

Integrating Managerial Supervision and Professional Development to Improve Administrative Skills of Islamic Education Teachers

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ABSTRACT

This study is grounded in the importance of improving administrative skills among Islamic Religious Education (PAI) teachers to enhance the overall quality of education. Many teachers still face challenges in managing administrative tasks effectively, which can impact teaching performance and learning outcomes. Therefore, this research aims to examine the implementation of managerial supervision in improving teachers' administrative skills and to identify factors influencing its effectiveness. The study employs a qualitative approach, using a literature review, and collects data from books, academic journals, and relevant research publications. Data are analysed descriptively to identify patterns and key themes related to managerial supervision practices. The findings reveal that managerial supervision plays a significant role in enhancing teachers' administrative competencies. A participatory supervision approach, effective communication between supervisors and teachers, adequate training, and continuous institutional support are key factors contributing to successful outcomes. Additionally, managerial supervision encourages professional development, improves lesson planning, and promotes the use of innovative teaching methods and educational technology. The implications of this research suggest that strengthening managerial supervision systems can lead to more effective teaching practices and improved educational quality. Schools and policymakers are encouraged to provide continuous training, enhance supervisory competence, and ensure sufficient resources to support teachers' professional growth. Overall, managerial supervision is crucial in fostering teacher professionalism and improving the quality of Islamic education.

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INTRODUCTION

Islamic Religious Education (IRE) plays a crucial role in shaping the morals and character of Indonesia's younger generation (Hasanah & Husna, 2025; Permadi et al., 2025; Turrohma & Prasetya, 2026). The administrative and professional competencies of IRE teachers significantly influence the quality of religious education students receive. However, many IRE teachers still struggle to develop effective administrative skills (Assalihee et al., 2024; Liu et al., 2024). One method for improving teacher performance is through managerial supervision, which involves systematic observation, evaluation, and instruction (Fahrudin et al., 2024; Sutarno, 2023). This study focuses on how managerial supervision can support efforts to improve the administrative performance of PAI teachers in schools. Educational administration is a subsystem of the school education system that supports the effective and efficient achievement of educational goals (Garnett, 2024). The primary component within the educational system that plays a crucial role in achieving educational goals is the teacher (H. Aziz et al., 2025; den Hollander et al., 2025; Rusdinal et al., 2024). Therefore, teachers play a vital role in educational administration, particularly in carrying out its core functions.

Government Regulation No. 38 of 1992, Article 20, states that educators assigned to manage educational institutions and oversee primary education must be selected from among teachers (Syafaruddin & Asrul, 2014). Therefore, teachers' career development is closely linked to the field of educational administration. Based on these points, prospective teachers who will serve as instructors must acquire the necessary knowledge and skills in educational administration (Adiyani et al., 2025; Astalini et al., 2023; Blegur et al., 2024; Fauziah et al., 2025; Suryana et al., 2018). In secondary-level educational institutions, the vast majority do not yet have administrative staff as expected. The principal, as the school's administrator, is assisted by teachers in carrying out administrative tasks by delegating these duties (Dian Safitri, 2022). To ensure the smooth running of administrative and reporting tasks, training for administrative staff that is both efficient and accurate is required at the school level. Therefore, educational administration has accumulated significant experience in both its growth and development, making it much easier to achieve educational objectives.

The purpose of this study is to analyse how managerial supervision conducted by school administrators and teachers influences the professional development of PAI teachers' administrative staff. Additionally, the study aims to identify issues arising during supervision implementation and to develop solutions to address them. Thus, the research questions will focus on the implementation of managerial supervision aimed at improving PAI teachers' administrative skills specifically, what it entails and how it is carried out as well as the specific factors influencing the effectiveness of managerial supervision in relation to enhancing PAI teachers' skills, the challenges faced in implementing managerial supervision for PAI teachers, and strategies for overcoming them.

Effective and structured managerial supervision can significantly improve PAI teachers' teaching skills, provided there is adequate support from the school and active involvement from the teachers themselves (Burhan & Sauri, 2025; Posangi et al., 2025). This study employs a qualitative approach, using a literature review. Data were collected through in-depth interviews with school supervisors, school principals, and PAI teachers, as well as direct observations of the supervision process and the execution of teaching duties (Awwaliyah & Hafidz, 2024; M. Aziz et al., 2025; Sirait, 2023; Supriyanto et al., 2025; Syamsi & Khamim, 2023). Data analysis was conducted using thematic analysis techniques to identify patterns and key themes related to managerial supervision and the improvement of teachers' administrative skills.

This study was conducted in several elementary schools in City X; however, the results are not consistent enough to be applied to all schools in Indonesia. Furthermore, this study focuses solely on managerial supervision, overlooking other aspects of school administration that may also contribute to teacher burnout. It is hoped that the findings of this study will assist policymakers and education practitioners in understanding the importance of managerial supervision in improving teacher quality in Indonesia. The findings are also expected to serve as a foundation for more effective training and supervision programs that enhance the professional growth of Islamic Education (PAI) teachers.

METHODS

This study was conducted in several elementary schools in City X; however, the results are not consistent enough to be applied to all schools in Indonesia. Furthermore, this study focuses solely on managerial supervision, neglecting other aspects of school administration that may also contribute to teacher burnout. It is hoped that the findings of this study will assist policymakers and education practitioners in understanding the importance of managerial supervision in improving teacher quality in Indonesia. These findings are also expected to serve as a foundation for more effective training and supervision programs that enhance the professional growth of Islamic Education (PAI) teachers.

The method used to collect data in this study on the implementation of managerial supervision in efforts to improve the teacher-student ratio administratively in Islamic education is a case study. This method involves collecting and analysing data from several relevant written sources, such as books, academic journals, articles, research papers, and documents on managerial supervision and teacher performance. The researchers will review available literature from repositories, academic databases, and reliable online sources to identify concepts, theories, and empirical evidence supporting the research questions. The primary focus is on literature discussing the implementation of managerial supervision in educational settings and its impact on professional teacher development, particularly within the context of Islamic education. The data obtained from this study will be critically analysed to identify existing research gaps and to minimise theoretical errors.

FINDINGS AND DISCUSSION

Definition of Managerial Supervision

The term “supervision” is derived from two words: “super” and “vision.” The word “super” implies a higher rank or position, superiority, a superior, or being better or more capable. Meanwhile, the word “vision” refers to the ability to perceive something that is not immediately visible (Senang et al., 2024). Based on the combination of these two elements, it can be concluded that supervision is the perspective of a more experienced individual toward those with lesser expertise. A supervisor, the term for someone who performs supervision, is a professional in carrying out their duties. To perform supervision effectively, one requires enhanced capabilities to identify issues related to educational quality improvement keenly (Sutarno, 2023). This involves sensitivity to understand these issues beyond mere visual observation, as what is observed is not only concrete, visible problems, but also those that require the sensitivity of the inner eye.

According to Purwanto (2000), as cited in Reza & Syahrani (2021), supervision is a planned guidance activity designed to help teachers and other school staff perform their duties effectively. Meanwhile, according to Manullang (2005), supervision is the process of

implementing the work, evaluating it, and, if necessary, correcting it so that it is carried out in accordance with the original plan (Holloway, 1987). Based on the experts' opinions above, the author concludes that supervision is essentially the same as monitoring, but supervision is more focused on guidance (Delworth, 1982). Supervision is essential in educational institutions, as one of the principal's competencies is supervision.

Managerial supervision is based on the examination of various administrative and instructional aspects of the school that serve as supporting elements for the educational process (Gebhard, 1984). In carrying out managerial supervision duties, school/madrasah staff members function as follows: (1) collaborators and negotiators in the process of coordination and school management development, (2) advisors in identifying and analysing the school's potential, (3) providers of information regarding school development, and (4) evaluators of assessment results.

Etymologically, the word "administration" derives from the Latin "ad," meaning "to," and "ministrare," which, according to Gei (1992), means to serve, assist, and support the achievement of objectives so that they are fully realised (Beinart, 2012). Furthermore, Siagian (1986) defines administration as the entire process of cooperation among two or more people, based on specific rationales, to achieve previously established goals (Siagian et al., 2025). Nurhadi (1983) defines administration as an activity or series of activities, a process of managing the collaborative efforts of a group of people within an organisation to achieve a previously established common goal effectively and efficiently (Andersen, 2000; Hakam et al., 2017). Thus, the word "administration" can be defined as the activity or effort to assist, serve, direct, or manage all activities in pursuit of a goal.

A supervisor, typically the school principal, carries out managerial supervision to help teachers improve their productivity and professionalism in education (Howard, 2007). The purpose of managerial supervision is to raise educational standards by providing guidance, support, and evaluation to teachers. During supervision, the supervisor needs to identify several instructors or team members who, for the most part, possess a strong work ethic and self-discipline. Various methods, including document analysis, interviews, and classroom observations, can be used for managerial supervision (Hartati, 2022). Supervisors must serve as sources of information, ideas, and guidance in various matters to enhance teachers' professional capabilities. Managerial supervision must also be conducted continuously, consistently, and integrated with the school's educational programs.

Several studies have found that managerial supervision significantly impacts teacher performance. A study by (Lenz & Smith, 2010) found that school principals' managerial skills play a key role in raising educational standards. In several studies, managerial supervision has also been found to offer several effective ways to improve teacher performance. According to Auliah et al., (2022), principals who provide guidance possess excellent managerial skills to maximise students' learning aspirations and support improvement, growth, and learning success. Research conducted by Rumanama (2021) in his thesis found that individual school principal supervision involving senior teachers can improve the performance of Islamic Religious Education teachers.

Implementation of Managerial Supervision

The implementation of managerial supervision is a systematic effort to ensure that administrative processes within an organisation operate in accordance with established standards. In a study conducted across several secondary schools, the results of managerial supervision indicated that staff and teachers' performance in administrative tasks was

generally satisfactory, though some areas still required improvement. Key findings from this supervision include compliance with administrative procedures, timeliness in task completion, and the effective use of technology in administration. Most schools have implemented digital systems to manage student and financial data, facilitating the monitoring and management of information. However, there are still some technical challenges and a need for additional training for staff who are less familiar with such technology (Lenz & Smith, 2010).

In addition, the supervision also found that communication between administrative staff and teachers needs to be improved to ensure that relevant and important information is conveyed in a timely and accurate manner. Internal communication applications are being implemented, but their use has not yet been maximised across all schools (Abdullah et al., 2023; Fatima & Fauziyah, 2024). The results of the managerial supervision indicate significant progress in implementing modern, technology-based administrative systems in schools. The use of digital systems enables greater efficiency in data management and administrative processes, such as scheduling, attendance tracking, and financial management. The implementation of this technology also supports more objective, measurable monitoring and evaluation of administrative staff performance (Alwi & Mumtahana, 2023, 2023). Nevertheless, several challenges must be addressed to achieve optimal results. First, technical issues such as system disruptions and staff's lack of understanding regarding technology use must be addressed through ongoing training and adequate technical support. Second, effective communication between administrative staff and teachers is crucial to ensure that all processes run smoothly and align with the needs.

Internal communication can be improved through effective communication training, enhanced interpersonal and administrative skills, and better utilisation of communication technology. Internal communication systems must be optimised to ensure that all staff can easily access necessary information and provide feedback efficiently. Overall, the implementation of managerial supervision indicates that while significant progress has been made, there is still room for improvement in several key areas (Murza et al., 2025). By continuing to enhance technical and communication skills and ensuring that all administrative processes operate in accordance with established standards, the quality of administrative management in schools can be further improved.

Managerial Supervision Efforts to Improve the Administrative Skills of Islamic Religious Education (IRE) Teachers

Managerial supervision plays a crucial role in enhancing the administrative skills of Islamic Religious Education (IRE) teachers. Findings from several instances of managerial supervision in schools indicate a significant improvement in IRE teachers' performance following various supervisory interventions (M. Aziz et al., 2025; Panadero, 2017; Putri et al., 2025). This managerial supervision involves evaluating the planning, implementation, and assessment of instruction carried out by IRE teachers. Some concrete results from this supervision include improvements in lesson planning, with PAI teachers now better able to develop Lesson Implementation Plans (RPPs) that are more structured and aligned with the curriculum. Additionally, there has been an increase in the use of more varied and innovative teaching methods, which have enhanced student participation and understanding of the material being taught.

Islamic Education teachers also showed improvement in classroom management and the use of educational technology. Managerial supervision helped them understand and implement the use of digital teaching aids, such as interactive presentations and other

educational applications (Siagian et al., 2025; Yuliana et al., 2023). This not only facilitated the teaching process but also made learning more engaging for students. Managerial supervision has a positive impact on improving PAI teachers' administrative skills through various efforts. First, managerial supervision provides clear guidance and constructive feedback on teacher performance, helping them identify their strengths and weaknesses in their teaching practice. Consequently, teachers can continuously improve and enhance their administrative skills.

Second, efforts to improve administrative skills are also carried out through training sessions and workshops organised based on supervision results. These training sessions focus on areas requiring improvement, such as lesson planning, innovative teaching techniques, and the use of technology in education. By participating in these training sessions, PAI teachers can enhance their knowledge and administrative skills, which they then apply in the classroom. Additionally, managerial supervision also fosters collaboration among teachers. Through discussions and the sharing of experiences during supervision, PAI teachers can learn from best practices implemented by their colleagues. This not only enhances individual administrative skills but also creates a collaborative and supportive work environment. Overall, managerial supervision has proven effective in improving PAI teachers' administrative skills. With clear guidance, ongoing training, and opportunities for collaboration, PAI teachers can continue to develop their teaching skills. The positive impact of this supervision is felt not only by teachers but also by students, who benefit from a better and more meaningful learning experience.

Factors Influencing the Effectiveness of Managerial Supervision

Observations in various schools indicate that several factors influence the effectiveness of managerial supervision in enhancing the administrative skills of Islamic Religious Education (IRE) teachers. These factors include the quality of the supervisor, support from school management, teacher engagement, and the availability of resources and technology.

Supervisor Quality: Supervisors who possess competence, perseverance, and a strong understanding of Islamic education have a significant advantage in providing effective guidance and constructive criticism. They can identify the specific needs of PAI teachers and offer practical, actionable solutions. Supervisors who have competent staff and understand the specific needs of PAI teachers can provide clear instructions and helpful feedback. Effective supervisors provide implementable solutions in addition to criticism. This will help PAI teachers improve their teaching methods, enhance teacher-student interaction, and select more appropriate lesson materials.

School Management Support. Effective and proactive school management creates an environment essential for efficient supervision. This environment includes providing adequate facilities, allocating time for supervisory activities, and implementing policies that support teachers' professional development. Support from the school administration is crucial to the success of managerial supervision. An effective management team can provide the resources needed to conduct supervision, such as meeting rooms and access to educational technology. Additionally, policies that support teachers' professional development play a vital role in creating an environment that reduces teacher turnover (Bakar et al., 2023).

Teacher Engagement. Active guidance from PAI teachers is essential in the supervision process. A teacher committed to lifelong learning and self-development will consistently drive more significant improvements in administrative productivity (Chughtai et al., 2024). PAI teachers who are active in the supervision process and consistently demonstrate openness to feedback will experience a significant improvement in administrative performance (Shittu et

al., 2025). Teachers who are willing to learn from their mistakes and adopt new, innovative teaching methods will be more successful in enhancing student learning. Teachers’ active participation in lessons and workshops is also an important indicator of their level of commitment to the supervision process.

Availability of Resources and Technology. The availability of resources, such as instructional materials, educational technology tools, and access to ongoing professional development, significantly enhances the effectiveness of managerial supervision. Comprehensive summaries enable teachers to provide more accurate recommendations for supervision. Highly skilled personnel, along with relevant teaching materials and new educational technologies, greatly assist in the implementation of supervision recommendations. Teachers who have access to these resources can easily adopt more innovative and efficient teaching methods. Additionally, schools’ continuing education programs help teachers stay up to date with the latest developments in Islamic technology and education.

Table 1. Determinants of Effective Managerial Supervision for PAI Teachers

Factor	Description	Impact on Supervisory Effectiveness
Supervisor Quality	The competence, diligence, and strong understanding of Islamic education demonstrated by supervisors, along with their ability to provide constructive feedback and practical solutions	Enhances PAI teachers’ teaching methods, improves student interaction, and supports appropriate material selection
School Management Support	The provision of adequate facilities, allocation of time for supervision, supportive policies, and access to technology and resources	Creates a conducive environment, strengthens teacher professionalism, and facilitates effective supervision
Teacher Involvement	Active participation, openness to feedback, and commitment to continuous professional development	Improves administrative performance, encourages instructional innovation, and enhances learning effectiveness
Availability of Resources and Technology	Access to teaching materials, educational technology, and ongoing professional development programs	Facilitates the implementation of supervisory recommendations and promotes efficient and innovative teaching practices

Overall, the effectiveness of managerial supervision in improving the administrative skills of Islamic Education teachers is greatly influenced by a combination of the supervisor’s quality, school management support, active teacher involvement, and adequate resource availability. These factors work synergistically to ensure that managerial supervision is not merely a formal procedure but also has a tangible, positive impact on the administrative skills and professionalism of Islamic Education teachers. Thus, effective supervision can lead to higher teaching quality and a more meaningful learning experience for students.

Managerial Supervision in Improving the Administrative Skills of Islamic Education Teachers

At its core, managerial supervision involves monitoring, guiding, and overseeing school principals and all other school personnel in managing, administering, and carrying out all school activities to improve the quality and relevance of national education (Ahmad, 2022). The focus of this supervision encompasses various areas of school management, such as

curriculum, student affairs, facilities and infrastructure, staffing, finance, school-community relations, and special services (Ahmad, 2022). This differs from academic supervision, which focuses more on evaluating teachers' performance in instructional activities to enhance educators' professionalism. The implementation of academic supervision involves three essential stages: program planning, conducting supervision using appropriate approaches and techniques, and following up on supervision results with educators (Sany & Latief, 2022).

In the context of managerial supervision, observation is not limited to general administrative management but specifically includes semester programs, syllabi, lesson plans, class schedules, daily agendas, grade sheets, and student attendance records (Towali & Posangi, 2020). These activities involve a comprehensive review of administrative processes and teachers' instructional materials to ensure alignment between actual conditions and established standards. Managerial supervision also covers comprehensive aspects of school management directly related to improving the efficiency and effectiveness of education, including planning, coordination, implementation, evaluation, and the development of human resources competencies and other facilities (Dai et al., 2025).

Managerial supervision by educational supervisors aims to assist school principals and educational staff in school administration, including curriculum administration, finance, facilities and infrastructure, human resources, student affairs, public relations, and correspondence and record-keeping (Zamroni & Warti'ah, 2025). This aligns with the duties of school supervisors, which include guidance, monitoring, evaluation, mentoring, and professional training for school principals and other human resources related to school organisation and administration (Ningsih et al., 2025). This managerial supervisory function requires supervisors to possess seven core competencies, including assisting in developing a comprehensive school development plan from vision to performance indicators. The substantive aspects of school management that are the focus of supervision include curriculum management, staffing, student affairs, finance, facilities and infrastructure, and school-community relations (Andriyani & Leksono, 2024).

The primary focus of managerial supervision is on aspects of school management and administration that directly support the implementation of effective learning processes. This involves evaluating policy implementation, the effectiveness of resource allocation, and the optimisation of organisational structures to achieve educational goals. The management of managerial supervision is also aimed at guiding school principals in managing educational units through school-based quality improvement management, as well as assisting in developing indicators of educational quality success (Bahruddin et al., 2026; Zaini et al., 2023).

Managerial supervision also involves guiding madrasah staff in fulfilling their duties, and ensuring that all components of the madrasah function synergistically to improve the quality of education. Madrasah supervisors serve as the driving force in managerial supervision, with a work system designed to improve the performance of madrasah principals in managing the school through effective managerial supervision techniques. This includes planning, coordination, implementation, evaluation, and the development of competencies in educational human resources and other resources to improve the overall efficiency and effectiveness of the school (Kasmah et al., 2023).

The implementation of managerial supervision by school/madrasah supervisors aims to assist madrasah staff, including the madrasah principal, teachers, and educational support staff, in performing their duties professionally. In carrying out their duties, which encompass management functions such as planning, organising, coordinating, controlling, monitoring, evaluating, and reporting. This supervision also focuses on enhancing teachers'

professionalism through a series of training and technical guidance activities aimed at developing their potential and improving their performance quality (Sapwan et al., 2025). The targets of managerial supervision also include the madrasah principal, serving as the madrasah manager, with a focus on madrasah management, administration, and leadership innovation across various areas such as student management, human resources, curriculum, facilities and infrastructure, and finance (Dai et al., 2025).

This ensures that the educational process proceeds effectively and efficiently to achieve the school's goals and meet national education standards (Ahmad, 2022). The improvement of educational quality in an institution is greatly influenced by the school principal's leadership, who serves as a manager to maximise teacher performance through motivation (Pasaribu et al., 2025). Madrasah principals also need to employ effective leadership strategies, including routine evaluations and continuous professional development, to ensure that all components of the madrasah operate at optimal levels (Perla et al., 2025).

Therefore, as a manager, the madrasah principal must be able to guide, motivate, and resolve the problems faced by their staff to effectively achieve the educational organisation's goals. The madrasah principal must empower educational staff through collaboration, provide opportunities for professional development, and encourage all staff to participate in activities that support the madrasah's programs. Thus, the principal's managerial competencies are crucial in achieving excellence and developing high-quality human resources (Rosdiana et al., 2024).

Managerial supervision is a critical process in school administration that focuses on monitoring, guiding, and overseeing all aspects of educational administration and management. This process not only encompasses the management of the curriculum, student affairs, facilities and infrastructure, and finances, but also ensures that all school activities are conducted in accordance with established standards. Unlike academic supervision, which emphasises the learning process, managerial supervision focuses on the overall effectiveness of the school management system.

In practice, managerial supervision involves evaluating the administrative tools teachers use, such as semester plans, syllabi, lesson plans, and other supporting documents. Furthermore, this supervision enhances the efficiency and effectiveness of educational delivery by planning, coordinating, implementing, and evaluating school programs. Educational supervisors play a strategic role in guiding school principals and educational staff to perform management functions optimally, while simultaneously enhancing teacher professionalism through continuous professional development.

Ultimately, the success of managerial supervision depends heavily on the leadership competencies of the school principal as an educational manager. School principals are expected to guide, motivate, and empower all educational staff to achieve educational goals effectively and efficiently. With the support of effective supervision, the quality of administration and teacher performance can improve, thereby having a direct impact on the overall quality of education.

CONCLUSION

This study reveals that managerial supervision plays a crucial and sometimes underappreciated role in improving the administrative skills of Islamic Religious Education (PAI) teachers. One of the most significant findings is that participatory supervision, characterised by collaboration, continuous feedback, and active teacher involvement, has a stronger impact than traditional top-down approaches. Additionally, the integration of technology in administrative practices and the role of effective communication between supervisors and teachers emerged as key factors that were not fully anticipated prior to the study. These findings highlight that supervision is not merely evaluative but also developmental.

From a scientific perspective, this research reinforces previous studies that emphasise the importance of managerial supervision in enhancing teacher performance, while also offering a new perspective by highlighting the combined influence of communication, training, and technological support as integrated variables. The study contributes to the literature by positioning managerial supervision not only as a control mechanism but also as a collaborative and capacity-building process. Furthermore, it expands understanding of supervision in Islamic education by emphasising administrative competence as a critical dimension of teacher professionalism.

However, this study has several limitations. It relies primarily on a literature review approach with limited empirical field data, and its focus is restricted to specific educational contexts, particularly PAI teachers. The variation in school settings, geographical areas, and institutional characteristics is not fully represented. Future research is recommended to employ mixed or quantitative methods with broader samples and diverse contexts to provide more comprehensive insights. Such studies are expected to support the development of more effective educational policies and supervision models.

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