

IMPLEMENTATION OF ACADEMIC SUPERVISION BY THE MADRASAH PRINCIPAL IN DEVELOPING THE QUALITY OF LEARNING AT MTs AISYIYAH SUNGGUMINASA, GOWA REGENCY

Musfirah¹, Sitti Mania², Baharuddin³

^{1, 2, 3} Postgraduate, Universitas Islam Negeri Alauddin Makassar

¹ musfirah00@gmail.com, ² sitti.mania@uin-alauddin.ac.id,

³ baharuddinjepot@gmail.com

Abstract

This study aims to analyze the implementation of the principal's academic supervision in developing learning quality at MTs Aisyiyah Sungguminasa, Gowa Regency, focusing on planning, execution, and evaluation with follow-up actions. Utilizing a descriptive qualitative approach, data were collected from the principal, teachers, and relevant documents through observation, interviews, and documentation. The data were analyzed using reduction, data display, and conclusion drawing, while trustworthiness was verified through source, technique, and time triangulation. Results indicate that: (1) Academic supervision planning is conducted by formulating programs encompassing objectives, target teachers, schedules, and instruments; (2) Execution involves classroom visits, learning observations, and administrative inspections; (3) Evaluation and follow-up are implemented continuously via feedback, coaching, and instructional material assistance. The study implies that systematic, continuous academic supervision enhances learning quality. Consequently, the principal should strengthen participatory planning, enhance teacher coaching, and optimize evaluation processes to deliver a meaningful impact on educational quality at the madrasah.
Keywords: Academic Supervision, Principal, Learning Quality, MTs Aisyiyah Sungguminasa.

Abstrak

Penelitian ini bertujuan menganalisis implementasi supervisi akademik kepala madrasah dalam mengembangkan mutu pembelajaran di MTs Aisyiyah Sungguminasa Kabupaten Gowa, berfokus pada perencanaan, pelaksanaan, serta evaluasi dan tindak lanjut. Pendekatan penelitian yang digunakan adalah kualitatif deskriptif. Data diperoleh dari kepala madrasah, guru, dan dokumen relevan melalui observasi, wawancara, serta dokumentasi, lalu dianalisis melalui reduksi, penyajian data, dan penarikan kesimpulan. Pengujian keabsahan data dilakukan menggunakan triangulasi teknik, sumber, dan waktu. Hasil penelitian menunjukkan: (1) Perencanaan supervisi akademik disusun melalui program yang mencakup tujuan, sasaran guru, jadwal, dan instrumen; (2) Pelaksanaan dilakukan melalui kunjungan kelas, observasi pembelajaran, serta pemeriksaan administrasi guru; (3) Evaluasi dan tindak lanjut dilaksanakan berkelanjutan melalui umpan balik, pembinaan, serta pendampingan perangkat pembelajaran. Implikasi penelitian menegaskan supervisi akademik yang sistematis dan berkesinambungan terbukti mampu meningkatkan mutu pembelajaran. Oleh karena itu, kepala madrasah perlu memperkuat perencanaan partisipatif, meningkatkan pembinaan, serta mengoptimalkan evaluasi agar berdampak nyata pada kualitas madrasah.

Kata Kunci: Supervisi Akademik, Kepala Madrasah, Mutu Pembelajaran, MTs Aisyiyah Sungguminasa.



© Author(s) 2026

This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

INTRODUCTION

Education plays a crucial role in determining the development and advancement of a nation and state. A nation's progress depends on how it explores, values, and utilizes its human resources. This is closely related to the quality of education provided to its members, especially students. The successful implementation of quality education depends on maximizing efforts to improve the professionalism of educators and education personnel, while, of course, not neglecting other factors.¹ School supervisors and school principals are educators and education personnel who have an important and strategic role in improving the quality of Islamic religious education learning and the quality of school education.

Supervision is the supervision of academic activities in the form of the teaching and learning process, supervision of teachers in teaching, supervision of students who are learning, and supervision of the situations that cause it.² Educational supervision is defined as a form of guidance. Guidance encompasses all activities and efforts related to efficient and effective planning, preparation, development, direction, and control. This guidance is intended to improve educational situations. The educational situation has a very broad scope and can be defined as everything related to education.

Academic supervision is an effective tool for improving the quality of learning. Through academic supervision, madrasah principals can provide guidance, evaluation, and monitoring of the learning process taking place in the madrasah. Systematic, targeted, and continuous supervision can help teachers improve their pedagogical, professional, social, and personal competencies.³ In this context, the head of the madrasah is required to have good managerial skills and a deep understanding of academic supervision strategies that are appropriate to the characteristics of the madrasah.

In the context of educational supervision in schools, the principal is the implementer. Because the principal has a significant influence on achieving educational goals, the government has established five principal competency standards, meaning that all principals must possess these five standards. As stipulated in Minister of National Education Regulation No. 13 of 2007, principals are required to possess five competencies: personality, managerial, entrepreneurial, supervisory, and social competencies.

In an educational institution, the principal acts as a supervisor. To carry out supervision, the principal must first develop and implement a systematic program. Supervision should be

¹ Abdul Hamid Tanjung, *Pelaksanaan Supervisi Akademik Dalam Meningkatkan Mutu Pembelajaran Pendidikan Agama Islam Di SD Negeri Lopian 2 Kecamatan Badiri Kabupaten Tapanuli Tengah* (2014).

² Suhardan, *Supervisi Bantuan Profesional: Layanan Dalam Meningkatkan Mutu Pembelajaran*, ed. Mutiara Ilmu (Bandung, 2010).

³ Arikunto, *Dasar-Dasar Supervisi Pendidikan*, ed. Rineka Cipta (Jakarta, 2020).

conducted to provide guidance to teachers so they can carry out their duties effectively and efficiently.⁴ Teachers must be competent in supervising learning activities, including organization, implementation, and assessment, to ensure the learning process runs smoothly. Of course, it's not enough for an educator to simply possess the skills to carry out the educational process. To be a good role model for their students, a teacher must possess an intelligent, mature, stable, and authoritative attitude. Furthermore, there's the concept of professional competence. This skill relates to a teacher's ability to thoroughly understand the subject matter they're teaching.⁵

One of the actions taken by madrasah principals to improve their teachers' teaching abilities is to conduct academic supervision, which is the principal's primary duty as school manager. Academic supervision is a coaching process aimed at assisting teachers and other staff with technical assistance in carrying out the learning process, or supporting the learning process with the aim of enhancing teachers' professional abilities and improving the quality of learning.⁶

Teachers benefit greatly from academic supervision, which provides guidance and development to foster professional competence, thus creating quality learning. The quality of learning can be seen in pre-planned activities that are then implemented directly with students.⁷ Indirectly, academic supervision influences the quality of learning, so it can be said that academic supervision is very necessary in a school or educational institution in order to create quality learning and will bring progress to education in a nation.

Supervision in schools/madrasas is one way to improve the competence of teachers and education personnel. Schools serve as a means of achieving this, and teachers, as the primary human resource, must be nurtured and developed sustainably. Supervision by the madrasa/school principal is essential to overseeing, evaluating, and improving the learning process. This supervisory activity is expected to further develop teachers' mindsets, fostering commitment and enabling them to carry out their functions and duties professionally.⁸

Principals supervising teachers must position themselves as providers of support, not fault-finders. This is to avoid misunderstandings and differing interpretations between teachers and the principal. The ultimate goal of supervision is to improve teachers' teaching and learning

⁴ Tuti Rachmawati, "Supervisi Pendidikan Sebagai Upaya Meningkatkan Kinerja Guru," *Jurnal Coopetition* 7, no. 1 (2016): h.5

⁵ N. Illahi, "Eranan Guru Profesional Dalam Peningkatan Prestasi Siswa Dan Mutu Pendidikan Di Era Milenial," *Jurnal Asy-Syukriyyah* Vol 21 No, no. 20 (2020): 20.

⁶ Mansyur, . "Supervisi Akademik Abstrak. El-Idarah," *El-Idarah : Jurnal Manajemen Pendidikan Islam* Vol 7 No 2 (2021): 30.

⁷ P. Setyosari, "Menciptakan Pembelajaran Yang Efektif Dan Berkualitas. JINOTEP," (*Jurnal Inovasi Dan Teknologi Pembelajaran*) *Kajian Dan Riset Dalam Teknologi Pembelajaran* Vol 1 No 5 (2017): 30.

⁸ Sunaedi & Rudji, "Supervisi Akademik Kepala Sekolah Dalam Meningkatkan Kinerja Guru Di Madrasah Aliyah Negeri Tolitoli," *Journal of Educational Management and Islamic Leadership* 2, no. 2 (2023): 1–11.

processes, thereby achieving quality teaching and learning and improving student learning outcomes.

Learning quality is a fundamental issue that must be addressed in order to improve the quality of education. In this regard, teachers are the focal point of the learning process. Teachers are required to utilize methods, media, and strategies in the learning process to achieve quality learning. To achieve successful, quality learning, the following factors must be considered: teachers, students, teaching methods, learning management, learning psychology, learning circles, and facilities and infrastructure.⁹

The quality of learning in madrasahs is one of the main indicators of educational success. In an increasingly competitive era of globalization, improving the quality of learning is imperative to produce highly competitive graduates. Madrasahs, as faith-based educational institutions, have a dual responsibility: to produce a generation that excels not only academically but also possesses noble morals. Therefore, the role of the madrasah principal as an educational leader is strategic in supporting the achievement of this goal.

In Gowa Regency, particularly at MTs Aisyiyah Sungguminasa, improving the quality of learning through academic supervision is a top priority. As a madrasah with a vision of producing a generation of scholars and religious leaders, MTs Aisyiyah Sungguminasa faces challenges in ensuring that academic supervision is implemented as expected.

Based on initial observations conducted by researchers at MTs Aisyiyah Sungguminasa, Gowa Regency, it was discovered that the principal had implemented academic supervision as part of an effort to improve the quality of learning. Supervision was carried out through monitoring the learning process in the classroom and reviewing teacher learning administration. However, initial observations in the field indicated that the implementation of academic supervision had not been fully optimal. Several teachers still lacked a complete understanding of the purpose and benefits of academic supervision. This condition was evident in the incompleteness of teachers' learning tools, such as teaching modules and assessment instruments that had not been systematically compiled. This lack of complete learning tools had the potential to impact the quality of the teaching and learning process in the classroom.

Initial observations also indicated that some teachers were still not fully independent in developing learning administration, and thus tended to rely on existing examples or tools. This indicates the need for more intensive, coaching-oriented academic supervision oriented toward teacher professional development. Furthermore, researchers observed that the evaluation and follow-up of academic supervision results were not yet optimal. Following supervision, not all

⁹ Desi Kurniati, *Implimentasi Supervisi Akademik Kepala Madrasah Dalam Mewujudkan Mutu Pembelajaran Di MA Al-Hikmah Kedaton Bandar Lampung* (UIN Raden Intan Lampung, 2018).

findings were followed up with planned and ongoing coaching programs. Some teachers still require further guidance in developing learning strategies and using a variety of learning methods and media.

Based on this, it indicates that there are problems that need to be addressed and further attention needs to be paid to the strategy for implementing academic supervision carried out by the madrasah principal in developing the quality of learning at MTs Aisyiyah. In relation to the explanation above, the researcher is interested in studying more deeply about "The Implementation of Academic Supervision by Madrasah Principals in Developing the Quality of Learning at MTs Aisyiyah Sungguminasa, Gowa Regency."

LITERATURE REVIEW

Scope of Supervision

Supervision is an activity carried out by someone in a higher position, in this case a principal, to observe, supervise, and evaluate a teacher's performance. Supervision, as a service activity, primarily concerns teaching and its improvement, and concerns the teaching and learning process and all factors within the situation.¹⁰ This supervision is an inseparable part of the entire educational administration process which is aimed at developing the effectiveness of the performance of school personnel related to the main tasks of education.

In education, supervision is typically carried out by the principal or supervisor to support teachers in improving teaching methods and the quality of classroom learning. Therefore, supervision is not merely about monitoring, but rather about providing direction, input, and support to improve work results. Supervision is not only oriented towards the technical aspects of learning but also encompasses managerial, professional, and personal dimensions. Comprehensive and continuous supervision will assist the principal in realizing quality learning and supporting the achievement of educational goals in the madrasah.

Academic Supervision

Academic supervision is a form of professional development focused on improving the quality of classroom learning. This supervision focuses on teachers' ability to plan, implement, and evaluate learning effectively in accordance with the applicable curriculum. In practice, academic supervision is not interpreted as an activity of finding fault with teachers, but rather as a collaborative and reflective mentoring process to improve teachers' pedagogical and professional competence.

¹⁰ Rahmat Hidayat dan Abdillah, *Ilmu Pendidikan Konsep, Teori Dan Aplikasinya* (2019).

Academic supervision focuses on fostering and improving the quality of the learning process. This scope includes lesson planning, implementation of the teaching and learning process, use of methods and media, and evaluation of student learning outcomes. The primary goal of academic supervision is to create effective, efficient, and student-centered learning.¹¹

Supervised aspects include the development of learning materials, the implementation of the teaching and learning process in the classroom, the use of learning methods and media, and the assessment system for student learning outcomes. Academic supervision aims to improve teachers' pedagogical and professional competence so that learning takes place effectively and with quality.¹² Academic supervision also encourages reflection and innovation in learning practices through collaborative dialogue between supervisors and teachers.

The primary goal of academic supervision is to assist teachers in improving teaching standards. It targets teachers in the learning process, including the selection of learning strategies, methods, and techniques, the use of media and information technology in the learning process, the evaluation of learning processes and outcomes, and student involvement in classroom action research. Teacher performance in activities such as planning, implementing, and evaluating student learning outcomes can be influenced by the quality of academic supervision services.¹³ Academic supervision is not carried out incidentally, but rather through clear and interconnected stages. The stages of academic supervision by the madrasah principal include planning, implementation, evaluation, and follow-up.

It can be concluded that academic supervision is a coaching process carried out by the principal or supervisor to help teachers improve the quality of classroom learning. The goal is not to find fault, but rather to assist teachers in becoming more professional in teaching, from planning and implementation to assessing student learning outcomes. Through academic supervision, teachers can receive input, direction, and motivation to make their teaching methods more effective and tailored to student needs, thereby improving the quality of education at the school.

¹¹ H. Sofyan and A. Muhaemin, "Model Supervisi Akademik Berorientasi Pada Peningkatan Kompetensi Pedagogik Guru," *Jurnal Ilmu Pendidikan* 5, no. 1 (2021): 43.

¹² E. Mulyasa, *Manajemen Dan Kepemimpinan Kepala Sekolah* (Bumi Aksara, 2022).

¹³ Ratlin, "Pengaruh Kualitas Supervisi Akademik Pengawas Sekolah Terhadap Kinerja Guru Sains SMA Negeri Di Kota Baubau," *Pep Educational Assesment* Vol. 1, No (2017): 18.

Quality of Learning in Madrasah

Learning quality is a comprehensive description of the learning process and outcomes, reflecting the expected outcomes. The learning process and outcomes encompass learning planning, implementation, assessment, and monitoring, ensuring effective and efficient learning.¹⁴

Learning quality essentially concerns the quality of the process and the quality of learning outcomes. Abdul Hadis explains that the quality of the learning process is defined as the quality of the learning activities carried out by teachers and students in the classroom and elsewhere. Meanwhile, the quality of learning outcomes is the quality of learning activities manifested in the form of tangible learning outcomes achieved by students in the form of grades.¹⁵ To achieve desired learning objectives, a teacher must be able to select effective learning models, strategies, and methods to ensure the learning process runs as expected and achieves satisfactory results. Furthermore, these strategies must be tailored to the subject matter and student characteristics.

Improving the quality of learning in schools is a systematic process that continuously improves the quality of the teaching and learning process and related factors, with the goal of achieving school targets more effectively and efficiently. Improving the quality of learning is related to the targets to be achieved, the process to achieve them, and related factors. In quality improvement, there are two aspects that require attention: the quality of the results and the process of achieving those results.¹⁶

According to Syam Hadi, the urgency of quality in educational institutions lies in their ability to produce output that meets national education standards, which encompass eight standards: content, process, graduate competency, educators and education personnel, facilities and infrastructure, management, financing, and education assessment. These eight standards are interrelated to support the implementation of a quality learning process.¹⁷

Effective strategic planning is also a crucial factor in improving educational quality. Maria and Hadiyanto emphasize in their journal that systematic and programmed strategic planning can improve the development and quality of education in an institution. The benefits of strategic planning carried out by madrasahs effectively, systematically, and programmed can improve the development and quality of education.¹⁸

¹⁴ Rusman, *Model-Model Pembelajaran Mengembangkan Profesionalisme Guru* (PT Rajagrafindo Persada, 2012).

¹⁵ Abdul Hadis dan Nurhayati B, *Manajemen Mutu Pendidikan*, (Alfabeta, 2014).

¹⁶ Desi Kurniati, *Implementasi Supervisi Akademik Kepala Madrasah Untuk Mewujudkan Mutu Pembelajaran Di Ma Al-Hikmah Kedaton Bandar Lampung* (Universitas Islam Negeri Raden Intan Lampung Fakultas Tarbiyah Dan Keguruan, 2018). (Raden Intan State Islamic University of Lampung, Faculty of Education and Teaching, 2018)

¹⁷ Syam Hadi, "Urgensi Mutu Pada Lembaga Pendidikan," *Ideas: Jurnal Pendidikan, Sosial, Dan Budaya* 8, no. 3 (2022): 697.

¹⁸ Maria & Hadiyanto, "Urgensi Perencanaan Strategis Dalam Meningkatkan Pengembangan Dan Mutu Pendidikan," *Edukasi Islami: Jurnal Pendidikan Islam* 10, no. 2 (2021): 69.

According to research, inputs that influence school quality include educators, educational staff, students, curriculum, facilities, infrastructure, and other aspects that support educational implementation. Furthermore, the process in question is the implementation of learning. Quality schools certainly implement the learning process well. Good learning not only transfers knowledge but also trains, guides, and educates students.¹⁹

Review of Islamic Integration

In Islam, education holds a very high status, as it aims to create people who are faithful, knowledgeable, and have noble morals. Academic supervision by the madrasah principal to improve the quality of learning is part of the effort to create a quality educational environment, as mandated in Islam to continuously strive for improvement and advancement in all aspects of life, including education.

Academic supervision can be linked to the concept *al-muraqabah (supervision) and at-tarbiyah (education) which aim to ensure the learning process takes place well and in accordance with Islamic values. Academic supervision carried out by the head of the madrasah aims to improve the quality of learning, both in scientific aspects and in developing students' morals.*

Academic supervision is part of the effortIn the world of education, madrasah principals, as leaders, have a significant responsibility to improve the quality of learning through continuous supervision, coaching, and evaluation. By implementing Islamic values in academic supervision, madrasahs can become centers of education that not only produce intellectually intelligent generations but also possess noble morals in accordance with Islamic teachings.

Allah says in QS. Al-Mujadilah: 11:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انْشُرُوا فَانْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Translation:

"O you who believe! When it is said to you, 'Make room in the assembly,' then make room, surely Allah will make room for you. And when it is said, 'Stand up,' then stand, Allah will surely raise (the level of) those who believe among you and those who have been given knowledge to a few degrees. And Allah is Most Accurate in what you do." (QS. Al-Mujadilah: 11).

¹⁹ T. Anggraeni, I., Komariah, A., & Kurniatun, "Urgensi Pengelolaan Pendidik Dan Tenaga Kependidikan Berbasis Sekolah Dalam Peningkatan Mutu Sekolah," *Aulad: Journal on Early Childhood* 4, no. 3 (2016).

The meaning of this verse emphasizes that knowledge and faith are two things that bring honor and elevate human dignity. In the context of education, particularly academic supervision, this verse contains a normative and spiritual basis for developing teachers to improve their academic quality. QS. Al-Mujadilah: 11 serves as the basis for the assertion that academic development is not merely administrative but also has religious value, as it aims to elevate dignity through knowledge.²⁰

Academic supervision carried out by the madrasah principal actualizes the teachings of QS. Al-Mujadilah: 11, where teachers are given the opportunity to be nurtured and developed to enhance their knowledge and professional standing. This verse also emphasizes that education is a vehicle for human elevation, not merely a cognitive tool. Therefore, the madrasah principal is obligated to carry out supervision as a spiritual leadership mandate to ensure the continuous improvement of learning quality and the production of educators and students who excel in knowledge and faith.

Phrase "When you're told to stand, then stand" demonstrates the importance of obedience and responsiveness to sound direction. In academic supervision, this can be interpreted as a teacher's readiness to accept direction, guidance, and suggestions from their supervisor to improve learning effectiveness. Teachers who are willing to continuously learn and develop will experience improvements in their teaching quality and professionalism.

This verse emphasizes that Allah will exalt those who have faith and knowledge. In the context of academic supervision, this demonstrates the importance of coaching and developing the competencies of educators and students to continuously improve their quality. Academic supervision aims to improve the quality of education through guidance and evaluation, allowing educators to develop and broaden their knowledge, while enhancing the quality of learning.

In Islam, educational leaders, such as madrasah principals, have a significant responsibility to direct and guide educators and students toward quality learning in accordance with Islamic values. This aligns with the hadith of the Prophet Muhammad (peace be upon him).

عَنِ ابْنِ عُمَرَ رَضِيَ اللَّهُ عَنْهُمَا أَنَّ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: "أَلَا كُلكُمْ رَاعٍ وَكُلكُمْ مَسْئُولٌ عَنْ رَعِيَّتِهِ"

²⁰ N. Ainiyah, "Integrasi Nilai-Nilai Al-Qur'an Dalam Supervisi Pendidikan Islam Di Madrasah. Jurnal Pendidikan Islam," *Jurnal Pendidikan Islam* 11, no. 2 (2023): 142.

Translation:

“Each of you is a leader, and every leader will be asked about those he leads.” (Narrated by Bukhari and Muslim)²¹

Based on the above hadith, the madrasah principal, as an educational leader, is responsible for supervising teaching staff and students to achieve the goals of better Islamic education. The madrasah principal acts as a leader, tasked with fostering and overseeing the learning process to ensure it aligns with Islamic values and the principles of quality education.

The hadith also emphasizes that every individual entrusted with leadership will be held accountable for the tasks they undertake. In the context of madrasahs, the principal is the leader responsible for the entire education and learning process. Therefore, he or she must carry out academic supervision duties responsibly to improve the quality of learning. In the context of academic supervision, the principal must ensure that the learning process at the madrasa runs smoothly, teachers receive optimal guidance, and students receive a quality education.

Allah says in QS. An-Nisa' (4:58):

إِنَّ اللَّهَ يَأْمُرُكُمْ أَنْ تُؤَدُّوا الْأَمَانَاتِ إِلَىٰ أَهْلِهَا وَإِذَا حَكَمْتُمْ بَيْنَ النَّاسِ أَنْ تَحْكُمُوا بِالْعَدْلِ إِنَّ اللَّهَ نِعِمَّا يَعِظُكُمْ بِهِ ۚ إِنَّ اللَّهَ كَانَ سَمِيعًا بَصِيرًا

Translation:

"Indeed, Allah commands you to convey the message to those who are entitled to receive it, and when you establish a law between people, you must determine it fairly. Indeed, Allah is the Best who teaches you. Indeed, Allah is All-Hearing, All-Seeing."

The above verse emphasizes the importance of assigning mandates or responsibilities to those who are qualified and capable of carrying them out. In a work context, this means placing employees according to their field and expertise.

In his Tafsir Al-Misbah, M. Quraish Shihab explains that this verse emphasizes two main points: the obligation to fulfill a mandate to those entitled to it. This mandate can take the form of any form of responsibility, whether in leadership, knowledge, or other resources, and the obligation to uphold justice in deciding cases, without being influenced by personal or group interests.²² In the context of education, this verse contains a principle that can be applied in improving the quality of education, namely that education is a mandate that must be given to those who are entitled (students) with the best quality.

²¹ Al-Imam Abu Zakariya Yahya bin Sharaf An-Nawawi, *Riyad As-Salihin Garden To The Righteous* (Zam Zam Publishers, 2024).

²² Quraish Shihab, *Tafsir Al-Misbah: Pesan, Kesan Dan Keserasian al-Qur'an* (Lentera Hati, 2010).

RESEARCH METHODS

This research is a descriptive qualitative research, where qualitative descriptive is generally conducted in the form of case studies. The purpose of qualitative descriptive research is to produce descriptive information in the form of a very systematic description based on what happens in the field, or in other words, in accordance with field conditions. Therefore, what will be discussed in this research will be structured in detail. The location of this research is on Jl. Balla Lompoa, Sungguminasa, Somba Opu District, Gowa Regency, South Sulawesi 92111. This location was chosen as the research location because it is not far from where the researcher works, making it easy to reach and allowing for efficient data collection.

The approach used by the researcher is a managerial and phenomenological approach. Phenomenology in this research is a study of knowledge derived from consciousness or how researchers interpret an object and event that is a person's conscious experience. This was conducted by researchers at MTs Aisyiyah Sungguminasa, Gowa Regency. This allows researchers to understand the clarity of a phenomenon that occurs in a natural situation experienced by individuals related to the implementation of academic supervision by the madrasah principal in developing the quality of learning.

The data sources used in this study consist of two parts: primary data sources, consisting of observations, interviews, and documentation. Secondary data sources, consisting of pre-existing documents. The collected data were then analyzed using the stages of data reduction (selecting the main points), data presentation (in the form of narrative text), and drawing conclusions (critically based on field facts).

The data collection methods used in this study were observation, interviews, and documentation. The data instruments used in this study were observation guidelines, interview guidelines, and documentation formats. Data validity in this study was verified using data triangulation, a technique for checking data validity that utilizes something external to the data itself for checking or as a comparison. In this study, the researcher used technical triangulation, source triangulation, and time triangulation.

RESULTS AND DISCUSSION

Madrasah Principal's Academic Supervision Planning

The madrasah principal's academic supervision planning is the initial stage in implementing supervisory activities, serving as the basis for direction and guidance in improving the quality of learning in the madrasah. Before implementing supervision, the madrasah principal first plans the supervision program. Based on supervision theory, academic supervision planning is first carried out by carrying out several well-planned and orderly preparations according to a

jointly determined schedule. According to Purwanto, planning is an absolute requirement for every organization or institution and for every activity, both individual and group.²³

Planning is an absolute requirement for any organization or institution to carry out activities effectively and efficiently. In the context of academic supervision, this means that the principal must design a supervision program that takes into account the goals, teacher needs, and the condition of the educational institution.²⁴ The initial steps taken by the madrasah principal are to determine the objectives of academic supervision by analyzing needs, preparing a program plan for developing supervision instruments, determining a realistic schedule, conveying the supervision schedule and conveying what will be supervised.

Academic supervision planning carried out by the madrasah principal at MTs Aisyiyah Sungguminasa is carried out in a planned, systematic, and participatory manner at the beginning of the new academic year. The madrasah principal first determines the objectives of academic supervision, analyzes needs, and compiles a supervision program at the beginning of the academic year before learning activities begin. always convey the schedule and aspects that will be supervised from the start, so that teachers can prepare themselves. This shows that academic supervision planning is underway well, transparently and collaboratively, **in accordance with the principles of democratic supervision. In the planning process, the madrasah principal involves all teachers through coordination meetings and appoints a vice principal for curriculum as a supervisory team member to assist in implementing academic supervision.**

The principal develops an academic supervision program by appointing a deputy head of curriculum to serve on the supervision team. The supervisory team assists the principal in creating a schedule and studying the instruments or observation sheets to be used during supervision. The principal and the supervisory team conduct academic supervision using assessment instruments as a reference for assessing teacher performance in the classroom.

This aligns with the theory that the principal's primary task as a supervisor is to develop sound program planning. Teachers must be involved in program development to ensure that the desired objectives are met based on the teachers' problems and needs.²⁵ This opinion aligns with Mulyasa's, who stated that academic supervision provides professional assistance to teachers through a systematic cycle of planning, careful observation, and objective and immediate feedback. The planning phase includes developing a supervision schedule, developing instruments, and determining supervision objectives.²⁶

²³ M. Ngalim Purwanto, *Administrasi Dan Supervisi Pendidikan* (Remaja Rosdakarya, 2008).

²⁴ Ngalim Purwanto, *Administrasi Dan Supervisi Pendidikan*, Cet 24, ed. Rosda (Jakarta, 2017).

²⁵ Supardi, *Kinerja Guru* (PT Raja Grafindo Persada, 2013).

²⁶ E. Mulyasa, *Manajemen Berbasis Sekolah: Konsep, Strategi, Dan Implementasi* (Remaja Rosdakarya., 2013).

Similarly, the principal of MTs Aisyiyah Sungguminasa madrasah did that in planning supervision, he first informed the teachers that there would be supervision, including informing them of the things that would be supervised so that the teachers could prepare documents as instruments to be used, prepare a supervision schedule and the teachers who would be supervised.

So at the beginning of each semester, a supervision schedule is prepared which includes planning supervision at the beginning of the semester, process supervision in the middle of the school year, and assessment supervision at the end of the semester, this is in line with the theory of academic supervision which emphasizes the importance of systematic and continuous planning in the implementation of supervision. According to Glickman, Gordon, and Ross-Gordon, academic supervision is a series of activities systematically designed to help teachers improve the quality of learning through three main stages, namely planning, implementation, and evaluation.²⁷

Implementation of Academic Supervision by Madrasah Principals

After planning for supervision, the next step is implementation, which is the implementation of the plan. Supervision is a crucial activity because it serves as a benchmark for the success of a program. Supervision provides a platform for each teacher to continually develop their teaching to improve the quality of student learning.

The implementation of academic supervision by the madrasah principal is a crucial step in improving the quality of learning in madrasahs. Academic supervision in madrasahs is carried out as an effort to foster and improve the professional abilities of teachers in carrying out the learning process. ***Based on the results of interviews, observations, and documentation, it is known that the madrasah principal carries out academic supervision in a planned, systematic, and sustainable manner, although there are still several technical obstacles in the field.***

Academic supervision in madrasahs is carried out through classroom observation visits as the primary form of supervision. This activity aims to directly monitor the learning process (PBM) carried out by teachers in the classroom to ensure its compliance with the previously prepared Teaching Modules. During the observations, the madrasah principal notes important aspects such as the teacher's strengths and weaknesses in teaching, including the use of learning strategies and methods, classroom management, and teacher-student interactions. The results of these observations then serve as the basis for follow-up actions, such as coaching, guidance, or improvements to aspects that still need improvement.

The form of supervision carried out by the principal of the madrasah at MTs Aisyiyah Sungguminasa is classroom visit supervision by observing matters related to the planning,

²⁷ C. D. Glickman et al., "SuperVision and Instructional Leadership: A Developmental Approach (10th Ed.)," *Pearson Education*, 2018.

implementation, and evaluation of teacher learning, including learning tools (teaching modules, lesson plans and syllabus), the teacher's teaching process in class, mastery of material, communication with students, and the application of learning methods.²⁸ The principal visits the classroom directly while the teacher is conducting the lesson. From beginning to end, the lesson must be observed and strictly adhered to the established teaching module, including the time, material, and core activities carried out by the teacher in the classroom. The principal then notes any important considerations in the learning process, including the achievement of learning objectives, the use of learning methods and media, classroom management, and assessment of learning outcomes.

Academic supervision conducted by the principal at MTs Aisyiyah Sungguminasa is direct and focused on improving the quality of the learning process. The principal plays an active role in monitoring and mentoring teachers through systematic academic supervision oriented toward improving the quality of learning. Classroom visit supervision is an effective strategy because it allows the principal to directly observe learning practices in the field, provide constructive feedback, and encourage teachers to continuously improve and develop their competencies.

The aspects observed by the principal at MTs Aisyiyah Sungguminasa in implementing academic supervision include three main stages: planning, implementation, and assessment of learning. In the planning stage, the principal assesses the completeness and suitability of the teaching modules to the curriculum, learning objectives, and teacher preparedness before teaching. In the implementation stage, the focus of observations is directed at teachers' ability to deliver and master the material, the use of appropriate learning methods and strategies, classroom management, teacher-student interactions, and active student involvement in the learning process. Meanwhile, in the assessment stage, the principal evaluates how teachers assess student learning outcomes, whether they are in accordance with applicable procedures and instruments. Thus, academic supervision conducted not only assesses administrative aspects, but also emphasizes the quality of the learning process and student learning outcomes as a whole.

Classroom management carried out by teachers at MTs Aisyiyah Sungguminasa under the supervision of the principal has been quite successful. Teachers are able to organize the class, maintain order, and create a conducive learning atmosphere so that learning can proceed smoothly. Teachers also strive to interact with students to keep them active and focused during lessons. However, some teachers still need to increase the variety of methods and use of learning media to make classroom management more engaging and effective. Therefore, academic

²⁸ St. Sukaeni, *Wawancara Pada Hari Jumat, 26 September 2025, Jam 09.00-Selesai, Di MTs Aisyiyah Sungguminasa* (Gowa, 2025).

supervision is carried out as a coaching effort to help teachers improve and enhance the quality of classroom management.

In implementing academic supervision, madrasah principals often face various obstacles, both internal and external. For example, teachers are sick or assigned to work outside the school, delaying supervision activities. Furthermore, some teachers still lack observation equipment and learning media. All of these obstacles prevent academic supervision from fully achieving its goal of improving the quality of learning processes and outcomes in madrasahs.

The main obstacle is teachers' limited time, as many teachers have busy teaching schedules, making it difficult to find time for supervision. Furthermore, teachers' mental preparedness is also a challenge, as some teachers still feel awkward or lack confidence when being supervised. This prevents the supervision process from running optimally. Another obstacle is the lack of complete supervision tools or instruments, preventing comprehensive teacher performance assessments. Furthermore, limited madrasah facilities and infrastructure also impact the effectiveness of academic supervision.

Many teachers still don't fully understand the changes and demands of the curriculum, resulting in suboptimal implementation. Furthermore, teachers experience difficulties developing teaching materials and utilizing learning technology. Other challenges include limited time and the numerous additional tasks teachers have, which prevent supervision from always following the schedule planned by the principal. This makes the teaching and learning process less engaging and less suited to the needs of students in the digital age.

Thus, it can be concluded that various obstacles in implementing academic supervision are primarily caused by internal and external factors within teachers. Internal factors include teachers' readiness, understanding, and ability to implement learning according to the demands of the new curriculum. External factors, meanwhile, relate to limited time, facilities, and infrastructure, and support from the madrasah or teaching staff.

According to Mulyasa, the success of academic supervision is heavily influenced by three main aspects: teacher readiness, infrastructure support, and effective time management. If any of these three aspects are not met, supervision will not run optimally. This is evident from interviews, which indicated that teachers were not ready with learning materials, lacked understanding of the new curriculum, and faced time and facility constraints.²⁹ Overall, these theories describe that obstacles to academic supervision arise due to a lack of professional preparedness of teachers, minimal supporting facilities, and weak management of supervision implementation.

²⁹ E. Mulyasa, *Menjadi Kepala Sekolah Profesional Dalam Konteks Menyukkseskan Kurikulum Merdeka* (PT Remaja Rosdakarya., 2022).

Academic Supervision Evaluation/Follow-up

Evaluation or follow-up of academic supervision is the final stage in the supervision process, aimed at determining the extent to which supervision has achieved its intended objectives and at improving the quality of learning in the madrasah. Evaluation activities are carried out by the madrasah principal after the implementation of teacher supervision, taking into account the results of observations, assessment instruments, and joint reflections with teachers. Evaluation of supervision implementation is an important part of measuring the extent of the success of the supervision program that has been implemented. The principal, as supervisor, is expected to be able to provide solutions to problems faced by teachers and also serves as a benchmark for the success of the supervision implementation.

The madrasah principal carries out follow-up on academic supervision in a fairly systematic manner. Follow-up is carried out through individual and group coaching, such as holding evaluation meetings, providing direct suggestions for improvement to supervised teachers, and facilitating training through the MGMP or inviting supervisors as resource persons. Furthermore, the madrasah principal also provides awards to teachers who demonstrate improvement efforts. Overall, these follow-up activities demonstrate the madrasah principal's commitment to improving the quality of learning through ongoing mentoring, professional development, and providing motivation to teachers.

Supervisory activities carried out by the madrasah principal demonstrate that the teacher development process has been ongoing. The madrasah principal provides coaching both individually and in groups. In individual coaching, teachers are called in after supervision to receive suggestions and input regarding deficiencies that still need to be addressed. This method helps teachers clearly understand aspects that need to be improved. Meanwhile, group coaching is conducted through meetings so that teachers can discuss together, share experiences, and learn from improvements made by colleagues. In addition, the madrasah also conducts training with supervisors as resource persons. The presence of supervisors provides more professional, direct guidance so that teachers can improve their teaching competencies. Overall, these activities reflect effective academic supervision because they focus not only on assessment but also on continuous teacher improvement and development efforts.

The principal's feedback is constructive. The principal not only highlights shortcomings but also provides solutions and suggestions for improvement, such as using more varied learning methods, utilizing learning media, and increasing student engagement during learning activities. This evaluation is also conducted using previously established academic supervision instruments. Following the evaluation, the principal also provides follow-up supervision in the form of coaching and mentoring.

The follow-up to academic supervision at madrasahs has been quite systematic and focused on improving the quality of learning. Follow-up is carried out through joint evaluations with supervised teachers. These meetings provide an open dialogue between the madrasa principal and teachers, where all findings from the supervision are discussed in detail, highlighting both strengths and areas for improvement.

The principal of MTs Aisyiyah Sungguminasa explained that the academic supervision evaluation was conducted after all stages of supervision, including planning, implementation, and assessment, were completed. The evaluation was conducted by reviewing classroom observations, completed assessment instruments, and important notes taken during the supervision.

According to him, evaluations are conducted to determine the extent to which teachers have met the learning process standards set by the madrasah and to assess the effectiveness of the supervision itself. Evaluation results are usually discussed in internal meetings with the madrasah's vice principal for curriculum and the supervised teachers. Teachers who have demonstrated good learning performance are given appreciation as a form of reinforcement and motivation. This step is important because it can increase teacher confidence and set an example of good practice for other teachers. This kind of appreciation also fosters a positive culture within the madrasah, where good performance is recognized and rewarded.

The evaluation and follow-up process for academic supervision at MTs Aisyiyah Sungguminasa is structured and oriented towards quality improvement. The principal plays an active role in evaluating supervision results with the team and following up with ongoing coaching and training activities. The approach used is humanistic and collaborative, so teachers feel supported to develop, not merely supervised. This approach is supportive because the principal strives to motivate teachers so that they feel that supervision is not an oppressive control, but rather a coaching process to improve competence.

The principal has implemented appropriate supervisory follow-up when teachers were found to be failing to meet performance indicators. This follow-up was carried out through specific coaching, both in the form of direct mentoring and small-scale training within the madrasah. This approach is supportive because the principal strives to motivate teachers so they feel that supervision is not an oppressive form of control, but rather a coaching process to improve competency. This strategy creates a more open work environment, allowing teachers to be more receptive to feedback and strive to improve indicators that are not yet met.

Several factors contribute to the success of academic supervision in improving learning quality. First, the quality of the learning process improves, for example, teaching and learning activities become more focused, effective, and align with the planned time allocation. Teachers are able to manage their classes effectively, creating a comfortable learning environment and

making it easier for students to understand the material. Second, the quality and outcomes of student learning also improve. This is evident in positive changes in teacher teaching methods, the use of more appropriate methods, and increased student engagement. Following supervision, it is usually found that the quality of the classroom learning process improves, and this impacts learning outcomes, as evidenced by daily assessments, assignments, and other evaluations.

Thus, it can be concluded that academic supervision plays a significant role in improving the quality of learning at MTs Aisyiyah Sungguminasa. The principal supervises teachers to ensure that they effectively implement learning, from planning and implementation to evaluation. Through this activity, teachers can identify their strengths and weaknesses in teaching. The principal's input and guidance helps teachers refine learning strategies, improve tools such as lesson plans, and enhance classroom management skills. Teachers also become more motivated to improve their teaching quality because they feel they are being cared for and nurtured, not simply assessed.

Indirectly, a good supervision process creates a more effective learning environment. Students can absorb the material more easily because teachers deliver lessons using more appropriate and engaging methods. Overall, after supervision, teachers demonstrate better understanding, are able to create high-quality learning materials, and have improved teaching skills. Supervision can be considered successful in supporting improvements in the quality of student learning.

CONCLUSION

This study demonstrates that academic supervision at MTs Aisyiyah Sungguminasa is implemented as a structured managerial process encompassing planning, implementation, and evaluation/follow-up. The supervision program is prepared at the beginning of the academic period through goal setting, needs analysis, scheduling, instrument development, and coordination with teachers and the vice principal for curriculum. This systematic and participatory planning enables teachers to understand the purpose, scope, and expected outcomes of supervision before classroom observation is conducted.

The implementation stage is primarily carried out through direct classroom visits. The madrasah principal observes the completeness of instructional planning, teachers' mastery of subject matter, learning methods and media, classroom management, teacher–student interaction, student participation, and assessment practices. This indicates that supervision is not limited to administrative document checking but also examines the actual quality of the learning process. Direct observation provides the principal with a more contextual basis for identifying teachers' strengths and areas requiring professional improvement.

The findings also indicate that the effectiveness of supervision is influenced by several practical constraints. Teacher readiness remains uneven, particularly in understanding curriculum changes, developing learning materials, utilizing instructional technology, and preparing complete learning instruments. Limited time, additional teacher responsibilities, insufficient supervision instruments, and inadequate facilities and infrastructure further affect the consistency of implementation. These conditions suggest that supervision quality depends not only on the principal's managerial competence but also on institutional support and teachers' professional preparedness.

Evaluation and follow-up constitute an important strength of the supervision process. The principal provides individual and group coaching, evaluation meetings, direct recommendations, training opportunities, and constructive feedback based on classroom observations and supervision instruments. Teachers who demonstrate improvement are also given recognition as a form of reinforcement. This follow-up approach positions supervision as a developmental and collaborative process rather than as fault-finding or administrative control, thereby encouraging teachers to be more receptive to reflection and professional improvement.

Overall, academic supervision at MTs Aisyiyah Sungguminasa contributes to the development of teacher competence and the improvement of learning practices through systematic observation, feedback, mentoring, and continuous professional development. Improvements are reflected in better lesson planning, classroom management, instructional strategies, and student engagement as reported in the study. Nevertheless, because the research employs a qualitative case-study orientation, these findings should be understood contextually rather than as definitive causal evidence. Future research may employ comparative, longitudinal, or mixed-method designs to examine more systematically the relationship between academic supervision, teacher performance, and measurable student learning outcomes.

Research Implications

From the findings of this study, there are several implications that can be considered by madrasahs, teachers, and all parties involved:

1. Theoretical Implications

This research strengthens the theory that systematic academic supervision, encompassing planning, implementation, evaluation, and follow-up, significantly contributes to improving the quality of learning. This supports the views of Mulyasa, Arifin, and various modern supervision theories that emphasize the importance of continuous teacher professional development. These findings can broaden academic insight into the

study of Islamic education management, particularly regarding the implementation of supervision in madrasahs.

2. Practical Implications for Madrasah Principals

Madrasah principals need to improve the quality of supervision planning by ensuring instrument readiness, providing outreach to teachers, and managing supervision time more effectively. Madrasah principals also need to provide ongoing support, particularly in terms of curriculum understanding, lesson plan development, and the use of instructional media.

3. Implications for Teachers

Teachers need to improve their readiness in learning materials, mastery of the new curriculum, and teaching skills to support effective supervision. This study's findings indicate that teachers can experience increased competence if they actively participate in the coaching and feedback process provided by the madrasah principal.

4. Implications for Further Research

This research can be a reference for further research related to more innovative academic supervision models, the effectiveness of follow-up teacher coaching, or analysis of the influence of supervision on student learning outcomes at different levels of education.

BIBLIOGRAPHY

- Abdillah, dan Rahmat Hidayat. *Ilmu Pendidikan: Konsep, Teori dan Aplikasinya*. 2019.
- Ainiyah, N. "Integrasi Nilai-Nilai Al-Qur'an dalam Supervisi Pendidikan Islam di Madrasah." *Jurnal Pendidikan Islam* 11, no. 2 (2023): 142.
- Anggraeni, I., A. Komariah, dan T. Kurniatun. "Urgensi Pengelolaan Pendidik dan Tenaga Kependidikan Berbasis Sekolah dalam Peningkatan Mutu Sekolah." *Aulad: Journal on Early Childhood* 4, no. 3 (2016).
- An-Nawawi, Al-Imam Abu Zakariya Yahya bin Sharaf. *Riyad As-Salihin: Garden to the Righteous*. Zam Zam Publishers, 2024.
- Arikunto, Suharsimi. *Dasar-Dasar Supervisi Pendidikan*. Jakarta: Rineka Cipta, 2020.
- Glickman, C. D., S. P. Gordon, dan J. M. Ross-Gordon. *SuperVision and Instructional Leadership: A Developmental Approach*. Edisi ke-10. Pearson Education, 2018.
- Hadis, Abdul, dan Nurhayati. *Manajemen Mutu Pendidikan*. Bandung: Alfabeta, 2014.
- Hadi, Syam. "Urgensi Mutu pada Lembaga Pendidikan." *Ideas: Jurnal Pendidikan, Sosial, dan Budaya* 8, no. 3 (2022): 697.
- Illahi, N. "Peranan Guru Profesional dalam Peningkatan Prestasi Siswa dan Mutu Pendidikan di Era Milenial." *Jurnal Asy-Syukriyyah* 21, no. 1 (2020): 20.
- Kurniati, Desi. "Implementasi Supervisi Akademik Kepala Madrasah untuk Mewujudkan Mutu Pembelajaran di MA Al-Hikmah Kedaton Bandar Lampung." Skripsi, Universitas Islam Negeri Raden Intan Lampung, 2018.
- Mansyur. "Supervisi Akademik." *El-Idarah: Jurnal Manajemen Pendidikan Islam* 7, no. 2 (2021):

30.

- Maria, dan Hadiyanto. "Urgensi Perencanaan Strategis dalam Meningkatkan Pengembangan dan Mutu Pendidikan." *Edukasi Islami: Jurnal Pendidikan Islam* 10, no. 2 (2021): 69.
- Mulyasa, E. *Manajemen Berbasis Sekolah: Konsep, Strategi, dan Implementasi*. Bandung: PT Remaja Rosdakarya, 2013.
- Mulyasa, E. *Manajemen dan Kepemimpinan Kepala Sekolah*. Jakarta: Bumi Aksara, 2022.
- Mulyasa, E. *Menjadi Kepala Sekolah Profesional dalam Konteks Menyukkseskan Kurikulum Merdeka*. Bandung: PT Remaja Rosdakarya, 2022.
- Purwanto, M. Ngalm. *Administrasi dan Supervisi Pendidikan*. Cet. 24. Bandung: PT Remaja Rosdakarya, 2017.
- Rachmawati, Tuti. "Supervisi Pendidikan sebagai Upaya Meningkatkan Kinerja Guru." *Jurnal Coopetition* 7, no. 1 (2016).
- Ratlin. "Pengaruh Kualitas Supervisi Akademik Pengawas Sekolah Terhadap Kinerja Guru Sains SMA Negeri di Kota Baubau." *PEP Educational Assessment* 1, no. 1 (2017): 18.
- Rusman. *Model-Model Pembelajaran: Mengembangkan Profesionalisme Guru*. Jakarta: PT RajaGrafindo Persada, 2012.
- Setyosari, P. "Menciptakan Pembelajaran yang Efektif dan Berkualitas." *JINOTEP (Jurnal Inovasi dan Teknologi Pembelajaran): Kajian dan Riset dalam Teknologi Pembelajaran* 1, no. 5 (2017): 30.
- Shihab, Quraish. *Tafsir Al-Misbah: Pesan, Kesan dan Keserasian Al-Qur'an*. Jakarta: Lentera Hati, 2010.
- Sofyan, H., dan A. Muhaemin. "Model Supervisi Akademik Berorientasi pada Peningkatan Kompetensi Pedagogik Guru." *Jurnal Ilmu Pendidikan* 5, no. 1 (2021): 43.
- Suhardan. *Supervisi Bantuan Profesional: Layanan dalam Meningkatkan Mutu Pembelajaran*. Bandung: Mutiara Ilmu, 2010.
- Sunaedi, dan Rudji. "Supervisi Akademik Kepala Sekolah dalam Meningkatkan Kinerja Guru di Madrasah Aliyah Negeri Tolitoli." *Journal of Educational Management and Islamic Leadership* 2, no. 2 (2023): 1–11.
- Supardi. *Kinerja Guru*. Jakarta: PT RajaGrafindo Persada, 2013.
- Tanjung, Abdul Hamid. "Pelaksanaan Supervisi Akademik dalam Meningkatkan Mutu Pembelajaran Pendidikan Agama Islam di SD Negeri Lopian 2 Kecamatan Badiri Kabupaten Tapanuli Tengah." Skripsi, 2014.