



LEADERSHIP OF MADRASAH SUPERVISORS IN SUPPORTING MADRASAH QUALITY CULTURE IN KUPANG CITY

Umar Ali*

Institut Agama Kristen Negeri Kupang, Kupang, Indonesia

*Corresponding Author: aliumar71606@gmail.com

Article History

Received : 01/05/2025

Revised : 25/05/2025

Accepted : 05/06/2025

Keywords:

Leadership, Madrasah supervisor, Quality culture, Supervision, Education.

Abstract. One of the key challenges hindering the improvement of educational quality in Kupang City is the prevalence of a weak quality culture within madrasahs. This study aims to examine the role of madrasah supervisors' leadership in fostering and strengthening a culture of quality within the madrasah environment. Data were collected using in-depth interviews, participatory observation, and document analysis involving supervisors, madrasah principals, and teachers. To enhance the validity of the findings, data triangulation was employed. The findings of the study reveal that madrasah supervisors employ transformational leadership strategies characterized by participatory supervision, continuous mentoring, and efforts to enhance teacher competencies. These strategies have a positive impact on improving educator professionalism, fostering a collaborative work culture, and increasing parental and community involvement in the educational process. Despite various challenges, including limited resources, varying levels of commitment, and complex socio-cultural contexts, supervisory leadership continues to play a significant role in fostering a sustainable quality culture within madrasahs. The study concludes that collaborative, learning-centered leadership is essential for systematically and contextually strengthening the quality culture in madrasah education.

How to Cite: Ali, U. (2025). LEADERSHIP OF MADRASAH SUPERVISORS IN SUPPORTING MADRASAH QUALITY CULTURE IN KUPANG CITY. *Prima Magistra: Jurnal Ilmiah Kependidikan*, 6(3), 244-254. <https://doi.org/10.37478/jpm.v6i3.5629>

Correspondence address:

Jalan Tajoin Tuan, Kel. Naimata, Kec. Maulafa Kota Kupang-NTT 85147. aliumar71606@gmail.com

Publisher:

Program Studi PGSD Universitas Flores. Jln. Samratulangi, Kelurahan Paupire, Ende, Flores. primagistrauniflor@gmail.com

INTRODUCTION

Educational leadership plays a pivotal role in advancing and developing the education system. It extends beyond classroom instruction to encompass all components of the educational institution, including principals, teachers, staff, and students. In the context of madrasahs, leadership assumes a dual function: it not only strives to enhance academic quality but also serves to instill spiritual and moral values, aligning with the holistic educational goals of Islamic institutions. Madrasahs as educational institutions with Islamic characteristics, are under the Ministry of Religion, but have an equal position to public schools as emphasized in the Joint Decree of the Three Ministers of 1975 and Law Number 20 of 2003 concerning the National Education System (Susanti et al., (2023).

In efforts to enhance the quality of madrasah education, madrasah supervisors occupy a strategic and influential role. This is reinforced by the Regulation of the Minister of Religion No. 2 of 2012, which outlines the responsibilities of madrasah supervisors in conducting academic supervision, facilitating teacher professional development, and monitoring the implementation of education quality standards. As Muslichah (2023) emphasizes, madrasah supervisors play a vital role in quality assurance through assessment activities, continuous monitoring, and direct guidance provided to madrasahs.

However, a significant challenge remains in bridging the gap between the ideal role of madrasah supervisors and the realities observed in practice. Many madrasahs, including those in Kupang City, continue to struggle with establishing a consistent culture of quality. Contributing factors include limited resources, inadequate adaptive leadership competencies among supervisors, and weak collaboration among supervisors, madrasah principals, and teachers. The geographical and social landscape of Kupang City, marked by its religious and cultural diversity, presents unique dynamics in the execution of madrasah supervisory responsibilities.

Within this multicultural context, madrasah supervisors are expected to adopt an inclusive and adaptive leadership approach. However, this aspect remains relatively underexplored in the existing literature on madrasah educational supervision.

Several previous studies have contributed to the understanding of leadership within the context of madrasah education; however, they have not specifically addressed the dynamics of supervisory leadership in complex social settings such as that of Kupang City. [Dwiyono et al. \(2022\)](#), for instance, emphasized the importance of active stakeholder involvement in achieving a school's vision and mission, highlighting internal collaboration as a key factor in improving educational quality. While their study underscores the significance of synergy among stakeholders, it does not explicitly examine the strategic role of madrasah supervisors in this process. Meanwhile, [Erwin et al. \(2020\)](#) highlighted the issue of supervisory visits that often function as formalities, lacking meaningful follow-up and tangible impact on the quality of madrasahs. While the study identifies weaknesses in the implementation of supervision, it does not explore in depth the use of adaptive leadership strategies to address local challenges. Similarly, a study by [Alivia \(2021\)](#) underscores the low competency levels among madrasah principals and emphasizes the role of supervisors in enhancing their capacity, yet it does not fully examine the broader leadership dynamics within diverse socio-cultural contexts. The primary focus of these studies centers on the bilateral relationship between supervisors and madrasah principals, without sufficiently addressing how these roles contribute to the broader formation of a quality culture within madrasahs.

A similar observation is noted in the study by [Rosyidah \(2021\)](#), which explored the role of madrasah supervisors in enhancing managerial quality. Although this study highlights the critical contribution of supervisors to managerial improvement, it does not adequately account for the socio-cultural factors that influence leadership effectiveness in diverse contexts. In a broader context, [Juariah \(2024\)](#) emphasizes the critical role of community involvement in supporting the development of a quality culture within madrasahs. This study highlights the significance of external support in cultivating a comprehensive educational quality ecosystem. However, it does not specifically examine how madrasah supervisors exercise leadership in coordinating and integrating the contributions of various stakeholders, particularly within culturally and religiously pluralistic environments. Meanwhile, [Syahrir et al. \(2025\)](#) investigated the transformational leadership practices of school principals, emphasizing their role in fostering a collaborative and innovative school climate aimed at enhancing the quality of learning. However, the object of this research is on madrasah principals rather than supervisors, and it does not sufficiently address the influence of social context on the implementation of leadership practices.

However, these studies have not thoroughly explored how madrasah supervisors exercise their leadership functions within multicultural social contexts, particularly in regions where non-Muslim communities constitute the majority, such as Kupang City. The unique geographical and socio-cultural conditions of Kupang, marked by religious and cultural diversity, create specific dynamics and challenges in the implementation of supervisory responsibilities within madrasahs. Within this multicultural context, madrasah supervisors are expected to adopt an inclusive and adaptive leadership approach. Their role extends beyond administrative and technical functions; they also serve as vital connectors between madrasah institutions and the broader, diverse social environment in which they operate.

Based on the review of existing literature, it can be concluded that while numerous studies have addressed leadership and supervision within the madrasah context, the majority remain focused on technical, administrative, or internally institutional dimensions. Until now, there has been a lack of research that specifically investigates how madrasah supervisors enact their leadership roles in cultivating a culture of quality within socially and culturally complex environments, such as Kupang City. This condition highlights a significant gap in the existing literature that requires a more contextualized and in-depth exploration. This study seeks to address that gap by comprehensively examining the leadership strategies employed by madrasah supervisors, the challenges they encounter, and their concrete contributions to strengthening a

culture of quality within madrasahs, particularly in regions characterized by unique geographical and socio-cultural contexts.

The novelty of this study lies in its focus on the leadership dynamics of madrasah supervisors operating within a multicultural social environment where Muslims constitute a minority. This specific context remains relatively underexplored in the existing literature on Islamic educational supervision, making this study a valuable contribution to the field. This aspect remains relatively underexplored in the literature on Islamic education supervision. While most previous studies have primarily focused on curriculum supervision, teacher competence development, or the managerial roles of madrasah principals, this study offers a novel perspective—one that is more contextual, adaptive, and responsive to the complexities of multicultural educational settings. By selecting Kupang City as the study location, this research offers both theoretical and practical contributions to understanding how madrasah supervisory leadership can be transformed to align with local needs in support of a sustainable quality culture. The findings are expected to enrich the body of knowledge in the field of Islamic educational supervision and provide an empirical foundation for developing supervisory policies and practices that are more responsive to the social and cultural diversity present across various regions in Indonesia.

Based on the aforementioned background, this study aims to explore how the leadership of madrasah supervisors in Kupang City contributes to fostering a culture of quality within madrasahs. The study specifically focuses on the leadership strategies employed, the challenges encountered, and the impact of supervisory leadership on the development of a quality culture in the unique socio-cultural context of this region. This study is expected to provide a deeper understanding of the role of madrasah supervisors in fostering a sustainable quality culture, particularly within the context of madrasahs in Kupang City. Additionally, the research aims to offer broader insights into the role of supervisors as agents of change in developing an inclusive and contextually relevant quality culture, especially within culturally and religiously diverse educational environments.

RESEARCH METHODS

This study employed a qualitative approach using a descriptive method, aimed at gaining an in-depth understanding of the role of madrasah supervisory leadership in supporting the quality culture of madrasahs in Kupang City. This approach was chosen because it allows the researcher to explore the phenomena contextually and to understand them from the perspectives of educational stakeholders in the field. The informants in this study consisted of 2 madrasah supervisors, one supervising Madrasah Ibtidaiyah (MI)/Madrasah Tsanawiyah (MTs) and the other supervising Madrasah Aliyah (MA), 3 madrasah principals representing MI, MTs, and MA levels, 5 teachers (including senior and newly appointed teachers), and 3 madrasah staff members from administrative and curriculum units. Madrasah supervisors and principals were identified as key informants due to their direct involvement in strategic decision-making processes related to the development and implementation of a quality culture. Meanwhile, teachers and madrasah staff served as supporting informants, providing additional perspectives on the implementation and impact of supervisory leadership. Data collection was conducted using three primary techniques: in-depth interviews guided by semi-structured questions with all informants, direct observation of supervision practices and interactions between supervisors and madrasah personnel, and document analysis of various materials, including supervisors' work programs, supervision reports, and quality evaluation records. The data were analyzed qualitatively through a series of stages, including data reduction, data presentation in the form of descriptive narratives, and inductive conclusion drawing based on emerging patterns and findings throughout the research process. To ensure data validity, triangulation techniques were employed, including source triangulation by comparing information from multiple informants, method triangulation by integrating data from interviews, observations, and documentation, and member checking through confirming preliminary findings with the informants. In addition, peer debriefing was conducted through discussions with colleagues and supervisors to minimize



potential subjectivity in data interpretation. This study was carried out in four main stages: the preparation stage (including site selection and instrument development), the data collection stage (comprising interviews, observations, and document analysis), the data analysis stage (which was conducted concurrently with data collection), and the reporting stage, where findings were presented in the form of qualitative narratives describing the contribution of madrasah supervisory leadership to the quality culture in Kupang City.

RESULTS AND DISCUSSION

1. Madrasah Supervisor Leadership Strategy in Supporting Quality Culture

The results of the interview with the madrasah supervisor at the Aliyah level revealed that, in carrying out supervisory tasks, the supervisor consistently involved the madrasah principal, teachers, and educational staff. This was further emphasized by the Head of MAN Kupang, who stated that the supervisor regularly engaged with them and held discussions during the supervision process, ensuring that all relevant stakeholders were included. A teacher from MAN Kupang expressed a similar view, stating that they were directly involved in the supervision process, which included discussions aimed at finding solutions to challenges faced in the classroom. Observations conducted by the researcher during the madrasah supervisor's activities also indicated that discussions were held openly among the supervisor, the madrasah principal, and teachers within routine coaching forums. This collaborative approach was further supported by documentation in the form of meeting minutes, which recorded teacher proposals that were subsequently incorporated into the supervisor's work program.

Based on data from interviews, observations, and documentation, it is evident that the supervisor employs a participatory leadership strategy. This indicates that the madrasah supervisor's role in supporting the quality culture extends beyond that of a mere evaluator; rather, the supervisor acts as an active collaborator who fosters collective engagement in efforts to improve educational quality. This finding aligns with Bas's transformational leadership theory, which emphasizes the importance of inspiring, involving, and empowering organizational members (Harsoyo, 2022). According to Arifin (2025), transformational leadership is a style that inspires and motivates staff to exceed expected performance. Transformational leaders play a critical role in articulating a clear vision and empowering teachers to innovate in their instructional practices. Sufyana (2023) also emphasizes that transformational leadership highlights the importance of cultivating strong relationships between leaders and team members. Leaders are responsible for encouraging creativity and innovation, as well as providing motivation and inspiration to enable the team to achieve higher goals. This approach is considered effective because it actively involves all stakeholders in the decision-making process, thereby fostering a strong, participatory, and sustainable quality culture.

In the madrasah environment, such a collaborative approach is highly relevant for improving the overall quality of education. Supervision activities should be empowering and collaborative to facilitate positive change. As emphasized by Amelia & Junaidi (2025), educational supervision focuses on empowerment with the goal of enabling all educational stakeholders within an institution to become more capable and confident in carrying out their respective responsibilities. The empowerment process is participatory, involving all educational stakeholders in efforts to achieve improvements and positive changes. This finding illustrates that one of the key strategies employed by madrasah supervisors is a participatory approach, whereby supervisory activities emphasize collaboration and empowerment.

Another key finding is the use of continuous coaching as a strategy to strengthen quality. Interviews with MI and MTs supervisors revealed that coaching is conducted regularly through routine visits, group discussions, and classroom observations. The Head of the MI Madrasah reported that with consistent support from supervisors, teachers have become more confident in addressing learning challenges. Furthermore, documentation such as supervisors' visit schedules and supervision feedback forms confirms that these coaching activities are systematic and well-structured. Thus, this approach exemplifies the application of learning-



centered leadership. As noted by [Taufiqurrohman et al. \(2024\)](#), continuous mentoring and coaching embody the principles of learning-centered leadership, which emphasize collaborative partnerships aimed at enhancing teacher competence. This approach not only improves the quality of instruction but also fosters a more relevant and sustainable learning cycle. Thus, it can be argued that every educational leader must be capable of facilitating learning and professional development for teachers to enhance teaching quality and foster innovation in classroom management. In line with this perspective, [Rini \(2021\)](#) emphasizes that continuous coaching aims to strengthen principals' abilities to plan and manage supervisory activities effectively. Coaching is a mandatory responsibility of school supervisors that aims not only to enhance principals' managerial skills but also to support teachers and other educational personnel within the school. This view is supported by [Fathoni \(2024\)](#), who asserts that continuous coaching plays a vital role in reinforcing the school's vision, mission, and strategic efforts to achieve improved educational outcomes.

Furthermore, in relation to enhancing teacher competency through innovative supervision, interview data revealed that madrasah supervisors implemented competency development strategies that included training sessions, group discussions, and workshops focusing on curriculum development, active learning methods, and technology integration. These findings are corroborated by documentation evidence, which includes records of teacher training activities conducted at MI, MTs, and MA levels, as well as post-training teacher reflection reports. One teacher stated that the training facilitated by the supervisor better prepared them to implement project-based learning. Through this strategy, the supervisor assumes the role of a facilitator of professional development rather than merely an assessor. This perspective aligns with [Hanifah et al. \(2023\)](#), who assert that supervision aims to enhance teacher competencies—including pedagogical, personality, professional, and social competencies—which collectively influence the overall quality of education within an institution. Similarly, [Salamah et al. \(2022\)](#) state that the development of pedagogical, personality, social, and professional competencies can be achieved through the enhancement of expertise, skills, and knowledge gained from various activities conducted within madrasahs.

The active involvement of teachers and madrasah principals in the decision-making process was observed across various levels, indicating that madrasah supervisors employ a strategy centered on fostering a quality culture through collaborative decision-making. This approach serves to strengthen a sense of ownership and collective commitment among all stakeholders. Interviews with teachers and madrasah principals revealed their active involvement in designing annual work programs. This collaborative effort aims to align the programs developed by madrasah principals and teachers with those formulated by madrasah supervisors. Documentation of supervisor visits and the outcomes of work meetings further demonstrates the incorporation of input from diverse stakeholders. Consequently, this practice exemplifies a transformational and collaborative leadership approach that fosters participation, innovation, and transparency. As stated by [Soehirman et al. \(2016\)](#), official supervisors conduct visits to principals to align their respective programs, resulting in more effective initiatives characterized by rational, factual goals and clear expectations. Furthermore, [Mubarak et al. \(2024\)](#) emphasize that when teachers are given the opportunity to participate in shaping educational policies, they feel valued and motivated to innovate in their teaching practices. Similarly, [Tomsett \(2017\)](#) emphasized that fostering integrated service innovation requires a leadership strategy capable of encouraging cross-departmental collaboration and cultivating an innovative organizational culture. This underscores the critical role of transformational leadership and effective supervision.

Based on the overall findings, the leadership strategies employed by madrasah supervisors establish a strong foundation for nurturing a sustainable culture of quality. According to [Noho et al. \(2022\)](#), fostering a conducive and dynamic quality culture in schools motivates all members of the school community to adopt positive behaviors and strive for excellence. This, in turn, directly enhances student achievement and promotes improved teacher performance, ultimately contributing to the overall productivity and quality of the institution.



A strong quality culture directly influences improvements in teacher performance and student achievement. This is reflected in observable changes in teachers' instructional design and increased work enthusiasm within the madrasah environment. Through the implementation of a collaborative approach, participatory supervision, and continuous coaching, madrasah supervisors have played a strategic role as facilitators of a quality culture. This approach exemplifies the practical application of transformational leadership within the context of madrasah education.

2. Challenges Faced by Madrasah Supervisors

Based on in-depth interviews with several madrasah supervisors at the MI, MTs, and MA levels in Kupang City, it was found that supervisors encounter multiple challenges in fulfilling their roles. This finding is further supported by observational data revealing limited technological facilities and documentation, including supervisory activity reports that detail operational obstacles. Among the primary challenges identified are constraints in resources, encompassing facilities and infrastructure, budgetary support, and access to technology. A supervisor at the MI level reported that limited infrastructure frequently hinders the optimal implementation of supervision programs. Similar concerns were expressed by supervisors at both the MI/MTs and MA levels, who identified the lack of operational funds and inadequate infrastructure as primary obstacles to executing quality improvement initiatives effectively.

These findings are corroborated by interviews with several madrasah principals who confirmed similar conditions. They acknowledged that during supervisory visits, problems related to inadequate facilities, infrastructure, and technological support were frequently observed. Data obtained from interviews, direct observations of the madrasahs' physical conditions, and documentation of supervisory visits collectively reinforce the conclusion that limited resources constitute a systemic obstacle. Based on these findings, it is evident that such conditions adversely affect the effectiveness of supervision. Supervisors face difficulties in conducting routine visits, organizing training sessions, and providing intensive assistance. As noted by [Sukana \(2024\)](#), these limitations necessitate more creative supervisory strategies, such as leveraging local resources and empowering community involvement to support educational implementation. This perspective aligns with the guidelines set forth by the [\(Kemendiknas, 2023\)](#), which emphasize optimizing internal resources through enhancing teacher competencies, efficient management of facilities and infrastructure, and fostering synergy with the surrounding community.

In addition to structural challenges, madrasah supervisors also encounter varying levels of commitment among madrasah principals and teachers. Interviews with supervisors at the MI and MT levels revealed that some teachers still perceive supervision as merely an administrative formality. This sentiment was similarly expressed by supervisors at the MA level, who noted that certain teachers regard supervision as a procedural obligation rather than an opportunity for professional growth. Observations of the supervision process confirmed that some teachers exhibited passive attitudes and were less open during mentoring sessions. Supervision documentation also included notes from supervisors highlighting the low level of active teacher participation in following up on supervision outcomes. This phenomenon aligns with the findings of [Kurniawan et al. \(2024\)](#), who describe teacher indifference as a significant challenge in supervision, where some teachers feel disengaged because they perceive support from certain parties, leading them to overlook supervisory efforts. Another significant challenge faced by madrasah supervisors is the socio-cultural diversity inherent in the madrasah environment. Interview data reveal that each madrasah differs in cultural background, economic status, and religious understanding. Observations further indicated variations in the acceptance and implementation of educational policies across madrasahs. Documentation from supervision activities also noted that supervisors must tailor their approaches to align with the unique local contexts of each institution.

In addressing these challenges, madrasah supervisors actively seek practical and contextually appropriate solutions. Among the strategies employed are establishing intensive communication with madrasah principals and teachers, adapting supervision approaches to align



with the socio-cultural characteristics of each madrasah, and applying the principles of multicultural education to foster an inclusive learning environment. This approach underscores that the role of supervisors extends beyond administrative functions to encompass strategic responsibilities in maintaining and sustaining a culture of educational quality. In this context, adopting a flexible and contextual approach is crucial, and one effective solution is the implementation of multicultural education. According to [Masykur & Ilmiah \(2024\)](#), an education and teaching system that incorporates multicultural principles fosters a culture of tolerance, mutual respect, and acceptance of differences, allowing individuals to acknowledge and appreciate diversity in views, religions, beliefs, and other aspects. They further explain that when an education system successfully accommodates such diversity, it cultivates a culture of mutual respect, tolerance, and acceptance of differences among all members of the educational community. [Hosnan \(2022\)](#) further emphasizes that the core of multicultural thinking lies in recognizing and valuing the primordial dimensions of community life, including ethnicity, race, language, skin color, social stratification, religion, and even political affiliations. Such differences and diversities are regarded as vital social and cultural capital that contribute to the integrity of community life. One of the most effective means of internalizing multicultural education and fostering awareness to maintain social cohesion while cultivating individual, social, and cultural wisdom is through the formal learning process at every educational level.

Based on the explanations above, it can be concluded that socio-cultural diversity within the madrasah environment, encompassing cultural, economic, and religious differences, poses a significant challenge to the implementation of educational policies. The varying responses of madrasahs to these policies underscore the necessity of adopting a flexible and contextually sensitive approach in both supervision and learning. One of the solutions proposed is the implementation of multicultural education, which is capable of accommodating these differences within the education system. Multicultural education is viewed as a means to foster a culture of tolerance, mutual respect, and acceptance of diversity. Consequently, diversity is not perceived as an obstacle but rather as valuable social and cultural capital. The formal learning process in madrasahs thus serves as a strategic medium for internalizing these values, aiming to cultivate an inclusive, harmonious, and civilized community.

3. The Impact of Madrasah Supervisor Leadership on Quality Culture

The results of interviews with several teachers from Madrasah Ibtidaiyah, Madrasah Tsanawiyah, and Madrasah Aliyah indicate that the leadership of madrasah supervisors plays a crucial role in enhancing the quality of education. A teacher from Madrasah Aliyah remarked that the presence of supervisors significantly contributes to providing professional support and reinforcement to teachers. However, the teacher also acknowledged that the role of supervisors has not yet been fully optimized, as the frequency of supervisory visits remains limited. A similar view was expressed by a teacher from Madrasah Tsanawiyah, who emphasized the importance of supervisory coaching in both the learning process and madrasah administration, noting that such support positively impacts teacher collaboration and professionalism. This finding is further supported by observational data revealing limited interaction between supervisors and teachers over certain periods, alongside supervision documentation that records coaching activities conducted periodically but lacks consistency. The researcher's interpretation indicates that, despite the uneven presence of supervisors, the positive impact of each intervention remains significant in enhancing the quality of madrasahs.

Specifically, there are three main positive impacts of madrasah supervisor leadership on quality culture, as a result of data triangulation: first, improving teacher professionalism was a significant impact noted in this study. Teachers at madrasahs reported that guidance from supervisors helped them develop their teaching skills, particularly in the implementation of active learning methods and effective classroom management. Observations of classroom interactions further confirmed that teachers who regularly received supervisory support were able to foster a more interactive and engaging learning environment. This finding aligns with [Sumar \(2020\)](#), who emphasizes that effective classroom management plays a crucial role in the teaching and learning process by creating a supportive atmosphere that enables students to



receive optimal educational services. Second, changes in the work culture within madrasahs were observed. Documentation and internal observations indicate that teachers and madrasah principals have begun to adopt a periodic reflective and evaluative culture. This practice fosters continuous improvement in educational quality. This finding is supported by [Widodo \(2020\)](#), who states that a healthy work culture forms the foundation for developing quality human resources. Third, there has been an increase in parental and community involvement. Interviews with madrasah principals and teachers revealed that supervisors actively encourage parents and the broader community to participate in madrasah programs, thereby strengthening the support system for educational activities. Documentation of activities reveals the presence of parent forums and community partnerships that actively support learning activities. This aligns with the perspective of [Sugeha et al. \(2023\)](#), who argue that parental participation in education strengthens their role within the school environment. A clearly defined parental role is a crucial factor in enhancing their involvement in educational administration. Citing Rahman, [Sugeha et al. \(2023\)](#) further emphasize that such participation positively influences the knowledge, attitudes, and skills of all school stakeholders and reinforces parents' commitment to actively contributing to the educational process.

Based on these three findings, the author contends that the role of the madrasah supervisor extends beyond mere administrative control to encompass motivational, collaborative, and transformational dimensions. This perspective is supported by transformational leadership theory, which highlights empowerment and inspiration as key drivers of organizational cultural change ([Bas in Harsoyo, 2022](#)). According to [Berdiati \(2020\)](#), improving the professionalism of teachers and education personnel is an essential responsibility of supervisors in the development of national education. Supervisors serve as motivators who guide teachers, facilitators who address teachers' needs, and academic overseers who supervise and support the development of teacher competence.

Effective madrasah supervisors are capable of fostering a culture of reflection and systematic self-evaluation, which directly impacts the quality of learning and student outcomes. As [Prilianti \(2019\)](#) states, effective madrasah supervisors cultivate a reflective and evaluative culture that contributes significantly to the continuous improvement of both learning processes and madrasah management. Continuous academic coaching and assessment contribute significantly to improving the quality of learning and student outcomes. Therefore, the sustained implementation of academic coaching and assessment by madrasah supervisors can enhance the overall effectiveness of the educational process. [Ferrary \(2022\)](#) further emphasize that the quality of educational inputs directly influences the quality of the educational process, which subsequently impacts the quality of educational outputs and outcomes. These three elements are interrelated and influence each other. To improve the quality of madrasahs, it is necessary to understand the characteristics of effective management, including strong leadership to create change. This means that the quality of input (teachers and learning resources) greatly influences the learning process and outcomes, so that strategies to improve teacher quality are crucial. Furthermore, [Pertiwi & Atmaja \(2021\)](#) emphasized that the leadership needed for change is strong leadership in terms of authority and commitment. Leaders, as key determinants of the direction of change, must possess both authority and commitment. Leading through complex change requires strength, high self-confidence, and active involvement in every stage of the change process. Organizational leaders must remain proactive and focused on the organization's planned goals. Consequently, effective change leaders demonstrate resilience and enthusiasm in facing the challenges of change, perceiving these challenges as opportunities to prove and strengthen their leadership.

In addition, the madrasah supervisor plays a crucial role in ensuring the smooth running of the learning process through ongoing supervision, implementation monitoring, evaluation, and academic guidance. This role enables the madrasah to maintain a clear focus on improving student learning outcomes, which is the primary goal of education. The madrasah supervisor functions not only as a controller but also as a guide and collaborator who supports teachers in creating a conducive learning environment, thereby facilitating the effective



achievement of madrasah educational objectives. According to Putri (2022), the role of madrasah supervision in enhancing human resource quality involves maintaining and guiding teachers through both academic and managerial supervision. The most crucial aspect in improving teacher professionalism lies in coaching and developing teachers themselves, which directly contributes to improving the quality of classroom learning. Supporting this, Rajak et al. (2024) also emphasized that academic supervision has a positive impact on enhancing teacher competence and the overall quality of learning.

Thus, these findings confirm that madrasah supervisors play a crucial role as agents of change in fostering a sustainable culture of quality within madrasahs. To sustain and enhance this role, it is essential to strengthen their capacity through ongoing professional development, regular training, and the implementation of a supervision system that is adaptive to local contexts and needs.

CONCLUSIONS AND SUGGESTIONS

The leadership of madrasah supervisors in Kupang City plays a strategic role in shaping and strengthening a culture of educational quality. By employing a participatory and transformational supervision approach, supervisors have effectively enhanced teacher professionalism, fostered a reflective work culture, and reinforced collaboration between madrasahs and the community. Nevertheless, challenges such as limited resources, infrequent supervision visits, and varying levels of commitment remain significant obstacles to achieving sustainable quality improvement. As a follow-up to these findings, several concrete steps are recommended. First, enhancing human resource capacity through routine training and ongoing mentoring focused on leadership and education quality management. Second, fostering collective commitment among madrasah stakeholders by establishing discussion forums and quality culture charters. Third, optimizing local resources by engaging local government and educational communities as strategic partners. Fourth, developing a structured, adaptive monitoring and evaluation system tailored to the local context to ensure supervision effectiveness. Fifth, leveraging digital technology to support remote supervision and enable transparent performance reporting. By implementing these strategies systematically, the strengthening of a quality culture in madrasahs can occur sustainably and generate a broad impact on improving the quality of education grounded in Islamic values and local wisdom..

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