

provide genuine guidance, support, and assistance for the improvement of teaching quality. The headmaster ensures that supervision focuses not only on performance evaluation, but also on coaching and developing teacher competencies.

2. The value of sincerity:

Sincerity is an important component in the integration of Islamic values and Kemuhammadiyah. The headmaster carries out his supervision with a sincere intention to improve the quality of education and not for personal gain. Sincerity in the act of supervision creates a more conducive environment for the development of teachers, because they feel genuine support.

3. Exemplary Value:

The headmaster as a leader is an example for all school members, including teachers. In the context of supervision, the value of exemplary is reflected in the principal's practices that promote Islamic and Muhammadiyah values. By being an example, the headmaster inspires teachers to apply these values in teaching and learning and daily interactions.

4. Tajdid Value:

Tajdid value refers to the spirit of renewal and continuous improvement. Principals use supervision to encourage teachers to continuously innovate and improve. This involves the introduction of best practices, the application of educational technology, and various strategies to update teaching methods to achieve better educational goals.

The integration of Islamic values in the supervision of education by the principal at MA Muhammadiyah Datarang creates an educational environment that is holistic, morally oriented, and always strives for improvement. Thus, the results of this study illustrate how the practice of educational supervision can be a means to strengthen religious values and Kemuhammadiyah while improving teacher performance and the quality of education in the school.

Improving the Performance of MA Muhammadiyah Datarang Teachers

The results of research conducted by researchers at MA Muhammadiyah Datarang are about the implementation of supervision in order to improve teacher performance through coaching, supervision, and evaluation of teacher performance.

Table 3 The achievement of the Principal of MA Muhammadiyah Datarang in improving teacher performance through educational supervision.

NO	Aspects of Improving Teacher Performance	Number of statements	Number of Respondents	Flat Value Access	Category
1	Tutor/Teacher Construction	2	37	3,64	High
2	Supervision	2		3,58	High
3	Teacher Performance Evaluation	5		3,73	High

The data shows that the principal of MA Muhammadiyah Datarang has achieved high results in improving teacher performance through supervision. Thus, the implementation of supervision has reached a very good level based on several aspects that have been applied.

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Furthermore, the results of interviews with the principal of MA Muhammadiyah Datarang related to improving teacher performance through supervision are as follows:

- a. At any time, curriculum training or workshops are carried out, especially those related to the independent teaching curriculum.
- b. At the beginning of each semester, assistance is carried out in the preparation of learning tools.
- c. Implementation of training on the preparation of LKS instruments, and so on.
- d. Teachers are also given the opportunity to participate in various activities, including training and seminars from various agencies. This is so that teachers have high motivation and enthusiasm in teaching.

The principal of MA Muhammadiyah Datarang carries out supervision in terms of:

1. Supervision includes assessment of teacher performance in planning annual programs, semester programs, syllabi, lesson plans, and other items.
2. Supervise class visits to directly observe teacher performance in the learning process and help improve student learning outcomes.

The research data shows the achievements of the principal of MA Muhammadiyah Datarang in improving teacher performance by facilitating or implementing various trainings and workshops to improve teacher professionalism and providing training, mentoring, coaching and direction to teachers in order to develop good learning planning and innovative learning. Thus, the reality of implementation has been very good based on several aspects of principal coaching that have been implemented.

Conclusion

The conclusion of this study is as follows the implementation of the integration of Islamic values in the implementation of educational supervision by school principals at MA Muhammadiyah Datarang, Gowa Regency, involving four aspects studied, namely *ihsan* value, sincerity value, exemplary value, and *tajdid* value. The results showed that the integration of Islamic values was carried out through observation sheets filled in by 18 respondents (teachers). Of the four aspects assessed, the average achievement is as follows: *ihsan* value with an average of 3.70 from 6 aspects assessed, sincerity value with an average of 3.69 from 6 aspects assessed, exemplary value with an average of 3.71 from 5 aspects assessed, and *tajdid* value with an average of 3.49 from 2 aspects assessed. All these aspects fall into the high category, showing that the principal has successfully implemented the integration of Islamic values well. This data is reinforced by the results of an interview with the principal of MA Muhammadiyah Datarang.

The picture of improving teacher performance at Muhammadiyah Datarang School, Gowa Regency, also involves three aspects studied, namely guidance/coaching, supervision, and performance evaluation. The results showed that the improvement of teacher performance in the implementation of supervision by the principal at MA Muhammadiyah Datarang had the following average achievements: guidance / coaching with an average of 3.64 from 2 aspects assessed, supervision with an average of 3.58 from 4 aspects assessed, and performance evaluation with an average of 3.73 from 5 aspects assessed. All these aspects are also in the high category, showing that the principal has succeeded in improving teacher performance well. This data is also reinforced by the results of an interview with the principal of MA Muhammadiyah Datarang.

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