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Enhancing Islamic Education Quality through Educational Supervision and ICT

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ENHANCING ISLAMIC EDUCATION QUALITY THROUGH EDUCATIONAL SUPERVISION AND ICT

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Abstract

This study explored the role of education supervisors in enhancing the professional competence of Islamic Religious Education (PAI) teachers in madrasahs across six provinces in Sulawesi, Indonesia. The research responds to concerns over the uneven quality of PAI instruction, which is often hindered by weak supervision, limited training, and inadequate use of digital tools. Employing a qualitative approach, the data were collected through semi-structured interviews, participatory observations, and document analysis. Thematic analysis was used to identify key supervisory functions and challenges. The findings revealed that education supervisors significantly contributed to improving teacher quality through classroom observations, performance evaluations, personalized mentoring, and facilitation of professional training – particularly in the integration of ICT. However, supervision was often constrained by internal factors such as teacher motivation and seniority, as well as external barriers like limited infrastructure and resistance to innovation. To address these challenges, the study presented an ICT-based supervisory model that emphasizes collaboration, reflective practice, and strategic support. This research contributes to the literature by offering a contextualized framework for supervision in Islamic education and proposing scalable strategies for professional development. It also provides global relevance for Islamic educational institutions facing similar structural and pedagogical constraints.

Keywords: Educational Supervision; Islamic Education; PAI Teachers; ICT Integration.



A. Introduction

Improving the quality of Islamic Religious Education (PAI) teachers in madrasahs remains a fundamental and ongoing challenge within the Islamic education system in Indonesia. As key agents in the formation of students' character and morality, PAI teachers carry a vital responsibility in transmitting religious values, shaping spiritual identity, and fostering ethical behavior through Islamic teachings (Mun'im Amaly et al., 2023; Saraya et al., 2023; Wahyuni & Bhattacharya, 2021). Despite this essential role, the quality of PAI instruction across madrasahs in Indonesia is often perceived as inadequate and inconsistent with national educational goals. This problem is shaped by a constellation of structural and pedagogical issues, including the limited effectiveness of educational supervisors, inadequate training programs for teacher development, and insufficient integration of Information and Communication Technology (ICT) into the teaching and learning process (Khalifaturrahmah, 2022; Kosman et al., 2023; Noor & Wathoni, 2020; Sinar, 2021; Hidarya et al., 2020; Pasha Akhmad, 2022; Sarabiti, 2021; Sufiani & Putra, 2020; Posangi, 2024).

In the broader framework of Islamic education, the success of madrasahs in delivering quality religious instruction is closely tied to the capacity of teachers to adapt to contemporary pedagogical demands. However, many PAI teachers face serious challenges in adopting innovative teaching methodologies and incorporating ICT-based tools into their instructional practices (Musa, 2022; Romdhoni, 2022; Sarno, 2020; Somantri, 2024). These limitations have contributed to the uneven quality of instruction and have adversely affected student performance and competency in religious studies (Miskiah et al., 2019). In particular, the gap between policy expectations and classroom realities reflects a systemic weakness in supporting teacher growth through supervision, continuous training, and the provision of professional resources.

Educational supervision holds a strategic function in responding to these challenges. Effective supervisors are expected not only to monitor teacher performance but also to serve as mentors, facilitators, and change



agents in school improvement initiatives. Research has shown that well-designed supervisory practices—characterized by structured evaluation, professional mentoring, and a spirit of collaboration—can significantly enhance the competence of PAI teachers and support institutional development in madrasahs (Posangi, 2024; Basalamah et al., 2023; Jaenab et al., 2022; Yoseptry et al., 2022). Supervisors are also instrumental in supporting madrasah principals in creating a learning environment that is conducive to innovation, teacher engagement, and moral development (Yoseptry et al., 2022).

In this context, several studies have underscored the importance of educational supervision in elevating the quality of madrasah education. Hakim (2021), for instance, emphasizes the contribution of supervisors to academic performance through structured and goal-oriented observation. Similarly, Chudzaifah (2020) demonstrates how supervision models adopted in Sorong City have improved not only teaching effectiveness but also curriculum implementation. Hidayatulloh et al., (2023) add those continuous supervisory efforts—particularly at the level of Madrasah Aliyah—contribute to the professional growth of school leadership. Supporting these findings, Ismail et al., (2023) provide evidence that targeted guidance and systematic evaluation by supervisors have led to notable improvements in teacher quality at MTs Negeri 2 Aceh Tamiang, while Jamaluddin (2022) introduces a spiritually oriented supervision approach that enhances the moral and emotional climate of the school environment.

Nonetheless, these studies often stop short of addressing the complex barriers that supervisors themselves face in their practice. Internal challenges such as inconsistent teacher motivation, varying levels of religious awareness, and resistance to supervisory feedback continue to undermine the effectiveness of supervision. At the same time, external constraints, including infrastructure deficits, lack of digital facilities, and limited institutional support, present formidable obstacles to implementing best practices in supervision. While the integration of ICT in PAI teaching is widely promoted, its actual application remains limited by both technical and



contextual issues—ranging from generational divides and low digital literacy to the absence of strategic planning in training design (Miskiah et al., 2019).

Therefore, this study seeks to address these gaps by focusing on practical and context-sensitive strategies that educational supervisors can employ to navigate these internal and external constraints. Specifically, it aims to investigate how supervisors can play a transformative role in enhancing pedagogical competence through a combination of structured mentoring, ICT integration, and collaborative engagement with madrasah leadership (Hakim, 2021; Muhith, 2021). In addition, this study examines how ICT-supported supervision can serve as an innovative and scalable model to improve teacher performance and learning outcomes in Islamic educational settings.

By anchoring the study within the real-world experiences of supervisors and teachers across six provinces in Sulawesi, this research offers both empirical insights and applied recommendations that are relevant to policymakers, education practitioners, and curriculum developers. The findings are expected to enrich the theoretical discourse on educational supervision in Islamic contexts while providing actionable guidance for strengthening the quality of religious education in madrasahs. Ultimately, this study underscores the urgency of reforming supervisory frameworks by promoting continuous professional development, fostering institutional synergy, and embracing digital innovation to ensure that Islamic education in Indonesia remains responsive, inclusive, and aligned with the needs of the twenty-first century.

This research is expected to significantly contribute to understanding the role of education supervisors in a broader context and provide practical recommendations for improving the quality of PAI teachers in madrasahs. Developing a continuous training program that effectively integrates ICT, implementing a systematic mentoring approach, and building strong cooperation between supervisors and madrasah principals to create a conducive learning environment are the main objectives of this study. Thus, it is important to conduct this research to address the need for effective



strategies in improving the professional competence of PAI teachers and ensuring that madrasahs can provide high-quality religious education that is relevant to the times.

B. Method

The research design is a case study focusing on madrasahs in several districts in Sulawesi. Case studies allow a comprehensive exploration of complex phenomena in a specific context, namely how educational supervisors improve the quality of PAI teachers in Madrasah. Yin states, "Case studies are an appropriate method for examining contemporary phenomena in real-life contexts" (Yin, 2018).

The research was conducted in six districts in Sulawesi, namely North Sulawesi, Central Sulawesi, South Sulawesi, Southeast Sulawesi, Gorontalo, and West Sulawesi. The research subjects included education supervisors, madrasah heads, and PAI teachers who participated in the supervision and professional development process. The following is the distribution of madrasahs in the six districts.

Table 1. Table of research subject

Province	Min	MIS	MTSN	MTSS	MAN	MAS	RA	Total
Sulawesi Utara	12	83	17	62	5	41	159	379
Sulawesi Tengah	22	184	31	251	18	147	114	767
Sulawesi Selatan	55	660	50	726	32	407	703	2,633
Sulawesi Tenggara	19	157	45	188	17	115	225	766
Gorontalo	7	92	10	65	6	40	44	264
Sulawesi Barat	6	158	6	162	5	92	150	579

Data collection in this study employed multiple techniques to ensure the validity and accuracy of the findings. First, semi-structured in-depth interviews were conducted with five education supervisors, six madrasah principals, and ten PAI teachers to explore their experiences, perceptions, and practices related to the supervision process and efforts to improve the quality of PAI teaching. According to Moore et al., (2021), in-depth interviews offer a deeper and broader understanding of research subjects, allowing for rich and nuanced data collection.



Second, participatory observations were carried out in several madrasahs to observe interactions between supervisors and teachers, as well as to monitor the implementation of supervision strategies in practice. This method enabled researchers to better understand the contextual dynamics and social processes surrounding educational supervision (Kumar, 2022; Shin & Miller, 2022; Zevalkink, 2021). Third, relevant documents such as supervision reports, teacher development plans, and training materials were analyzed to support data triangulation. Document analysis serves as a valuable approach in qualitative research, as it provides additional evidence and validates findings obtained from other data sources (Morgan, 2022; Sankofa, 2023).

The collected data was analyzed using thematic analysis to identify emerging patterns and themes. The analytical process involved several stages. Initially, all interview recordings were transcribed verbatim to preserve the integrity of participants' responses. Next, the transcripts were systematically coded by labeling meaningful segments of text according to recurring ideas and categories. As noted by Mohajan and Mohajan (2022) and Theobold et al., (2024), coding is a crucial step in qualitative analysis for organizing and categorizing data into manageable units. The generated codes were then grouped into broader themes that reflected the underlying patterns in the data. These themes were cross-validated with the original transcripts to ensure consistency, accuracy, and trustworthiness. The final themes were then synthesized into a coherent narrative that described how educational supervisors contribute to improving the quality of PAI teachers in madrasahs.

To ensure the validity and reliability of the research, several verification strategies were applied. First, triangulation was employed by integrating data from interviews, observations, and document analysis to corroborate findings and enhance credibility (Donkoh, 2023; Heesen, Bright, & Zucker, 2019; Morgan, 2019). Second, member checking was conducted by asking participants to review and validate the interpretations of their responses, ensuring that the analysis accurately reflected their experiences



and perspectives (Candela, 2019). Third, an audit trail was maintained throughout the research process, documenting key decisions and analytical steps to enhance transparency and allow for future review and verification of the study's rigor (Carcary, 2020).

C. Result and Discussion

Improving the professional quality of Islamic Religious Education (PAI) teachers in madrasahs is crucial for enhancing educational outcomes. Education supervisors play a key role in this process, especially in regions where PAI teaching faces challenges. This study examines how education supervisors improve PAI teacher quality in madrasahs across six provinces in Sulawesi. Using qualitative data from in-depth interviews, participatory observation, and documentation analysis, the research uncovers the specific contributions of education supervisors.

1. Result

This study aimed to explore the role of education supervisors in enhancing the professional competence of Islamic Religious Education (PAI) teachers in madrasahs across six provinces in Sulawesi. Based on data collected through in-depth interviews, participatory observation, and document analysis, six major themes were identified. These themes reflect supervisory strategies, mechanisms of implementation, and the contextual challenges faced by education supervisors in improving teacher quality.

a. Supervisory involvement in classroom observation and performance evaluation

A central finding of this study is that supervisors were actively involved in direct classroom observations. These were conducted systematically and were not treated as a formality. Supervisors used structured instruments that focused on various pedagogical dimensions such as content mastery, instructional delivery, student engagement, and classroom management. According to a supervisor in Bone, it was stated that *"we do not only assess*



what is being taught, but also how teachers interact with students, manage their time, and achieve the learning objectives" (Interview with Supervisor).

The classroom observation process was usually followed by individualized feedback sessions. According to a madrasah principal in Gowa, *"we prefer giving feedback in private so that teachers feel respected and do not see supervision as a threat"* (Interview with Principal). This approach helped create a trusting relationship between supervisors and teachers, which was essential in supporting professional growth.

Researchers also observed that supervisors took detailed notes and sometimes used digital tools to document observations. These notes were later used as the basis for further analysis, identifying not only individual teacher challenges but also patterns across schools in the same region.

b. Evaluation as a tool for identifying teacher development needs

Supervisors did not perceive performance evaluation as merely a bureaucratic requirement. Instead, it served as a diagnostic tool to identify specific areas for teacher development. The evaluations included rubrics that measured lesson planning, classroom instruction, student interaction, and the use of media. According to a supervisor in Kolaka, it was stated that *"our evaluation helps us identify which teachers need training in digital tools, who struggles with managing students, and who is already performing well. This allows us to design more targeted programs"* (Interview with Supervisor).

These evaluations were documented and stored in digital teacher portfolios. The information was not only used for performance tracking but also informed decisions about which teachers were nominated for further training or mentoring programs. Teachers were aware of the significance of these evaluations and often linked their professional growth plans to the feedback provided.

c. Mentoring and personalized coaching

Another prominent finding was the role of supervisors in providing individual mentoring and coaching. This process was seen as a continuation of the classroom observation and evaluation. Supervisors



used this opportunity to provide practical support and emotional encouragement to teachers facing difficulties.

According to a teacher in Wajo, it was stated that *“I struggled with implementing group discussion methods. My supervisor came twice to guide me personally, helped revise my lesson plan, and observed my next class to give feedback”* (Interview with Teacher).

Supervisors described that the mentoring approach varied based on individual needs. According to one supervisor in Muna, it was stated that *“some teachers only need motivation, others need technical input. We try to listen to their concerns and respond accordingly”* (Interview with Supervisor).

Researchers observed that mentoring was most effective when it was conducted in a continuous and supportive manner. In many cases, supervisors-maintained communication with teachers over time to ensure that improvements were being implemented and sustained.

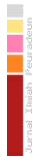
d. Facilitating teacher training and professional development

Supervisors also played a proactive role in planning and implementing professional development programs for teachers. These training sessions were usually held quarterly and were based on identified needs from evaluations and classroom observations. Topics ranged from ICT integration and differentiated instruction to classroom discipline and value-based education.

According to a supervisor in Parigi Moutong, it was stated that *“we ensure every teacher gets access to at least one training per term, and we adjust the theme based on the most pressing challenges in the field”* (Interview with Supervisor).

Teachers reported that the training sessions were relevant and practical. According to a teacher in Luwu Timur, it was stated that *“these sessions are not theoretical; they address real classroom problems that we deal with every day”* (Interview with Teacher).

Observation during training sessions revealed that active learning methods were used, including group discussion, lesson simulations, and peer feedback. Supervisors also evaluated the effectiveness of the training through feedback forms and follow-up visits to classrooms.



e. Promoting teacher collaboration and professional learning communities

Supervisors encouraged the establishment of teacher-learning communities such as subject working groups (Kelompok Kerja Guru) or Madrasah Teacher Forums (Musyawarah Guru Mata Pelajaran). These groups provided a space for teachers to share experiences, co-develop lesson plans, and discuss instructional challenges.

According to a madrasah head in Luwu, it was stated that *“we meet every two weeks. Teachers present their lesson designs, share problems, and the supervisor acts as a facilitator rather than a lecturer”* (Interview with Principal).

Teachers appreciated the collaborative nature of these forums. According to a teacher in Kolaka, it was stated that *“sometimes we learn more from peers than formal training. The supervisor just ensures we stay on track and follow up”* (Interview with Teacher).

Researchers noted that in regions where teacher forums were well-managed, there was a stronger sense of collective responsibility and innovation in instructional practices. In some districts, supervisors even facilitated inter-madrasah collaboration to broaden the professional exposure of teachers.

f. Challenges in supervisory implementation

Despite the proactive efforts of supervisors, several challenges were noted. Internally, some teachers, particularly senior ones—were resistant to feedback and reluctant to change. Supervisors mentioned that resistance to supervision was often linked to previous negative experiences or misunderstanding of the purpose of supervision.

According to a supervisor in Muna, it was stated that *“some senior teachers think supervision is just a formality and feel threatened by feedback. We have to take a soft approach and build trust first”* (Interview with Supervisor).

External challenges were equally significant. Many madrasahs in rural areas lacked basic infrastructure to support modern instructional strategies. According to a teacher in East Kolaka, it was stated that *“we want to use digital materials, but we don’t have projectors or internet access. Even electricity is unstable”* (Interview with Teacher).

Supervisors also faced constraints related to their workload. In several cases, one supervisor was responsible for more than 30 madrasahs, making it difficult to visit schools regularly or provide intensive mentoring. Financial limitations were another constraint. Many training activities had to be conducted with minimal funding or with voluntary support from local stakeholders.

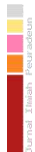
According to a supervisor in South Sulawesi, it was stated that *“sometimes we use our own money or look for community support to conduct training. There is very little budget allocated for supervision in some districts”* (Interview with Supervisor).

This highlights a systemic issue faced by many supervisors in rural and underfunded regions, where limited financial and institutional support directly affects the consistency and quality of supervisory practices. Despite these challenges, supervisors remain committed to their roles, often compensating for structural deficiencies with personal initiative, creativity, and community engagement. These constraints, however, emphasize the urgent need for policy-level interventions to strengthen the infrastructure and resource base that supports educational supervision in Islamic schools.

2. Discussion

This study provides a comprehensive understanding of the strategic role of educational supervision in enhancing the quality of Islamic Religious Education (PAI) teachers in madrasahs. The findings reveal that supervision contributes significantly to improving teacher professionalism through various mechanisms, such as performance evaluation, training facilitation, technological integration, and the promotion of collaboration and school culture (Yulianto, 2024; Mariani et al., 2025). At the same time, this study also confirms that the supervisory process is not without challenges—internal, external, and structural—which must be critically examined to develop more effective strategies (Sutarno, 2023).

One of the central contributions of educational supervisors lies in conducting formative performance evaluations. Rather than focusing solely on administrative compliance, supervisors use evaluations as



diagnostic tools to identify areas of instructional strength and weakness. This aligns with the study by Basalamah et al., (2023), who emphasize that constructive feedback, grounded in real classroom practice, is a critical factor in improving pedagogical competence. Moreover, these evaluations function as a gateway to subsequent interventions such as mentoring, training, and individualized support, making them a foundational component of sustainable teacher development. Mariani et al. (2025) highlight how supervision-based performance reviews can directly influence administrative quality and service delivery in Islamic schools, reinforcing the need for formative and contextualized assessments.

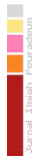
Equally important is the impact of supervision on shaping a positive, spiritually grounded school culture. In the context of madrasahs, where moral and character education is inseparable from pedagogy, the role of supervisors expands beyond technical guidance. As highlighted by Jamaluddin (2022), spiritually-based supervision has the potential to transform schools into spaces where both teachers and students thrive not only intellectually but also ethically. This study supports that claim by showing that effective supervision often fosters institutional environments where respect, reflection, and religious values become integral to everyday teaching practice. This aligns with the findings of Tambak et al. (2023), who assert that madrasah teacher identity and Islamic behavior are closely linked to spiritual pedagogical practices. Furthermore, Alazeez et al. (2024) emphasize that teachers play a crucial role in promoting a culture of Islamic tolerance, further justifying the integration of religious values in supervisory approaches.

Another key area is the facilitation of teacher training and workshops. The study found that supervisors play a crucial role in designing and implementing training initiatives that address the real needs of teachers. This is consistent with Hidayatulloh et al., (2023), who argue that continuous and relevant training directly contributes to teacher competence. The current study reinforces that assertion by demonstrating how supervisor-led training—especially in areas such as digital literacy

and innovative teaching methods—serves as an effective means of addressing both pedagogical and contextual challenges. This echoes the observations of Yulianto (2024), who notes that strengthening supervision practices through relevant training enhances both pedagogical and administrative outcomes. Similarly, Patraini et al. (2023) emphasize that teacher performance motivation, when mediated by institutional commitment, is significantly influenced by supervisory support.

Technology has also emerged as a critical enabler in supervisory practices. As education systems increasingly transition toward digital integration, supervisors must be equipped not only to support teachers in using ICT but also to apply it in their supervisory functions. The inclusion of ICT in training, evaluation, and communication helps to bridge infrastructure gaps, especially in remote or under-resourced madrasahs. Jima'ain (2020) emphasizes that the integration of high-tech teaching tools in Islamic education leads to increased engagement and instructional clarity. This study affirms that supervisors who incorporate ICT in their professional development initiatives contribute to a more adaptive and responsive teaching culture. This is in line with Wardi et al. (2024), who emphasize the importance of digital transformation in Islamic education systems, especially in financial and administrative management, suggesting that similar technological innovations are essential in supervision and instructional leadership. Moreover, Fatkuroji et al. (2025) argue that the evaluation of academic information systems is vital in realizing good educational governance, which applies equally to the realm of supervision.

In addition, fostering collaboration through professional learning communities is a vital supervisory function. Supervisors in this study encouraged the formation of teacher working groups and subject-specific forums that enable peer-to-peer learning and continuous dialogue. These findings echo the work of Chudzaifah (2020), who found that teacher collaboration enhances innovation and pedagogical exchange. Collaboration also creates shared responsibility for teaching quality, reducing the hierarchical gap between supervisors and teachers while



building a sense of collective ownership. Sasmita et al. (2023) similarly emphasize the value of collaborative learning environments in cultivating students' critical thinking skills, which can be mirrored in teacher professional development communities as a means of mutual growth.

Despite these contributions, this study also identifies persistent challenges that limit the overall impact of supervision. Internally, disparities in teacher motivation and religious awareness present significant obstacles. As noted by Misnani et al., (2023), these inconsistencies can hinder the uptake of supervision outcomes and diminish the effectiveness of reflective practice. Teachers who lack commitment or do not perceive supervision as beneficial may disengage from professional development activities, thereby weakening the potential for institutional improvement. This is corroborated by Khofifah et al. (2024), who found that leadership and supervision significantly affect teacher discipline, suggesting that motivational disparities can undermine institutional efforts. Additionally, the psychological dimension of religiosity and self-regulation—as discussed by Kenia et al. (2023) in the context of ethical behavior—must also be considered in shaping internal supervisory strategies.

Externally, challenges related to teacher attitudes and professional hierarchies remain prominent. As Supriatna et al., (2022) observed, senior teachers are often resistant to feedback, which undermines the formative intent of supervision. This study corroborates that view by showing that attitudes rooted in authority or tenure can lead to stagnation in teaching quality. These attitudinal barriers must be addressed through a shift in the institutional mindset—where supervision is positioned not as control, but as collaborative growth. Sutarno (2023) underscores the need for dynamic supervision models in madrasahs, suggesting that adaptive leadership can help overcome hierarchical rigidity.

Perhaps the most structural challenge lies in the issue of inadequate infrastructure. As this study and prior research by Wahib and Asnawan (2021) have noted, supervision is often constrained by physical limitations, such as overcrowded classrooms, insufficient teaching aids, and limited



access to ICT. These deficiencies not only impede observation and training processes but also demoralize teachers and supervisors alike. Without policy-level intervention to strengthen educational infrastructure, even the most well-intentioned supervisory strategies may fail to achieve systemic transformation. Sumanti et al. (2024) reinforce this by documenting the uneven evolution of Islamic educational institutions across regions, showing that infrastructure remains a critical determinant of educational quality. Finally, Salinas Jr. et al. (2022) remind us of the broader sociopolitical context in which Islamic educators operate, where systemic and structural barriers—both internal and external—shape the effectiveness of educational engagement.

To conceptualize the interplay between these enabling and constraining factors, this study developed a visual model that integrates the findings into a practical framework for supervision.

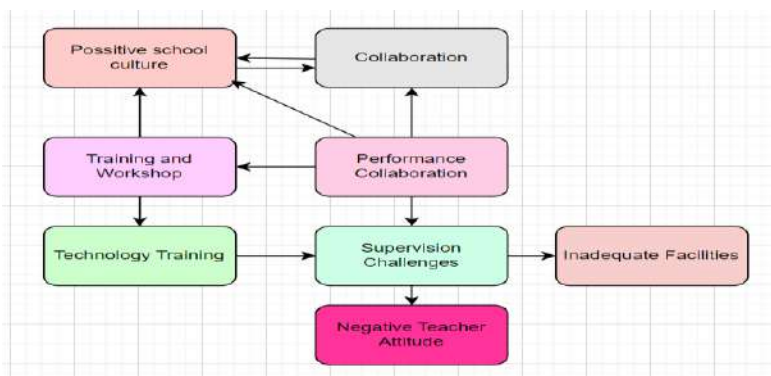


Figure 1. Education supervisors' efforts

Figure 1 illustrates the interconnected components of effective supervision, highlighting how performance evaluation, professional development, collaboration, and school culture interact to enhance teaching quality. It also identifies structural barriers such as negative teacher attitudes and inadequate facilities that supervisors must navigate to implement successful supervision. This figure underscores the complexity of supervision as a multi-dimensional process that is both human and systemic. It reinforces that supervision must be viewed not only through the lens of pedagogy, but also through organizational, cultural, and infrastructural dimensions.



This study extends the scope of prior scholarship by integrating these elements into a unified supervisory framework. While Basalamah et al., (2023) and Hakim (2021) have emphasized the technical and procedural aspects of performance evaluation, this study contributes by situating supervision within the broader ecosystem of institutional development. Likewise, Chudzaifah et al., (2022) focused on curriculum supervision, whereas this study advances the discourse by incorporating technology and collaboration as essential tools in that process.

Furthermore, Ismail et al., (2023) and Misnani et al., (2023) stressed the importance of teacher competence and supervisor capacity. This study reinforces those insights while adding the dimension of cooperative leadership—particularly the collaboration between supervisors and madrasah principals in creating an environment conducive to sustainable professional growth. Effective supervision, therefore, is not the responsibility of one individual, but the outcome of a shared institutional vision.

Beyond the national context, this study offers insights that may inform educational supervision models globally, especially within Islamic education systems in developing regions. The findings demonstrate the relevance and potential of ICT-based strategies in overcoming supervisory limitations caused by distance, infrastructure, or human resources.

As Alakrash and Razak (2021) assert, technology-based teaching approaches substantially improve learning outcomes. Extending this framework to supervision, ICT tools—such as online performance tracking, virtual mentoring, and digital training platforms—can offer supervisors more effective ways to support teacher development and institutional accountability. These tools are especially valuable in settings where face-to-face interactions are limited by geography or logistics (Fatkuroji et al., 2025; Wardi et al., 2024).

In regions such as Southeast Asia, the Middle East, and Africa—where Islamic education often faces similar structural constraints—ICT offers scalable solutions to teacher supervision. As highlighted by Ayu and Omari (2012), these regions share challenges such as low teacher



motivation, varying levels of religious knowledge, and infrastructure gaps. Implementing ICT-supported supervision enables real-time engagement, reduces dependence on physical infrastructure, and promotes consistent quality assurance across institutions (Sumanti et al., 2024; Sutarno, 2023).

The global education community, including organizations like UNESCO and ISESCO, increasingly advocates for the integration of digital tools into teacher development frameworks (Kibirige, 2023). This study reinforces that direction by presenting a grounded case study from the madrasah context. It shows how combining performance evaluation, professional development, collaboration, and ICT results in a more coherent and responsive supervisory model (Mariani et al., 2025; Yulianto, 2024).

This study positions educational supervision as a dynamic and multifaceted system that significantly contributes to the professionalization of Islamic Religious Education teachers. By combining performance evaluation, reflective feedback, collaborative learning, and technological integration, supervisors become pivotal actors in advancing the quality of madrasah education. However, to fully realize the potential of this role, systemic support—ranging from policy and infrastructure to mindset shifts and global collaboration—is essential. Only through such integrated and sustained efforts can educational supervision evolve into a transformative force in both national and international Islamic education landscapes (Tambak et al., 2023; Khofifah et al., 2024; Alazeez et al., 2024).

The global applicability of this supervisory model lies in its adaptability to diverse Islamic educational settings that grapple with similar systemic challenges. In many countries where madrasah education plays a central role—such as Pakistan, Egypt, Malaysia, Nigeria, and parts of the Middle East—the tension between traditional pedagogical practices and the demands of contemporary professional standards remains unresolved. The integrative approach presented in this study provides a replicable framework that harmonizes religious educational values with evidence-based supervisory practices. Its emphasis on ICT, teacher collaboration, and spiritual-ethical school culture makes it particularly suited for transnational implementation, especially in contexts with limited infrastructure but strong



religious schooling networks. Moreover, by aligning with global educational policy trends—such as the Sustainable Development Goal 4 on quality education—this model offers international stakeholders, including ministries of education, NGOs, and intergovernmental organizations, a culturally grounded yet scalable strategy for enhancing teacher quality in Islamic schools worldwide. Thus, the study contributes not only to national educational reform but also to the global discourse on contextualized supervision in faith-based education systems.

In conclusion, this study not only contributes to the local discourse on madrasah supervision but also introduces a model that responds to global demands for culturally responsive and technologically enabled educational leadership. As more countries seek to reform religious education without compromising its core values, this research provides an empirically grounded pathway for integrating tradition with innovation. Future cross-national research could further validate and refine this model, enhancing its relevance across Islamic educational systems globally.

D. Conclusion

This study has highlighted the critical role of educational supervisors in enhancing the quality of Islamic Religious Education (PAI) teachers in madrasahs across various regions. Through a comprehensive analysis of supervision practices—including performance evaluation, professional development, ICT integration, and collaborative engagement—it becomes evident that supervision is not merely a procedural activity, but a strategic intervention that supports institutional improvement and teacher professionalism.

The findings underscore that effective supervision relies on a combination of individualized support, contextual understanding, and systemic coordination. Supervisors who adopt a formative, collaborative, and spiritually grounded approach contribute significantly to fostering ethical school cultures and pedagogical innovation. However, the study also identifies persistent challenges, such as motivational disparities among teachers, hierarchical resistance, and inadequate infrastructure, which continue to



hinder the full realization of supervision outcomes. These issues require attention at both the policy and institutional levels.

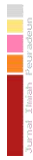
The conceptual model developed in this research offers a practical framework for implementing integrated supervisory strategies in Islamic education contexts. By positioning supervision as a dynamic interaction between evaluation, mentoring, training, and institutional support, the model provides a pathway for enhancing the overall effectiveness of teacher development initiatives. The global implications of this study also affirm that ICT-based supervisory approaches—particularly those that leverage digital tools for mentoring and performance tracking—hold great promise for education systems facing similar structural challenges worldwide.

In light of these findings, several recommendations can be made. First, policymakers should prioritize the professional development of supervisors through structured training programs that equip them with skills in instructional leadership, technology integration, and change management. Second, infrastructure investment—particularly in digital tools and school facilities—is essential to support modern supervision practices. Third, schools should institutionalize teacher collaboration and reflective forums as part of a culture of continuous improvement. Finally, further research is encouraged to explore the long-term impact of ICT-based supervision models in diverse educational contexts, particularly in rural or under-resourced Islamic schools.

Educational supervision, when approached as a transformative and context-sensitive process, has the potential to drive meaningful change not only in teaching quality but also in the broader educational mission of madrasahs. With the right support, supervision can serve as a cornerstone of excellence in Islamic education, both nationally and globally.

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