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Integrating Educational Administration and Supervision through Qur'anic Values to Enhance Learning Quality

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ABSTRACT

This study aims to examine how the synergy between educational administration and supervision based on Qur'anic values can enhance the quality of learning at SD Qur'an Savaty. A qualitative approach was employed, with data collected through observation, interviews, and document analysis. The findings reveal that the implementation of educational administration emphasizes values such as trustworthiness (*amanah*), discipline, and consultation (*musyawarah*), which are reflected in program planning, teacher management, and the organization of learning activities. Educational supervision is carried out in a structured manner, applying ethical and humanistic approaches aimed at fostering professional growth rather than merely conducting assessments. The collaboration between administration and supervision has resulted in an educational system that is not only orderly in managerial terms but also aligned with the spiritual values of Islam. This synergy fosters a conducive learning environment, enhances teacher professionalism, and supports the comprehensive attainment of educational goals. Qur'anic values serve as the foundation for strengthening holistic learning quality within this Qur'an-based school setting.

Keywords: *Synergy, Educational Administration, Educational Supervision, Qur'anic Values, Learning Quality*

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INTRODUCTION

Synergy in the context of educational management is defined as an integrated and mutually supportive collaboration among components within the educational system, aimed at achieving goals more effectively and efficiently than when conducted separately (Balci & Arabaci, 2024). Synergy is not merely ordinary collaboration; it is the integration of roles, functions, and strategies that complement one another (Murniati & Usman, 2021).

Educational administration refers to the overall management process encompassing planning, organizing, implementation, and evaluation of all activities within the educational environment, including the management of students, curriculum, facilities and infrastructure, as well as finance (Listia et al., 2025). Meanwhile, educational supervision is a professional guidance process for teachers and educational staff conducted systematically to improve the quality of learning and teacher professionalism (Addini et al., 2022). Thus, the synergy between educational administration and supervision refers to the harmonious integration and cooperation between the execution of administrative tasks and academic as well as managerial

supervision activities, aiming to establish an efficient school management system and promote the achievement of high-quality learning outcomes (Yang, 2020).

Administration provides structural and technical support, while supervision focuses on improving the quality of both the process and outcomes of learning (Karadona et al., 2022). A strong synergy between administration and supervision will foster a conducive work atmosphere, establish a continuous monitoring and evaluation system, and give rise to learning innovations that positively impact the overall quality of education.

Education from an Islamic perspective is not merely a process of knowledge transfer but a field of endeavor to instill divine values derived from revelation, namely the Qur'an (Hidayat & Wijaya, 2016). In this context, educational administration and supervision are not only seen as technical managerial tools but as integral parts of efforts to implement Qur'anic values in educational governance (Sastraatmadja et al., 2024). When education is carried out with a spiritual essence rooted in divine revelation, management and supervision will ultimately enhance learning quality that addresses the intellectual, emotional, and spiritual aspects of students (Sarkowi, 2020).

SD Qur'an Savaty is one of the Islamic educational institutions that emphasizes Qur'an-based learning. This school upholds Qur'anic values as the foundation for shaping students' character and noble behavior. To realize this vision, a strong synergy is required between orderly and professional educational administration and educational supervision that is developmental in nature. The synergy between the two is essential for creating a learning process that not only pursues academic achievements but also deeply instills Islamic values.

At SD Qur'an Savaty, educational administration serves as a regulator and guide for all educational activities to run effectively and efficiently. Meanwhile, educational supervision functions as a mentor that assists teachers in improving the quality of learning through observation, evaluation, and accompaniment. When both aspects are managed synergistically and based on Qur'anic values, they can produce a holistic educational system that balances worldly and spiritual aspects.

Qur'anic values such as trustworthiness (amanah), justice ('adl), excellence (ihsan), and consultation (shura) serve as key references in the practice of administration and supervision within Islamic educational settings (Karadona & Sari, 2025). Administration based on trustworthiness ensures the integrity and accountability of educational governance. Supervision grounded in ihsan fosters a nurturing, wise, and educative approach. These become the philosophical foundation that inspires efforts to enhance learning quality at SD Qur'an Savaty.

However, in practice, many educational institutions experience a disconnect between administration and supervision. Often, these two domains operate independently without harmonious integration. From the perspective of Qur'an-based education, every element within the education system must support and reinforce one another, not function in isolation. Administration without nurturing supervision becomes meaningless, and supervision without structured administrative support lacks direction.

This study is motivated by the belief that the success of Islamic education is not solely determined by curriculum structure or teaching methods, but by the synergistic power between administration and supervision grounded in Qur'anic values. SD Qur'an Savaty, with its commitment to Qur'anic education, provides a relevant setting to examine how this synergy is concretely implemented in daily school management.

The purpose of this study is to examine in depth the implementation of educational administration at SD Qur'an Savaty, analyze the supervision practices employed, and evaluate the synergy between the two as a strategy for improving learning quality. By integrating a scientific approach with Qur'anic values, this study aims to offer both conceptual and practical contributions to the development of character-based and contextual Islamic educational management.

METHOD

This study employs a descriptive qualitative approach aimed at gaining an in-depth understanding of the synergy between educational administration and supervision based on Qur'anic values in efforts to improve the quality of learning at SD Qur'an Savaty. This approach was chosen for its ability to comprehensively and contextually portray naturally occurring phenomena within the framework of Islamic education (Achjar et al., 2023).

The research is designed as a case study, focusing on a single educational institution SD Qur'an Savaty which was selected due to its distinctive characteristics in implementing Qur'anic values within its administrative and supervisory processes. The research subjects include the principal, the vice principal for curriculum and administration, classroom teachers, and supervisory mentors. Participants were selected purposively, based on their direct involvement in the school's educational administrative and supervisory activities.

Data collection in this study was carried out through three primary methods: in-depth interviews, participatory observation, and document analysis. Interviews were used to explore the participants' views and practices related to educational administration and supervision. Observations were conducted to directly examine the implementation of administrative and supervisory activities within the teaching and learning process. Document analysis involved the examination of various materials such as the school's vision and mission statements, annual work programs, supervisory reports, and learning evaluation records (Mulyana et al., 2024).

Data gathered from these multiple sources were analyzed using thematic analysis techniques. This process involved data reduction, data display, and drawing conclusions based on emerging themes from the interviews, observations, and documentation (Qomaruddin & Sa'diyah, 2024). The findings were organized to reveal patterns linking Qur'anic values to the practices of educational administration and supervision at SD Qur'an Savaty. To ensure the credibility of the data, source and method triangulation techniques were employed. In addition, member checking was conducted by confirming the data with the participants to ensure the validity and consistency of the information obtained throughout the research process.

RESULT AND DISCUSSION

The Implementation of Qur'anic Values-Based Educational Administration

The implementation of educational administration at SD Qur'an Savaty is not merely focused on technical and bureaucratic aspects but is founded upon Qur'anic values that serve as guiding principles for every policy and managerial action within the school. The administration at this institution is designed to foster a governance system characterized by trustworthiness, transparency, and accountability, in accordance with the Qur'anic values of honesty (*shidq*), justice (*adl*), and professionalism (*itqan*).

The value of honesty is reflected in the accurate and unmanipulated management of documents and administrative reporting. All records related to finances, work programs, and teacher attendance are maintained in an open and accountable manner. This principle aligns with the Qur'anic command to document transactions justly (QS. Al-Baqarah: 282). The application of this value cultivates a work culture of accountability and trust among all school stakeholders.

Moreover, the principle of justice serves as the foundation for the equitable distribution of tasks and responsibilities within the school environment (Tindowen, 2019). Each teacher and educational staff member is assigned workloads in accordance with their capacity and roles, free from discrimination or inequality. In this context, school management upholds the principle of *shura* (consultation) (QS. Ash-Shura: 38) in formulating administrative programs, ensuring that all stakeholders are actively involved in the decision-making process.

The administration also emphasizes the value of *amanah* (trustworthiness), which refers to carrying out duties with integrity and responsibility (Rozek, 2025). The principal, as the main figure in administrative control, exemplifies discipline, transparency, and service toward teachers and students. This reflects the Qur'anic instruction in QS. An-Nisa: 58, which calls for the fulfillment of trusts to those entitled and for making judgments with justice.

According to research by Firnando, (2023) the principal plays a central role in demonstrating professionalism within the school setting. As an educational leader, the principal is not only responsible for administrative management but also serves as a role model for work ethics, integrity, and a commitment to improving learning quality (Simanjuntak et al., 2024). The principal's professionalism is evident in the ability to design a clear vision and mission, foster harmonious working relationships, develop teacher competencies, and cultivate a school culture that supports students' character and academic achievement (Faqihudin, 2024). By embracing innovation, prioritizing quality education services, and upholding ethical values, the principal inspires all school members to contribute to a superior educational ecosystem.

Faqihudin, (2024) findings show that the integration of scientific and ethical values into Islamic educational administration enhances the quality of educational management. This integration is achieved by combining general and Islamic curricula, fostering student character through religious programs such as *tahsin* and *tahfidz*, and improving teacher capacity.

The value of professionalism (*itqan*) is also internalized within SD Qur'an Savaty's administrative system. Each work program is carefully planned, well-scheduled, and regularly evaluated. Evaluation is conducted not only based on quantitative achievements but also by considering the impact on students' character and spiritual development. Thus, administration is not practiced in a rigid and procedural manner, but is infused with a spiritual and humane educational atmosphere.

The implementation of Qur'anic values in educational administration not only enhances institutional effectiveness but also fosters a harmonious and spiritually enriching educational environment (Kader, 2025). Teachers, staff, and students experience a management culture that is not oppressive but rather nurtures a collective

consciousness to work collaboratively toward shared goals. Through this approach, educational administration at SD Qur'an Savaty becomes a powerful support system for delivering high-quality learning. Administration is no longer perceived as a mere bureaucratic function, but as a form of devotion embodying Qur'anic values within the realm of education. Therefore, the implementation of Qur'anic values-based administration at SD Qur'an Savaty can serve as an inspiring model for contemporary Islamic educational management.

The Implementation of Educational Supervision Based on Qur'anic Values

Educational supervision at SD Qur'an Savaty is not merely carried out as a technical oversight of teachers' performance; rather, it is understood as a form of guidance grounded in Qur'anic values. In practice, supervision at this school serves as a constructive effort to nurture, guide, and improve the learning process through a humanistic, spiritual, and educational approach.

The core value that underpins supervision at SD Qur'an Savaty is *ḥikmah* (wisdom). The supervisory process is not conducted through coercion or blame, but is based on compassion, in accordance with the method of *da'wah* exemplified by the Prophet Muhammad. Supervision is oriented toward fostering a two-way dialogue between supervisors and teachers, where teachers are given space to express their challenges and aspirations, and are guided to discover solutions that are both Qur'anic and contextually appropriate.

The implementation of supervision also reflects the value of *shūrā* (consultation), which the Qur'an describes as a hallmark of a believing community (Qur'an, Surah Ash-Shura: 38). In practice, prior to and following supervisory activities, the school engages in collaborative discussions with teachers regarding the objectives, indicators, and follow-up actions. This inclusive process prevents teachers from feeling unilaterally judged and instead encourages their participation in the quality improvement of teaching and learning.

The principle of *iḥsān* (striving for excellence) also serves as a foundational pillar of educational supervision. Supervisors assess not only the administrative components of teaching, such as lesson plans and syllabi, but also the quality of teacher-student interaction, character development, and classroom atmosphere. Evaluations are conducted objectively, with the goal of fostering growth rather than imposing sanctions. Supervision aims to inspire teachers to engage in self-improvement and enhance their professionalism as trusted educators (*amānah*).

Furthermore, the value of *amānah* (trustworthiness) is central to the supervision process. Supervisors and school leaders carry out their roles with a strong sense of responsibility, safeguarding the confidentiality of evaluation results and refraining from using supervision data for punitive or harmful purposes. This reflects the Qur'anic principle in Surah An-Nisa: 58, which emphasizes the importance of fulfilling trusts and acting justly in all assignments.

At SD Qur'an Savaty, supervision is also conducted regularly and in a well-planned manner. Supervisory programs are integrated into the academic calendar, including classroom observation, supervision of instructional planning, and evaluation of student learning outcomes. The supervisory approach is participatory, where

supervisors act as partners in teachers' reflective practice and instructional improvement. This cultivates a culture of mutual learning, constructive feedback, and shared commitment to educational excellence.

By grounding supervision in Qur'anic values, SD Qur'an Savaty not only enhances the professional competence of teachers but also strengthens the spiritual dimensions of education. Supervision is no longer merely a mechanism of control, but becomes a medium of *da'wah*, character development, and quality improvement of instruction rooted in Islamic principles. This approach aligns closely with the mission of Islamic education, which aspires to achieve holistic development both physical and spiritual.

Research by Amali et al., (2021) also underscores the importance of supervision as a key element in the implementation of moral and operational values. In the TARSIL model, supervision represents a central value that promotes oversight, mentoring, and institutional accountability, ensuring coherence and integration between central and regional educational management, including in the context of sports development.

Essentially, there is a convergence between this approach and the view that high-quality supervision plays a vital role in shaping the character and competence of individuals in education. Qur'an-based supervision emphasizes moral, spiritual, and ethical responsibility in guiding educators, aiming to cultivate teachers who are both professionally competent and morally upright. Meanwhile, other studies affirm that the effectiveness of supervision lies not in the frequency of its implementation, but in the quality of relationships and guidance involved. These findings reinforce the notion that meaningful and value-based supervision, such as the Qur'anic approach, has significant potential to foster wisdom, self-reflection, and ethical sensitivity. Hence, both perspectives complement one another in illustrating that the success of supervision whether in general or Islamic educationcdepends heavily on the foundational values it embodies, rather than the quantity of supervisory activities alone (Taufiq & Herdi, 2020).

The Synergy Between Educational Administration and Supervision Based on Qur'anic Values in Efforts to Improve Learning Quality

The synergy between educational administration and supervision at SD Qur'an Savaty represents an integrated collaboration built upon Qur'anic values such as sincerity (*ikhlas*), responsibility (*amanah*), openness (*syura*), and justice (*'adl*). This synergy not only facilitates smooth institutional management but also plays a pivotal role in the continuous improvement of learning quality.

Effectively managed educational administration provides a strong structural foundation for all educational activities. Planning, organizing, implementation, and evaluation of educational programs are carried out with a focus on accountability and efficiency. Supervision functions as a mechanism for control and guidance, ensuring that educational processes align with the school's Qur'an-based vision and mission.

The integration of administration and supervision is reflected in the formulation of annual programs, monitoring of teaching and learning processes, and evaluation of learning outcomes. The principal, as the central figure, performs dual roles as an administrator and a supervisor. In performing these duties, the principal prioritizes the value of consultation (*syura*), as taught in Surah Ash-Shura verse 38, whereby decision-

making involves the participation of teachers and staff, creating a harmonious and productive work environment. In practice, administrative activities such as scheduling, classroom management, and resource allocation are closely linked with the cultivation of moral and character education. This aligns with the supervisory function, which not only evaluates technical aspects of teaching but also attends to the exemplary conduct, motivation, and Islamic spirit of teachers in guiding students. Therefore, this synergy is not merely formal and administrative, but also transformative and spiritual.

The value of *ihsan* becomes a fundamental principle underlying the integration of these two aspects. Supervision encourages teachers to work diligently and professionally (*itqan*), while administration creates supportive systems that enable optimal performance. The combination of both fosters a conducive work environment that enhances learning quality not only academically, but also in shaping Qur'anic character among students.

Islamic education scholars such as A. Mukti Ali emphasize that Islamic education is inseparable from its spiritual and social dimensions (Ropendi, 2020). Thus, an integrative approach to administration and supervision will produce educational institutions that excel not only in managerial aspects but also in spiritual values. This is evident at SD Qur'an Savaty, where educational programs and teacher development initiatives are consistently oriented toward the embodiment of Qur'anic values.

In line with findings by Siregar & Nuralfian, (2025), the implementation of the Qur'anic supervision concept fosters internal discipline, positive character, a strong self-image, and socially acceptable behavior. Teachers become more professional, committed to truth and justice, and engage in lifelong learning to meet contemporary challenges.

According to Zulaikah et al., (2024), supervision in Islamic education must be grounded in values such as sincerity (*ikhlas*), trustworthiness (*amanah*), and justice (*'adl*). These values serve as ethical guidelines in mentoring teachers wisely and cultivating mutually respectful relationships. Supervision carried out through consultative and exemplary approaches enhances teacher motivation and professionalism. In the context of SD Qur'an Savaty, such approaches are highly relevant and complement Qur'an-based educational administration. Well-structured administration imbued with spiritual values is further strengthened when supported by ethical and spiritually-driven supervision. Consequently, this synergy fosters a learning environment that is high in quality, Islamic in character, and nurturing of students' spiritual and social development.

This synergy is further reinforced through Qur'an-based reflection, monitoring, and evaluation. Each managerial and learning activity is tied to the principle of accountability (*hisab*), as articulated in Surah Az-Zalzalah: 7–8, which reminds that even the smallest deeds will be accounted for. Thus, all school stakeholders are motivated to act responsibly, conscious of the ultimate goal of education to nurture a *rabbani* generation. Through a strong integration of educational administration and supervision based on Qur'anic values, SD Qur'an Savaty has succeeded in developing an adaptive, participative, and meaningful educational system. This synergy is the key to improving learning quality in ways that emphasize not only outcomes but also processes and values. Such a model is worth emulating by other Islamic educational institutions in their efforts to harmonize management and spiritual development.

CONCLUSION

The synergy between educational administration and supervision based on Qur'anic values at SD Qur'an Savaty serves as a fundamental pillar in realizing high-quality learning, both academically and spiritually. Administration in this school goes beyond technical functions; it is grounded in values such as honesty, justice, trustworthiness (amanah), and professionalism, thereby establishing an effective, transparent, and accountable governance system. On the other hand, educational supervision functions not merely as a control mechanism but as a humanistic, educative, and Qur'an-oriented process, instilling values of wisdom (ḥikmah), consultation (shūrā), excellence (iḥsān), and sincerity (ikhlāṣ) in every learning interaction.

The integration between administration and supervision at SD Qur'an Savaty operates harmoniously through collaboration in program planning, instructional monitoring, and continuous evaluation, all rooted in Qur'anic principles. The school principal plays a central role in strategically and proportionately integrating these two components to establish a conducive and meaningful educational environment. This synergy produces an educational system that emphasizes not only academic achievement but also the development of students' character and spirituality in line with the vision of cultivating a generation of *rabbānī* individuals.

Accordingly, the educational management practices at SD Qur'an Savaty serve as an inspirational model for other Islamic educational institutions seeking to develop a balanced system between professional managerial practices and moral-spiritual guidance. The integration of administration and supervision based on revealed values proves to be an effective strategy for enhancing learning quality in a holistic and sustainable manner.

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