Islamic Education Management: A Study of Islamic Education Development and Supervision at a Private Islamic Elementary School in Sembalun Dictrict

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ABSTRACT

This study explores the implementation of Islamic education management through the development and supervision processes at SDI al-Amanah NW Kampung Karya, Sembalun District. The research aims to analyze how educational leadership and supervision practices contribute to the quality improvement of Islamic education at the primary level. Using a qualitative case study approach, data were collected through interviews, observation, and documentation involving school leaders, teachers, and stakeholders. The findings indicate that educational development is carried out through structured teacher mentoring, curriculum planning, and moral character reinforcement based on Islamic values. Supervision activities are conducted regularly, focusing on evaluating teaching methods, student outcomes, and adherence to Islamic educational goals. Leadership plays a pivotal role in shaping a culture of professionalism and religious commitment among educators. Challenges faced include limited resources, varying teacher competencies, and community involvement. However, strong collaboration between school management and local stakeholders has helped address these issues effectively. This study concludes that effective management of Islamic education, supported by consistent development and supervision, can enhance both academic and spiritual outcomes in Islamic primary schools. The implications highlight the importance of integrated leadership and contextual supervision models to promote holistic education grounded in Islamic teachings.

Keywords: islamic education management, educational development, supervision

INTRODUCTION

Education is a fundamental pillar in the formation of human character and civilization. In the context of Islamic education, it plays a central role not only in transmitting knowledge but also in shaping spiritual, moral, and ethical values rooted in the teachings of the Qur'an and Sunnah. Islamic education seeks to produce individuals who are intellectually competent, spiritually aware, and socially responsible [1], [2]. Therefore, the management of Islamic education must be carried out in a structured, purposeful, and visionary manner to achieve these holistic educational goals.

The management of Islamic education encompasses various aspects, including planning, organizing, implementing, and supervising educational activities within Islamic institutions [2], [3]. One of the key components in realizing quality Islamic education is the implementation of effective development and supervision strategies. Development refers to the continuous guidance and capacity building provided to educators and educational institutions, while supervision ensures that teaching and learning processes align with the set objectives and Islamic values. When both are integrated effectively, they

become tools to maintain and improve educational quality [4], [5].

In Indonesia, Islamic schools—both formal and non-formal—play a significant role in shaping the identity and moral character of Muslim students [6], [7], [8]. One such institution is SDI al-Amanah NW Kampung Karya, located in Sembalun District, East Lombok. This school operates under the umbrella of Nahdlatul Wathan, a large Islamic organization in West Nusa Tenggara that places strong emphasis on religious education and character building. SDI al-Amanah NW combines the national curriculum with religious instruction rooted in the *Ahlus Sunnah wal Jama'ah* tradition, aiming to produce students who are not only academically competent but also morally upright.

The school's unique geographical and sociocultural context adds an important dimension to its educational management. Located in a rural highland area, the community around SDI al-Amanah NW maintains strong religious traditions but also faces various educational challenges such as limited infrastructure, shortage of qualified teachers, and varying levels of parental support. In such a context, the role of school management, particularly in the areas of

development and supervision, becomes even more   critical to ensuring that educational goals are met.

Figure 1. Students of SDI al-Amanah NW Kampung Karya, located in Sembalun District, performing the Dhuha prayer in congregation.

Leadership at SDI al-Amanah NW plays a strategic role in fostering a learning environment that reflects Islamic values. The principal and management team are responsible for ensuring that the curriculum is implemented effectively, teachers are provided with necessary training and mentoring, and students receive guidance that nurtures both their cognitive and spiritual potentials. Moreover, supervision activities are essential in monitoring the quality of instruction, identifying areas for improvement, and maintaining accountability in the teaching-learning process [9], [10].

Development programs at the school often include routine religious training, pedagogical workshops, and collaborative learning among teachers [11]. These initiatives aim to strengthen the professional competence and religious integrity of educators. On the other hand, supervision is carried out through classroom observations, performance evaluations, and feedback sessions designed to uphold educational standards and Islamic principles [12].

Despite these efforts, several challenges persist. Issues such as the limited availability of continuous professional development, inadequate facilities, and external socioeconomic pressures often hinder the optimal implementation of educational management. Nevertheless, the strong commitment from school leaders, the involvement of the local community, and the spiritual motivation inherent in Islamic education have helped sustain the school's mission [13], [14].

This study, therefore, seeks to explore how Islamic education management is actualized at SDI al-Amanah NW Kampung Karya through the specific lenses of educational development and supervision. It aims to highlight the strategies, practices, and challenges that shape the management process in a real educational setting. By examining this case, the research aspires to contribute to the broader discourse on improving the quality of Islamic education at the primary level, especially in rural and religiously-oriented communities.

RESEARCH METHODS

This research adopts a qualitative approach with a case study design [15], [16], focusing on the real-life implementation of Islamic education management, particularly the aspects of development and supervision at SDI al-Amanah NW Kampung Karya in Sembalun District. The qualitative method enables the researcher to understand deeply the phenomena, values, and practices within the natural context of the school, while the case study provides a comprehensive and detailed description of managerial dynamics in a specific Islamic educational institution [17], [18].

The setting of this study is SDI al-Amanah NW Kampung Karya, a primary-level Islamic school located in a mountainous rural area in East Lombok. The school is known for its efforts to integrate Islamic values into the educational system and to uphold the vision of character-based education following the Ahl al-Sunnah wa al-Jama'ah tradition. This school was selected purposively due to its active implementation of structured teacher development programs and ongoing supervision mechanisms.

The research participants were selected through purposive sampling, targeting individuals directly involved in or knowledgeable about the school's education management practices [19]. They included the school principal, senior and junior teachers, and several community stakeholders who are actively engaged in supporting the school. Their roles provided multiple perspectives necessary for understanding the development and supervision practices being studied [20].

Data collection was conducted through three main techniques: interviews, observation, and documentation [21], [22]. The interviews were semi-structured, allowing participants the flexibility to share insights based on guiding questions while enabling the researcher to explore emergent themes. Interviewees were asked about their experiences in managing the school, conducting teacher development, handling academic supervision, and promoting Islamic values through education [23], [24], [25]. In addition to interviews, non-participant observation was carried out in classrooms and during teacher meetings to document how development and supervision were practiced in the day-to-day educational process. This provided a rich

contextual understanding of school culture, leadership behavior, and teacher engagement [26], [27].

Furthermore, the researcher conducted document analysis of internal school documents such as teacher development plans, supervision notes, syllabi, and student reports. These documents supported the triangulation process, enabling validation and enrichment of the information gained from interviews and observations.

For the data analysis, this research followed the interactive model by Miles and Huberman, which includes three key components: data reduction, data display, and conclusion drawing [28], [29]. In the data reduction phase, important information from field notes, interview transcripts, and documents was categorized into themes such as leadership, development strategy, supervision method, and challenges encountered. The data were then displayed in narrative summaries and thematic groupings to assist in identifying patterns and relationships. Conclusions were drawn through careful interpretation and were verified continuously throughout the research process to ensure consistency and accuracy [30], [31].

To maintain the trustworthiness of this research, several strategies were employed. Triangulation was applied by comparing data from multiple sources and methods. Member checking was conducted by returning interview summaries to participants for verification. The researcher also engaged in prolonged observation and immersion in the school environment to build trust and obtain authentic insights. Lastly, thick description of the school context and its unique characteristics was provided to enhance the transferability of the findings to similar Islamic educational settings [32].

Through this research method, the study aims to present a valid and holistic understanding of how SDI al-Amanah NW Kampung Karya manages the development and supervision of Islamic education in its institutional setting, contributing valuable insights to the field of Islamic education management in rural contexts.

RESULT AND DISCUSSION

This study reveals how SDI al-Amanah NW Kampung Karya implements Islamic education management principles, particularly in the areas of educational development and supervision. The data analysis was classified into several main sub-themes, namely: The Concept of Islamic Education Development, Strategies for Implementing Development, Educational Supervision by the Principal, and Challenges and Solutions in Islamic Education Management.

1. The Concept of Islamic Education Development at SDI al-Amanah NW

The development at SDI al-Amanah NW is based on a holistic understanding of Islamic education that emphasizes the formation of character, enhancement of teacher competencies, and the preservation of Islamic values in the teaching and learning process. The principal, together with the teachers, develops a training program that not only focuses on teacher professionalism but also on strengthening their Islamic character as educators. Development activities are carried out systematically through internal training (in-house training), religious study circles (*halaqah*), reading Islamic texts (*kitab*), and regular congregational prayers. Teachers are trained to develop a strong spiritual awareness alongside their pedagogical skills [33], [34], [35]. This approach aligns with the school's vision of being an educational institution that instills *Ahl al-Sunnah wa al-Jama'ah* values in the lives of both students and educators [36, p. 123].

Figure 2. Female students of SDI al-Amanah NW Kampung Karya, located in Sembalun District.

2. Strategies for Implementing Development

In its implementation, development at SDI al-Amanah NW is carried out with a familial and exemplary approach. The principal plays an active role as a central figure who motivates, sets an example in religious practices, and guides the teachers in resolving challenges. The strategies used include regular monitoring of teachers' performance, individual and group development through informal discussions as well as formal activities such as meetings and teacher deliberations, and routine training tailored to the needs of the teachers, such as training on Islamic teaching methods, integrated thematic approaches, and strengthening classroom management in an Islamic context. Community involvement, especially religious leaders and

parents, is also part of the development strategy. They are frequently invited to school gatherings or parenting activities that are Islamic in nature, creating synergy between home and school in the development of students [37], [38].

3. **Educational Supervision by the Principal**

Supervision at SDI al-Amanah NW is not carried out in a formal and bureaucratic manner but emphasizes a humanistic approach. The principal conducts academic supervision through a communicative and reflective process, such as classroom visits, teaching observations, and dialogues with teachers after lessons [39]. The primary goal of supervision is not only to evaluate but also to provide constructive feedback. The principal appreciates good practices by the teachers and suggests improvements for aspects that are not optimal. Additionally, supervision also covers monitoring the implementation of Islamic values in the classroom, such as adherence to time discipline, student respect for teachers, and the practice of congregational prayers in school [3], [40].

4. **Challenges and Solutions in Islamic Education Management**

Several challenges faced in the development and supervision at SDI al-Amanah NW include limited human resources and facilities, especially due to the geographical location of the school in the mountainous region. There are also varying teacher competencies, as some teachers are still in the process of adapting to professional demands [41], [42], [43], [44], [45], [46]. Moreover, there are limited external training opportunities, as access to training outside the region is quite difficult. However, these challenges were addressed with local-based solutions. For example, the school utilizes internal resources and alumni from the pesantren as trainers or speakers. The school also strengthens collaborative networks with other Islamic educational institutions under the Nahdlatul Wathan organization. Furthermore, the use of simple technology is optimized, such as WhatsApp groups for teachers to discuss and share teaching materials.

The results of this study show that SDI al-Amanah NW Kampung Karya implements an effective and sustainable approach to Islamic education management. The school's approach focuses on both the development of educational practices and the supervision of teachers, all while maintaining strong Islamic values in its daily operations. Each of the key areas—development, strategies, supervision, and challenges—plays a significant role in achieving the school's educational objectives. This discussion will delve into the findings and interpret them in relation to the broader context of Islamic education.

5. **Islamic Education Development**

The concept of Islamic education development at SDI al-Amanah NW is deeply rooted in the belief that education is not only about transferring knowledge but also about fostering moral and

spiritual growth [47], [48]. The development programs at this school are holistic in nature, integrating both academic and religious development. The principal's leadership is crucial, as it guides the overall development process, ensuring that both teachers and students uphold the Islamic values essential to the institution's mission [49]. This approach is consistent with the educational philosophy of integrating religious values into all aspects of learning [50]. The combination of teacher training programs and Islamic study circles (*halaqah*) ensures that the educators themselves are not only competent in their teaching roles but also spiritually grounded, which is essential for maintaining the integrity of the educational environment.

6. **Implementation Strategies**

In terms of implementing educational development, SDI al-Amanah NW uses a collaborative and supportive approach. The school's strategy places a strong emphasis on regular monitoring of teacher performance and their professional development. This helps identify areas where improvement is needed and ensures that teaching practices are aligned with the school's goals. Additionally, by creating a strong partnership between the school and the community, including parents and religious leaders, the development strategy becomes even more effective. The involvement of the wider community ensures that the values taught at school are reinforced at home, which creates a consistent and supportive learning environment for the students. This is in line with Islamic teachings that emphasize the importance of community in the educational process [37], [51].

7. **Educational Supervision**

Educational supervision at SDI al-Amanah NW is not based on top-down, authoritarian control but instead follows a more reflective and supportive approach. The principal's role in supervision is central to ensuring that teaching and learning processes align with the school's Islamic educational values. Through classroom visits and teacher consultations, the principal provides constructive feedback that allows teachers to reflect on their performance and make necessary adjustments [9], [52], [53], [54], [55], [56], [57], [58]. This form of supervision also extends to the moral and religious development of the teachers, ensuring that Islamic practices such as prayer and discipline are integrated into the classroom. This approach not only enhances the quality of teaching but also ensures that the religious foundation of the school is maintained [51], [59].

The findings of this study reveal that the development of Islamic education at SDI al-Amanah NW is characterized by a holistic and integrated approach, where both academic excellence and spiritual formation are given equal attention. This indicates that the school does not separate secular knowledge from religious understanding, but rather

merges them into a unified educational experience. This model is significant because it embodies the Islamic worldview (*ru'yah Islamiyyah*) that seeks harmony between intellectual and spiritual growth.

The main finding is that leadership, teacher competence, and community engagement are key drivers in the development of Islamic education at the institution. The principal plays a central role in both strategic planning and day-to-day guidance, which aligns with the concept of transformational leadership in Islamic education. Additionally, programs like teacher halaqah and continuous training are not only academic tools but also moral anchors, reinforcing teachers' own spiritual discipline. Several factors contribute to these outcomes, including:

a. A clear vision of education rooted in Islamic values,
b. Strong school-community partnerships,
c. Continuous monitoring and evaluation systems,
d. The presence of structured spiritual activities such as *halaqah* and congregational prayers.

Advantages of this model include the consistent cultivation of Islamic values across formal and informal settings, the reinforcement of moral behavior among teachers and students, and a collaborative school culture. However, limitations exist, such as potential over-reliance on principal leadership, which could affect sustainability if leadership changes; and the challenge of maintaining innovation in teaching amidst a traditional framework.

When compared to previous studies, this research is in line with findings by Faizin [60], who emphasized the importance of leadership in Islamic education development, and Indrawati [61], who found that community involvement enhances religious school effectiveness. Conversely, it contrasts with Rahman [62], who argued that many Islamic schools still struggle to integrate academic rigor with spiritual formation—an issue that SDI al-Amanah NW appears to have addressed successfully.

The contributions of this research are twofold: theoretically, it offers a model of Islamic educational development that is both community-rooted and leadership-driven; practically, it provides a replicable framework for similar Islamic schools aiming to balance religious and academic goals. It also highlights the importance of reflective supervision, which empowers teachers rather than controls them—supporting professional autonomy within a religiously guided framework.

8. Challenges and Solutions

While SDI al-Amanah NW has made significant strides in educational development and supervision, the school also faces several challenges. One of the primary challenges is the limited resources, which is a common issue for schools in remote areas. The geographical location of the school in the mountainous region makes it difficult to access external resources and training programs. Furthermore, varying teacher competencies can create inconsistencies in teaching quality, as some teachers may require additional training to meet professional standards [2], [39].

To address these challenges, the school has developed localized solutions. By utilizing internal resources, such as alumni from the pesantren who are familiar with the school's values and goals, SDI al-Amanah NW has been able to provide relevant training and workshops for its teachers. The collaboration with other Islamic educational institutions under the Nahdlatul Wathan organization also strengthens the school's network and enhances its educational resources. Additionally, the school has adopted technology, using platforms like WhatsApp groups for communication and resource sharing among teachers, which has proven to be an effective and low-cost solution.

In conclusion, SDI al-Amanah NW Kampung Karya's approach to Islamic education management reflects a comprehensive, humanistic, and community-driven model that integrates academic and religious values. The school's development strategies, coupled with its unique approach to supervision, contribute to a positive and supportive learning environment. Despite facing challenges such as limited resources and varying teacher competencies, the school has successfully implemented local solutions that align with its educational goals. This study highlights the importance of leadership, community involvement, and adaptability in overcoming obstacles and achieving success in Islamic education.

CONCLUSION

SDI al-Amanah NW Kampung Karya has effectively integrated Islamic values with educational management, creating a learning environment that emphasizes both academic and spiritual development. The school's approach to development, through teacher training, religious study activities, and community involvement, ensures that students not only acquire knowledge but also embody Islamic principles in their daily lives. The principal's supportive supervision helps maintain a high standard of teaching while reinforcing the school's core values.

Despite challenges such as limited resources and varying teacher competencies, the school has adapted by leveraging internal resources, collaborating with other institutions, and utilizing technology for communication and professional development. This has allowed SDI al-Amanah NW to continue its mission of providing quality Islamic education. The school's approach serves as a valuable model for other Islamic educational institutions, especially in remote areas, highlighting the importance of leadership, community support, and innovation in overcoming challenges.

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