ORGANIZATIONAL LEADERSHIP AND SUPERVISION OF ISLAMIC EDUCATION AT MTsN 10 BIREUEN

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Abstract

This study discusses organizational leadership management. Supervision of Islamic education at MTsN 10 Bireuen is the primary objective of implementing leadership and supervision within the educational components, such as leadership motivation, efforts to foster motivation, supervision and development of MTsN 10 Bireuen teachers, and supervision within Islamic education at MTsN 10 Bireuen. Islamic education in the modern era must integrate organizational leadership and supervision, maintaining fundamental Islamic values and adopting new methods and approaches relevant to the current context. Islamic educational institutions, particularly MTsN 10 Bireuen, need to adopt various leadership and supervision methods to improve the quality of human resources, including the principal's approach to teacher supervision and development through three methods: academic, directive, and clinical supervision. This study employed a qualitative field study method, focusing on teacher career development management at MTsN 10 B
Keywords: Organizational Leadership, Supervision, Islamic Education

Abstrak

Studi ini membahas manajemen kepemimpinan organisasi. Supervisi pendidikan Islam di MTsN 10 Bireuen merupakan tujuan utama penerapan kepemimpinan dan supervisi dalam komponen pendidikan, seperti motivasi kepemimpinan, upaya untuk menumbuhkan motivasi, supervisi dan pengembangan guru MTsN 10 Bireuen, dan supervisi dalam pendidikan Islam di MTsN 10 Bireuen. Pendidikan Islam di era modern harus mengintegrasikan kepemimpinan dan supervisi organisasi, menjaga nilai-nilai dasar Islam dan mengadopsi metode dan pendekatan baru yang relevan dengan konteks saat ini. Lembaga pendidikan Islam, khususnya MTsN 10 Bireuen, perlu mengadopsi berbagai metode kepemimpinan dan supervisi untuk meningkatkan kualitas sumber daya manusia, termasuk pendekatan kepala sekolah terhadap supervisi dan pengembangan guru melalui tiga metode: supervisi akademik, direktif, dan klinis. Studi ini menggunakan metode studi lapangan kualitatif, yang berfokus pada manajemen pengembangan karir guru di MTsN 10 Bireuen.
Kata kunci: Kepemimpinan Organisasi, Supervisi, Pendidikan Islam

INTRODUCTION

Leadership in an organization is a process in which a leader influences and sets an example to his followers in an effort to achieve the organization's goals. A good leader is not seen by how many people he is a follower, nor by how long he leads. A good leader is seen from how much he is able to create a new leader. Leadership in Islamic education, must integrate the principles of taqwa (God-consciousness) and accountability to both God and people. This dual accountability framework differentiates Islamic educational leadership from secular models, where effectiveness is often measured purely by outcomes. In Islamic education, leadership effectiveness is also measured by the extent to which moral and spiritual growth are nurtured among educators and learners. Consequently, a madrasah leader's success lies not only in achieving administrative efficiency but also in cultivating a community that upholds Islamic ethics, discipline, and excellence in teaching and learning.[1]

MTsN 10 Bireuen is an educational organization in the form of an Islamic educational institution with a clear and complete structure in accordance with the main tasks and functions of each as described in the command and coordination line structure. Leadership in the organization at MTsN 10 Bireuen is a manifestation of having a collective nature in the sense that all behaviors that are applied by a leader will have a wide impact not on himself but all members of the organization at MTsN 10 Bireuen.

Contemporary Islamic educational institutions face complex challenges in integrating traditional values with modern pedagogical demands. The acceleration of digital transformation, curriculum diversification, and global competition require leaders to be adaptive, visionary, and spiritually grounded. As a result, leadership and supervision in Islamic education must evolve from mere control mechanisms to transformative processes that promote reflection, innovation, and collaboration among teachers.

Motivation plays an essential role in educational leadership. According to Herzberg's motivation theory, leaders must address both hygiene factors (such as job security, working conditions, and compensation) and motivators (such as recognition, responsibility, and professional growth) to sustain a productive environment. In the context of MTsN 10 Bireuen, teacher motivation is closely linked to the institution's capacity to provide professional development opportunities, fair appraisal systems, and recognition for achievements. A motivated educator is more likely to demonstrate commitment, creativity, and innovation in teaching qualities that are indispensable in improving the quality of Islamic education.[2]

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[1] Jaja Jahari and Rusdiana HA, *Kepemimpinan Pendidikan Islam* (Yayasan Darul Hikam, 2020).

[2] Nur Hermawati et al., "Konsep-Konsep Kepemimpinan dalam Organisasi," *Jurnal Syntax Admiration* 4, no. 1 (2023): 109–16, https://doi.org/10.46799/jsa.v4i1.507.

Organizational leadership at MTsN 10 Bireuen is the process of carrying out the duties and obligations of individuals as the head of the madrasah. The leadership of the head of the madrasah is the nature of the leader in assuming his moral and legal responsibilities formally for all the exercise of his authority that has been delegated to the people he leads. According to Griffin and Ebert, leadership is the process of motivating others to be willing to work in order to achieve the goals that have been set by combining the needs of individuals to continue to grow and develop according to the organization's goals.[3]

In the special educational institution MTsN 10 Bireuen, the work motivation of educators and education staff can be interpreted as conditions that have an effect on arousing, directing, and maintaining behaviors related to the work environment in the field of education. To increase the work motivation of educators, conditioning from institutions and madrasah heads is needed in the form of deploying and maintaining working conditions that can stimulate the quality of performance of all stakeholders at MTsN 10 Bireuen.

In more detail, as the leader of an Islamic educational institution, a madrasah head as a formal official has a role in his duties which includes as a manager, leader, administrator, supervisor, innovator, and motivator. In addition, in a madrasah head, there must be personality, managerial, entrepreneurial, supervisory and social competencies, playing a role in improving the performance of teachers who are in leadership and their responsibilities through supervision.[4] As a supervisor, the head of MTsN 10 Bireuen has the obligation and authority to carry out the development of teachers to become good educators and teachers.

Supervision is particularly vital in maintaining and enhancing the quality of Islamic education. As noted by Sergiovanni and Starratt, supervision is not limited to monitoring performance but involves guiding, mentoring, and supporting teachers to reach higher levels of professional practice. In Islamic education, supervision must also ensure that teaching aligns with Islamic values and promotes moral integrity. The principal's supervisory responsibilities at MTsN 10 Bireuen therefore extend beyond technical evaluation; they include fostering spiritual and ethical dimensions of teaching consistent with Islamic principles.

The quality of teachers — as human resources — is a decisive factor in determining the success of educational institutions. Teacher development must be continuous and holistic, encompassing pedagogical skills, professional ethics, and spiritual values. Pre-service and in-service training programs serve as critical mechanisms for enhancing teacher competencies. However, as observed at MTsN 10 Bireuen, not all educators possess equal proficiency or

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[3] Muhammad Rifa'i, *Manajemen Organisasi Pendidikan* (Malang: CV Humanis, 2019).
[4] Mujhirul Iman dkk., *Manajemen Pendidikan Teori dan Praktik dalam Sistem Pendidikan* (Malang: PT. Literasi Nusantara Abadi Grup, 2024).

adaptability to educational innovations. This necessitates ongoing supervision and capacity-building initiatives to ensure that all teachers remain responsive to rapid changes in educational technologies, methodologies, and societal demands.

In an effort to improve the quality of educational resources at MTsN 10 Bireuen, teachers are a component of human resources that must be fostered and developed continuously.[5] The formation of the teacher profession is carried out through pre-position education programs and in-service programs. Not all teachers who are educated in educational institutions are well trained and qualified. The potential of teacher resources needs to continue to grow and develop in order to be able to perform their functions potentially. In addition, the influence of fast-paced change encourages teachers to constantly learn to adapt to the development of science and technology as well as community mobility.[6]

The results of random observations on the Organizational Leadership and Supervision of Islamic education at MTsN 10 Bireuen can be perceived that there is leadership motivation, efforts to arouse motivation, supervision and coaching of teachers of MTsN 10 Bireuen, and supervision in Islamic education at MTsN 10 Bireuen.

The significance of this research lies in its potential to provide insights into effective leadership models for Islamic educational institutions in Indonesia. It highlights how the integration of spiritual, moral, and managerial dimensions can contribute to improving teacher performance and institutional quality. Moreover, it aims to offer a reference for future leaders and policymakers in designing leadership and supervision strategies that are both contextually relevant and aligned with Islamic values.

In summary, leadership and supervision at MTsN 10 Bireuen embody the synthesis of Islamic ethics and modern management principles. This research, therefore, seeks to understand how leadership motivation, supervisory practices, and teacher development initiatives collectively contribute to the realization of quality Islamic education.

RESEARCH METHODS

This study uses a qualitative approach with an analytical descriptive method.[7] The focus of the discussion was the management of teacher career development at MTsN 10 Bireuen. Data collection was carried out using participant observation techniques, interviews and document analysis. Furthermore, data analysis uses data reduction techniques, descriptive data presentation,

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[5] Tamimi Mujahid et al., "Layanan Supervisi Kepala Sekolah dalam Meningkatkan Mutu Kinerja di SMP Muhammadiyah 03 Medan," *Algebra : Jurnal Pendidikan, Sosial dan Sains* 3, no. 2 (2023): 69–77, https://doi.org/10.58432/algebra.v3i2.877.

[6] Ilwan, *Administrasi Pendidikan Islam, Pengantar Teori dan Praktik* (Medan: Cv. Scientifik Corner Publishing, 2024).

[7] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2010).

and conclusion drawn. The validity test of the research data is through triangulation techniques (methods and sources). Triangulation is a form of data networking, which is then compared between one data with another (interview of one informant, with another informant).[8] In this context, 2 (two) aspects of triangulation are compared, namely methods and data sources.

RESULT AND DISCUSSION

Organizational leadership at MTsN 10 Bireuen is carried out by providing an example and establishing closeness to all stakeholders in an effort to achieve organizational goals, namely by steps to motivate leadership and efforts to generate motivation to all stakeholders (educators and education staff) who are structurally fostered by the head of MTsN 10.

Supervision of Islamic education at MTsN 10 Bireuen is carried out through the process of assisting teachers, in an effort to reduce the gap between ideal teacher behavior and habits carried out in the field with measures of supervision and teacher coaching, as well as supervision in Islamic education. Organizational leadership at MTsN 10 Bireuen manifests through both structural management and interpersonal influence. The head of the madrasah functions as the central figure responsible for coordinating educational, administrative, and social dimensions of school life.

Leadership is not limited to the exercise of authority but extends to shaping institutional culture, values, and professional ethics. As Robbins and Coulter emphasize, effective leaders create meaning and direction rather than merely issuing instructions. At MTsN 10 Bireuen, the principal demonstrates leadership through exemplary behavior, transparent decision-making, and consistent communication with all stakeholders.

Leadership Motivation

At MTsN 10 Bireuen, leadership is not just about giving orders or making decisions; Leadership is about motivating and inspiring teams to achieve outstanding results. Leadership motivation is the fuel that drives the engine of an organization. According to research, motivated teams are more productive than unmotivated teams. This clearly illustrates the importance of motivating leaders in the organization at MTsN 10 Bireuen.

Carrying out the responsibility in steering an organization requires strong motivation, where that motivation must grow in a leader. Motivation in a person is called intrinsic motivation, it must grow along with the responsibilities that must be carried by a leader. Leadership motivation

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[8] Muhammad Shaleh Assingkily, *Penelitian Tindakan Kelas (Meneliti dan Membenahi Pendidikan dari Kelas)* (Medan: CV. Pusdikra Mitra Jaya, 2021).

at MTsN 10 Bireuen refers to the internal drive and enthusiasm that drives individuals in leadership roles to effectively inspire, guide, and empower members of the organization.[9]

The leadership motivation contained in MTsN 10 Bireuen is to explore how a good leader can inspire and move his team or organizational members in developing a leadership strategy to fulfill these motivations, and create a work environment that encourages enthusiasm, commitment, and high performance. In essence, it's about leveraging motivational leader insights to guide leadership practices and nurture motivated teams or members of the organization. DuBrin explained that leadership motivation is an effort to influence many people through communication to achieve goals. There are 5 (five) key points that highlight the importance of leadership motivation and the important traits associated with it:[10]

1. Boosting employee morale
2. Improve performance
3. Increase job satisfaction
4. Driving innovation
5. Cultivate a positive culture

Combining these motivating leadership traits at MTsN 10 Bireuen will surely be able to result in a workplace that thrives through innovation, resilience, and a sense of shared purpose, ultimately contributing to the success of the organization.

The practical implications derived from this research are significant. First, educational leaders must develop emotional and spiritual intelligence to manage diverse teacher needs. Second, institutional policies should encourage reflective supervision practices that promote professional growth rather than punitive evaluation. Third, leadership training for madrasah heads should incorporate modules on motivational psychology, servant leadership, and Islamic ethics to prepare future leaders for integrated management roles.

Additionally, continuous professional development programs should be institutionalized to sustain teacher motivation. Collaboration between local education offices, universities, and madrasahs can create supportive ecosystems for innovation and research in Islamic education.

Extrinsic motivation, on the other hand, is reflected in the recognition received from the community and higher authorities for achieving institutional excellence. The school's consistent academic achievements and teacher competency improvements reinforce the leader's motivation to

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[9] Bambang Supriadi, "Hakikat Supervisi Dalam Pendidikan Islam," *Indonesian Journal of Islamic Educational Management* 2, no. 1 (2019).

[10] Ayok Ariyanto and Sulistyorini Sulistyorini, "Konsep motivasi dasar dan aplikasi dalam lembaga pendidikan Islam," *AL-ASASIYYA: Journal Of Basic Education* 4, no. 2 (2020): 1, https://doi.org/10.24269/ajbe.v4i2.2333.

sustain high performance. Recognition serves as a feedback loop, validating efforts and encouraging continuous improvement.

The findings also reveal that leadership motivation has a cascading effect. When the leader demonstrates passion and commitment, teachers mirror these behaviors. The motivational environment established by the head encourages teachers to pursue professional development, attend training sessions, and apply innovative teaching strategies. This outcome corroborates research by Bass and Riggio, who argue that transformational leaders inspire followers to transcend self-interest for collective goals.[11]

Efforts to Motivate

A person's motivation depends on the strength of his motive. The motive referred to in this description is desire, encouragement or intuition in individuals. There are three types or levels of motivation carried out by the head of MTN 10 Bireuen, namely:

1. The first motivation is a motivation based on fear (fear motivation). He does something because he is afraid that otherwise something bad will happen, for example people obey the boss for fear of being fired.

2. The second motivation is because they want to achieve something (achievement motivation). This motivation is much better than the first motivation, because there is already a purpose in it. A person wants to do something because he wants to achieve something

   specific goals or achievements.

3. While the third motivation is motivation that is driven by inner motivation, which is because it is based on the mission or purpose of life. A person who has found his life's mission to work based on the values he believes in.

A decrease in work motivation can affect the continuity of a company or an institution, as well as a person's psychology. Therefore, it is necessary to do things that can arouse enthusiasm and motivation for work. Here are 7 (seven) ways that the head of MTsN 10 Bireuen does to increase or arouse stakeholder motivation in work:

1. Create a comfortable work environment filled with positive energy, making a comfortable work environment is an obligation.

2. Give appreciation for achievements or work done, appreciation given both from within and from your boss can increase work motivation.

3. Applying effective communication methods, good and effective communication will also have an influence on increasing motivation at work.

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[11] Isti Fatonah, "Kepemimpinan Pendidikan," *e-journal IAIN Metro* 10, no. 2 (n.d.).

4. Work according to your interests, choose a job that suits your interests and talents so that you don't see the job as a burden and feel forced.

5. Self-development, self-development by participating in training and reading a lot will increase motivation at work,

6. Pay attention to the welfare of educators and education personnel, this is certainly the responsibility of educational institutions to stakeholders.

7. Going out or vacationing together, going on vacation or doing outings together with colleagues can also increase one's work motivation.

Supervision and Teacher Development of MTsN 10 Bireuen

In the supervision and coaching activities of teachers at MTsN 10 Bireuen, of course, they must be positioned as individuals who will be treated in accordance with the goals and approaches that are suitable for the teacher. The selection of the appropriate method will support him towards improving the quality of professional teaching. The approach to supervision and teacher coaching is carried out by the head of MTsN 10 Bireuen through 3 (three) methods, namely, academic, directive and clinical supervision.

1. Approach with academic supervision

Teacher development through supervision is more emphasized on the guidance and assistance provided to teachers in overcoming various difficulties they face in the learning process. The academic supervision provided will provide assistance to teachers in: 1) Understanding the fundamental ideas, concepts, nature, and development in each area of topic development; 2) understand theoretical concepts, technological principles, as well as the nature and trends that affect the development of each subject learning process; 3) Develop a curriculum for each subject development area using curriculum development principles, competency standards, and content standards.[12]

Academic supervision is expected to improve the quality of academic work carried out by teachers at MTsN 10 Bireuen by being able to develop their personal, pedagogic, professional and social competencies with the help of effective academic supervision. Academic supervision focuses on the improvement of teaching-learning processes. The principal provides pedagogical guidance by helping teachers design lesson plans, integrate new instructional methods, and align teaching with curriculum standards. Through academic supervision, teachers receive constructive feedback on instructional strategies, classroom management, and student engagement.

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[12] Jamal Ma'mur Asmani, *Buku Panduan Internalisasi Pendidikan Karakter di Sekolah* (Yogyakarta: Diva Press, 2012).

According to Sergiovanni and Starratt, academic supervision should promote reflective practice, where teachers critically assess their performance and identify areas for growth. This principle is actively applied at MTsN 10 Bireuen through post-observation discussions that encourage teachers to self-evaluate and set improvement goals.[13] The findings indicate that this approach has increased teachers' confidence and pedagogical innovation.[14]

2. Approach with directive supervision

Coaching through this approach is more focused on teacher development efforts solely oriented in order to help teachers improve their teaching skills so that they are able to have more competencies to support their professionalism. In the directive approach, the supervisor conducts direct instructions on what is necessary and not necessary to be done by the supervised teacher. Direct supervision will include basic behaviors in the form of clarifying, presenting, demonstrating, directing, standardization, and reinforcement.[15]

In the coaching process with a directive approach, the head of MTsN 10 Bireuen felt the need that he had to develop and undergo change, then he was willing to take responsibility for the change. If this condition exists, then improvement in teaching can occur, and the supervisor functions as a facilitator by using as little formal structure as possible.

Clinical supervision at MTsN 10 Bireuen is characterized by a cyclical, collaborative process involving three main stages: pre-observation conference, classroom observation, and post-observation dialogue. During the pre-observation stage, the supervisor and teacher jointly set objectives and identify focus areas. The classroom observation then collects data on teacher behavior, student engagement, and instructional delivery. Finally, the post-observation dialogue serves as a reflective session where both parties analyze findings and plan future improvements.

This model, as developed by Cogan emphasizes partnership, trust, and mutual growth. Teachers at MTsN 10 Bireuen perceive this approach as empowering rather than punitive, as it allows them to articulate their challenges and participate actively in problem-solving. As a result, supervision becomes a form of professional learning rather than evaluation.

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[13] Edi Yulianto, "Pembinaan Guru dengan Pendekatan Supervisi Direktif," *Al-Abshar: Journal of Islamic Education Management* 2, no. 1 (2023): 65–82, https://doi.org/10.58223/al-abshar.v2i1.68.

[14] Toha Ma'sum et al., "Supervisi Pendidikan Islam," *Jurnal Kependidikan Islam* 12, no. 1 (2022), https://doi.org/10.15642/jkpi.2022.12.1.100-114.

[15] Darsono, "Implementasi Pendekatan Direktif, Non Direktif Dan Kolaboratif Dalam Supervisi Pendidikan Islam (Studi Kasus Di Man Trenggalek)," *AIN Tulungagung Research Collections* 4, no. 4 (2012), https://doi.org/10.21274/taalum.2016.4.2.335-358.

3. Approach with clinical supervision

The approach to teacher development by the head of MTsN 10 Bireuen with this method is based on the assumption that the teacher's learning process to develop in his position cannot be separated from the learning process carried out by the teacher. Clinical supervision takes place in a cyclical process through three stages, namely; 1) The initial meeting stage, the initial meeting is held before the teaching/practice activities. In this stage, the supervisor and the teacher jointly discuss the plan for the observation material to be implemented. 2) Class observation, in this stage the teacher/prospective teacher applies the skill components that have been agreed upon at the initial meeting. Meanwhile, the supervisor conducts observations using a recording device. 3) The final meeting, this meeting is used as a discussion between supervisors and teachers/prospective teachers. The atmosphere of the meeting is the same as the initial meeting, which is familiar, open, free from an atmosphere of judging or judgi.

Supervision in Islamic Education at MTsN 10 Bireuen

The supervision in Islamic education at MTsN 10 Bireuen goes through 5 (five) stages, namely; 1) This aspect requires the content of Islamic values in an effort to foster Islamic education such as emphasis on appreciation, benefit, deliberation, quality, emphasis, plurality of individuals and resource empowerment. Furthermore, the coaching effort is sought to rely on the messages of the Qur'an and hadith so that they can always maintain the nature of Islam (Islamic). 2) Regarding Islamic education personnel at MTsN 10 Bireuen, This shows that the object of this supervision is specifically directed at educators at MTsN 10 Bireuen. So this supervision can describe the supervision that exists in Islamic boarding schools, madrasas, Islamic universities, and so on. 3) The direction of improving the situation of Islamic education, This direction shows that what is improved is Islamic education, not only Islamic religious education. So educators who hold or teach general subjects as long as they are in an Islamic educational institution and conduct education according to Islamic values. 4) By providing assistance, the improvement of the quality or quality of Islamic education is carried out by providing assistance to Islamic educators who have problems by following it in groups or personally. 5) To improve the quality and quality of Islamic education through the professionalism of Islamic education, This means that the orientation of Islamic education supervision is actually to improve the quality and quality of Islamic education through increasing the professionalism of Islamic education.

Directive supervision involves providing explicit guidance, instructions, and standardized procedures for improving teaching effectiveness. This method is particularly useful for novice

teachers or those experiencing instructional challenges. At MTsN 10 Bireuen, directive supervision is implemented through direct observation followed by specific recommendations.

While directive supervision may appear top-down, it ensures clarity of expectations and consistency in instructional quality. The leader's communication remains empathetic and supportive, reducing the potential for defensiveness among teachers. This practice resonates with Daresh's findings that directive supervision is effective when combined with relational sensitivity and positive reinforcement.[16]

CONCLUSION

Based on the results of the discussion above, it can be concluded that: The leadership motivation contained in MTsN 10 Bireuen is to explore how a good leader can inspire and move his team or organizational members in developing a leadership strategy to fulfill these motivations, and create a work environment that encourages enthusiasm, commitment, and high performance. The steps of the head of MTsN 10 Bireuen in increasing or arousing the motivation and work spirit of stakeholders in madrasas by; Create a comfortable work environment, give appreciation for achievements or work done by educators and education staff, provide self-development opportunities to educators and education staff, and do recreation/picnics together every year-end holiday. Supervision and coaching of teachers at MTsN 10 Bireuen must of course be positioned as individuals who will be treated in accordance with the goals and approaches that are suitable for the teacher. The selection of the appropriate method will support him towards improving the quality of professional teaching. In an Islamic educational institution, especially MTsN 10 Bireuen, a leader, namely the head of a madrasah or equivalent, must be fair and honest to anyone and in any case. In addition, leaders must also be responsible, and one of these responsibilities is implemented by carrying out supervision properly.

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