Integration of Islamic Values in the Implementation of Academic Supervision at a Muhammadiyah High School in Gowa Regency

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Abstract:
This study aims to analyze the application of Islamic values in the implementation of academic supervision at a Muhammadiyah high school in Gowa Regency. The research employs a mixed-methods approach, combining both qualitative and quantitative techniques. The primary objective is to explore the influence of Islamic values on teacher performance. Data collection instruments include a combination of observation sheets and interview guides. Primary data are gathered through observations, interviews, and document analysis, while secondary data comprise relevant documents, books, and other academic sources. The research instruments consist of observation guides, interview protocols, and documentation tools. Data processing involves reduction, presentation, and drawing conclusions or verification. To ensure the credibility of the results, data triangulation is used as a method of validity testing. Quantitative data are analyzed using descriptive statistical techniques and presented in narrative form to complement the qualitative findings. The research results reveal that the integration of Islamic values into academic supervision at the school is reflected in four key aspects: *ihsan* (benevolence), sincerity, exemplary behavior, and renewal. The promotion of these values by the school principal is perceived as strong, with average scores of 3.59, 3.63, 3.54, and 3.45, respectively. These values aim to foster trust, discipline, responsibility, and innovation among teachers, as well as enhance their well-being and work motivation. Interview findings further corroborate the observation data, indicating that Islamic values are consistently applied through various programs, such as regular study sessions, the Baitul Arqam program, and the creation of a respectful and supportive school environment. Overall, this research demonstrates that the integration of Islamic values in academic supervision has effectively supported the improvement of teacher performance and contributed to the advancement of educational quality at the institution.

Abstrak:
Penelitian ini bertujuan untuk menganalisis penerapan nilai-nilai Islam dalam pelaksanaan supervisi akademik di salah satu sekolah Muhammadiyah di Gowa. Metode penelitian yang digunakan adalah kombinasi (mixed methods). Penelitian ini difokuskan untuk mengetahui penerapan nilai-nilai Islam dan dampaknya terhadap kinerja guru. Instrumen penelitian yang digunakan berupa lembar observasi dan wawancara. Data primer dikumpulkan melalui observasi, wawancara, dan dokumentasi, sementara data sekunder diperoleh dari dokumen, buku, dan referensi relevan lainnya. Instrumen penelitian terdiri dari panduan observasi, panduan wawancara, dan pengumpulan dokumentasi. Pengolahan dan

analisis data dilakukan melalui proses pengurangan data, penyajian data, serta penarikan kesimpulan/verifikasi, dengan pengujian validitas data menggunakan triangulasi data untuk meningkatkan kredibilitas hasil penelitian. Data kuantitatif dianalisis dengan teknik statistik deskriptif dan disajikan dalam bentuk naratif untuk memperkaya data kualitatif. Hasil penelitian menunjukkan bahwa integrasi nilai-nilai Islam dalam pelaksanaan supervisi akademik di salah satu sekolah di Gowa mencakup empat aspek utama: nilai ihsan, keikhlasan, keteladanan, dan tajdid. Penanaman nilai-nilai tersebut oleh kepala sekolah dalam supervisi pendidikan tergolong tinggi, dengan rata-rata nilai 3,59 untuk ihsan, 3,63 untuk keikhlasan, 3,54 untuk keteladanan, dan 3,45 untuk tajdid. Implementasi nilai-nilai ini melibatkan pembinaan amanah, disiplin, tanggung jawab, dan inovasi di kalangan guru, serta upaya untuk meningkatkan kesejahteraan dan motivasi kerja. Hasil wawancara memperkuat temuan dari observasi dan menunjukkan bahwa nilai-nilai Islam diterapkan secara konsisten melalui pengajian rutin, program Baitul Arqam, dan penciptaan lingkungan sekolah yang saling menghormati dan mendukung. Penelitian ini menunjukkan bahwa pelaksanaan supervisi akademik di salah satu sekolah Muhammadiyah di Gowa berhasil mengintegrasikan nilai-nilai Islam secara efektif, mendukung peningkatan kinerja guru, dan memberikan kontribusi terhadap kemajuan pendidikan di sekolah tersebut.

Introduction

In Indonesia, Muhammadiyah is widely recognized as one of the most influential Islamic organizations contributing significantly to the development of Islamic education (Al-Ansi, Suyantiningsih, Wibowo, & Garad, 2023; Maemonah, Zuhri, Masturin, Syafii, & Aziz, 2023; Subhan, 2023). It plays a vital role in collaborating with the government to manage and maintain high-quality educational institutions that adhere to both legal frameworks and the National Education System (Lestari & Fauzi, 2022). The organization is guided by a progressive vision for education that emphasizes excellence, integration, accountability, and inclusivity. This educational mission is firmly rooted in Islamic values, with an emphasis on harmonizing academic rigor with moral and spiritual development, enabling students to be well-equipped to meet the demands of contemporary society.

One core aspect of Muhammadiyah's educational framework is the development of emotional intelligence, which plays a critical role in shaping students' intellectual, spiritual, and social capabilities (Li & Xu, 2019; Kovalchuk, Prylepa, Chubrei, Marynchenko, Opanasenko, & Marynchenko, 2022). The integration of Islamic character education, which aims to nurture not only academic excellence but also moral integrity, has proven essential in producing a generation that is well-rounded and ethically grounded (Setyono & Widodo, 2019; Widiastuti, Susilo, & Nurfinaputri, 2020). In this context, the role of technology is increasingly recognized as a tool for advancing both intellectual and character development, providing opportunities for interdisciplinary learning and fostering student engagement in innovative ways (Gao, Shen, & Sun, 2020; Basilotta-Gómez-Pablos, Matarranz, Casado-Aranda, & Otto, 2022). The shift toward digital education offers a critical mechanism for responding to the evolving challenges of the digital era, leveraging technology to support and enhance educational outcomes.

The enhancement of educational administration has become a strategic national agenda, intertwined with broader efforts to elevate human capital (Olivos & Yuan, 2023; Khatir & Madani, 2024). These efforts recognize that improving the quality of education in madrasahs (Islamic schools) is contingent upon optimizing available resources (Jalongo, 2021) and improving organizational management practices (Al-Kurdi, El-Haddadeh, & Eldabi, 2020; Shaturaev, 2021), ensuring that educational institutions meet high standards of effectiveness and equity (Garira, 2020). The principal plays a central role in driving these improvements by providing effective leadership that fosters a culture of academic rigor, accountability, and collaboration (Andersson, Gunnarsson, & Rosèn, 2015; Ngang, Mohamed, & Kanokorn, 2015). In parallel, teachers are integral to the success of educational initiatives, with their competence and professionalism serving as the cornerstone of high-quality teaching and learning (Mishra, 2020; Longobardi, Settanni, Lin, & Fabris, 2021). As such, efforts to improve educational quality must begin with a focus on enhancing the capabilities of educators (Abdallah & Musah, 2021; González-Fernández, Ruiz-Cabezas, Domínguez, Subía-Álava, & Salazar, 2024).

Teachers are not only responsible for the direct transmission of knowledge, but also for fostering innovation and encouraging students' active participation in the learning process. They are pivotal in shaping the educational landscape by serving as facilitators who guide students in developing critical thinking and problem-solving skills (Yangari & Inga, 2021). Teachers act as agents of change within educational systems, responding to the dynamic needs of students and the broader school environment. This transformation in the role of educators, from mere transmitters of knowledge to active participants in school reform, reflects the growing emphasis on collaboration and shared responsibility (Xin, Shu-Jiang, Nan, ChenXu, & Dan, 2022). Furthermore, teachers are instrumental in developing curricula that meet students' psychological and developmental needs, supporting autonomy, competence, and relatedness, which are critical for fostering intrinsic motivation and engagement (Chiu & Chai, 2020). Collaborative efforts among teachers have the potential to drive sustainable change, encouraging innovation and ensuring the ongoing success of educational initiatives

(Meyer, Hartung-Beck, Gronostaj, Krüger, & Richter, 2023; Anwar, Asari, Husniah, & Asmara, 2020).

The implementation of competency standards for educators, as outlined in Law No. 14 of 2005 and the Minister of Religious Affairs Regulation No. 16 of 2010, underscores the importance of maintaining high professional standards (Hammer & Ufer, 2023; Karlen, Hirt, Jud, Rosenthal, & Eberli, 2023). These regulations emphasize that teachers must possess the requisite competencies to deliver high-quality education. The performance of teachers, along with the leadership provided by school principals, is fundamental to the overall effectiveness of the educational system (Pop & Giurgiulescu, 2015; Donkoh et al., 2023). Principal-led supervision, aimed at improving teacher performance, is one of the most effective means for fostering professionalism and ensuring that educators are equipped to meet the diverse needs of their students (Abbaspour, Hosseingholizadeh, & Bellibaş, 2024; Hawlitschek, Henschel, Richter, & Stanat, 2024). Teachers who possess high emotional intelligence are better positioned to create a positive learning environment that promotes student engagement, thus enhancing overall academic outcomes (Burić, 2019; Su, Zhang, Xie, & Zhao, 2022).

Muhammadiyah, guided by the educational vision of K.H. Ahmad Dahlan, places a strong emphasis on the cultivation of competent educators as the cornerstone of quality education. The efficacy of the educational system is intricately linked to the professional qualifications of teachers, who are expected to possess specialized expertise, fulfill certification requirements, and meet established standards. However, the notion of teacher professionalism extends beyond these technical competencies to encompass creativity, integrity, and an ongoing adaptability to the evolving demands of the educational landscape (Santosa, 2010). A key component in this paradigm is the integration of spirituality into the educational framework, which involves embedding ethical values such as honesty, responsibility, and discipline within the learning process. This holistic approach aims to foster a balanced development of the spiritual, intellectual, and social dimensions of students, thereby shaping individuals who are not only academically proficient but also morally grounded (Vanassche & Kelchtermans, 2014; Aderibigbe, Idriz, Alzouebi, AlOthman, Hamdi, & Companioni, 2023). Value-based education is conceived as a transformative process that equips students with resilient character traits, enabling them to confront the challenges of the modern era (Beemsterboer, 2022). In this context, the integration of Islamic values—such as honesty, responsibility, and discipline—becomes indispensable for cultivating educators who are both intellectually capable and ethically sound (Körkkö, 2021; Umar, Setyosari, Kamdi, & Sulton, 2021).

The integration of Islamic values into the educational process plays a critical role in the development of educators who are academically and morally exceptional (Widiastuti, Susilo, & Nurfinaputri, 2020). The quality of educational supervision is contingent upon the presence of professional teachers who are committed to continually enhancing their skills and competencies (Chaula, 2024). Within the Muhammadiyah educational system, teachers are expected to demonstrate an unwavering commitment to educational

excellence by performing their duties with professionalism, ethical integrity, and a commitment to lifelong learning. This is essential to ensuring that the educational process contributes meaningfully to the advancement of Islamic educational institutions. High-performing teachers must exhibit not only expertise and experience but also time management and organizational skills that facilitate the achievement of high-quality educational outcomes (Lakapung, Goru, Perseveranda, & Kaluge, 2023). The professionalism of educators is also reflected in the quality of their work, which is a direct consequence of the competencies they have acquired (Kimhi, Sokol, & Lavian, 2022). Improving teacher professionalism is a key imperative in light of the rapidly changing educational environment (Joo, 2020). Teachers are central to the implementation of formal education (Weisberger, Grinshtain, & Blau, 2021), and their motivation to achieve high performance is significantly influenced by the leadership provided by the principal (Hsieh, Li, Liang, & Chiu, 2024). Therefore, it is essential for principals to focus on the development of educators so that their competencies evolve in accordance with the demands of the profession, thereby fostering greater levels of professionalism (Akgöz, Şahin, & Erdoğan, 2023). This approach not only enhances teacher job satisfaction but also prepares educators to navigate the complex challenges of the modern educational context (Kumari, Ali, Batool, Cioca, & Abbas, 2022).

The leadership of the principal is recognized as a pivotal factor in enhancing teacher professionalism (Qin & Liu, 2023). In addition, principals must foster effective collaboration with the broader school community and external stakeholders (Villa & Knutas, 2020). The provision of quality education is intricately linked to the leadership provided by the principal, which fosters a conducive work environment that is characterized by values such as discipline, responsibility, integrity, and loyalty (Yang & Thien, 2024). Moreover, principals are tasked with conducting academic supervision to ensure the quality of learning within their institutions. As defined by Sahertian, supervision is a service-oriented method aimed at enhancing the quality of teaching and learning, which involves various strategies such as interviews, observations, and portfolio assessments, all within the context of guidance and counseling (Zoulikha, 2014). Academic supervision serves a critical function in nurturing the creativity of teachers, facilitating the development of innovative teaching practices, and enhancing pedagogical skills (Yang, Huang, Li, & Li, 2021). It encompasses professional development initiatives designed to enhance teachers' skills, work motivation, and overall engagement in the implementation of academic supervision (Burns, Jacobs, & Yendol-Hoppey, 2016; Strieker, Adams, Cone, Hubbard, & Lim, 2016). From an Islamic perspective, educational supervision goes beyond a mere focus on academic excellence, seeking to empower all educational stakeholders through Islamic values, which include guidance and ethical supervision. The primary objective of educational supervision in an Islamic context is to improve the quality of education through principles rooted in the Quran and Hadith, ensuring that both spiritual and academic elements are harmonized to foster holistic growth (Briliandona, Riyanto, & Purbaningrum, 2022). This integration underscores the

importance of combining religious teachings with academic knowledge to improve the overall quality of education (Qolbiyah, Amril, & Zulhendri, 2023).

The central aim of academic supervision is to enhance the professionalism and competence of teachers, thereby ensuring that learning activities are executed effectively and efficiently (Fajri, Baharun, Muali, Shofiatun, Farida, & Wahyuningtiyas, 2021). In addition to improving pedagogical skills, supervision provides crucial support and guidance that aids teachers in enhancing their creativity and classroom management (Maisyaroh, Wiyono, Hardika, Valdez, Mangorsi, & Canapi, 2021). Effective academic supervision is essential for the development of teacher professionalism, as it facilitates the strengthening of interpersonal relationships, the promotion of flexible organizational structures, and the fostering of learning autonomy. These elements are particularly critical in the context of the shift toward online learning environments (Loose & Ryan, 2020). The role of school principals in academic supervision is strategic in enhancing teacher competence and improving the overall quality of student learning. This process encompasses a series of stages—planning, implementation, reporting, and follow-up—all aimed at fostering continuous improvements in educational quality (Noor, Herlinawati, & Sofyaningrum, 2020).

The development of educational institutions within Muhammadiyah Charitable Endeavors (AUM) is based on four key principles: (1) creating an educational environment centered on faith, knowledge, and charity; (2) developing a curriculum that integrates general knowledge with religious studies; (3) embedding the principle "whoever plants will harvest" within the educational ethos; and (4) upholding the motto "independent and living Muhammadiyah, not seeking a livelihood in Muhammadiyah" (Susilo, 2016). Muhammadiyah, as a prominent Islamic organization in Indonesia, is steadfast in its commitment to enhancing the quality of education and contributing to national character development, making it essential to continuously improve the standards of education (Subhan, 2023). Against this backdrop, this research investigates the integration of four key Islamic values—*ihsan*, sincerity, exemplary behavior, and renewal—within the context of academic supervision. These values were selected because they are considered crucial for supporting the comprehensive development of teacher professionalism. The value of *ihsan* embodies a spiritual commitment to excellence, urging educators to give their best in every aspect of teaching, thereby fostering a meaningful learning environment. Sincerity, as a foundational value, serves as the intrinsic motivation that enables teachers to perform their duties with dedication and integrity, free from materialistic or extrinsic motives. Exemplary behavior underscores the critical role of teachers as moral role models, ensuring that professionalism is defined not only by academic competence but also by the ethical character that inspires students. Finally, the value of renewal highlights the need for innovation and adaptability, empowering teachers to remain responsive to the dynamic demands of education and maintain its relevance.

The integration of these four values offers a focused and multidimensional framework for analyzing teacher professionalism. This approach enhances academic

supervision by ensuring that it addresses the spiritual, personal, and professional development of teachers, thereby making the supervision process more effective in shaping educators who are not only competent but also ethically and morally exemplary. The primary aim of this research is to explore how the value of *ihsan* can motivate teachers to achieve excellence in teaching, investigate the role of sincerity in fostering integrity and dedication, examine the significance of exemplary behavior in shaping morally inspiring teachers, and assess the role of renewal in fostering innovation and helping educators adapt to changing times. The overarching goal is to provide a comprehensive understanding of how Islamic values can be effectively integrated into academic supervision to produce educators who are not only professionally competent but also possess exceptional character.

This research introduces a novel contribution by proposing a model of academic supervision that integrates Islamic values—*ihsan*, sincerity, exemplary behavior, and renewal—as a holistic approach to fostering teacher professionalism. This model offers a new paradigm that redefines academic supervision, emphasizing its role not merely as a mechanism for quality control but as a transformative process for character-building, rooted in spiritual, ethical, and innovative values. Additionally, this research proposes an Islamic values-based academic supervision model that is tailored to the local educational context, offering practical solutions for developing teachers who are both professionally proficient and morally exemplary. This contribution provides a fresh perspective on Islamic education and academic supervision, enhancing their relevance, sustainability, and applicability in contemporary educational settings.

Research Method

This study employed a mixed-methods design with a sequential exploratory approach, beginning with quantitative data collection followed by qualitative analysis. The aim was to explore the integration of Islamic values in academic supervision at a Muhammadiyah high school in Gowa. Quantitative data were gathered using a structured observation sheet, designed to assess the application of values such as *ihsan* (excellence), sincerity, exemplary behavior, and *tajdid* (renewal) in academic supervision. Descriptive statistical methods were used to analyze the data, presented both in tables and narrative form to complement the qualitative findings. The observation sheet utilized a Likert scale to measure responses, consistent with standard educational assessment practices (Mumu, Tanujaya, Charitas, & Prahmana, 2022; Dauzón-Ledesma & Izquierdo, 2023). As outlined in the following guidelines:

Table 1. Guidelines for Observation Sheets and Scoring Using a Likert Scale

Code/Symbol	Information	Weight/Scoring
A	Always	4
S	Sometimes	3
L	Less	2
N	Never	1

The average score achievement was interpreted using the following reference intervals:

Table 2. Average Value Capain Measurement Interval

Interval	Achievements
3, 01-4	H = High
2, 01-3	M= Medium
1-2	R= Low

The measurement of average achievement was determined through the results derived from the observation sheet, which incorporated multiple-choice questions specifically designed to assess the extent of Islamic values integration within academic supervision. This quantitative approach provided a structured means of evaluating the implementation of these values. Qualitative data were gathered through a combination of in-depth interviews, direct observations, and document analysis. Interviews were conducted with purposively selected key informants, including the school principal, vice-principal, and teachers. The observations focused on how Islamic values were operationalized within the context of academic supervision activities. Additionally, document analysis involved a thorough review of relevant materials, including supervision notes, agendas from regular study sessions, and records from the Baitul Arqam program, providing further insights into the educational practices and their alignment with Islamic values. This mixed-methods approach allowed for a rich, contextual understanding of the integration of Islamic principles into academic supervision, providing both breadth and depth to the research findings.

The data collection process was structured to include specific techniques that aligned with the research objectives. Observations were guided by predefined indicators of Islamic values, ensuring that the research captured key aspects of how these values were embedded in academic supervision. Semi-structured interviews were used to allow flexibility and responsiveness to emerging insights during fieldwork, enabling the researcher to probe deeper into specific areas of interest based on informants' responses. The document analysis encompassed a review of materials that detailed the implementation of supervision practices, such as supervision reports, curricula, and records that reflected the incorporation of Islamic values into educational processes. These multiple data collection techniques provided a holistic and multifaceted view of how Islamic values were integrated into academic supervision.

To analyze the quantitative data, descriptive statistics were employed to provide a clear, numerical overview of the extent to which Islamic values were integrated into academic supervision. For the qualitative data, the analysis followed a systematic process involving three stages: (1) data reduction, where irrelevant or extraneous information was filtered out, focusing only on the most pertinent data; (2) data presentation, which involved organizing and structuring the data into a coherent narrative form that could highlight key themes and patterns; and (3) conclusion and verification, in which the findings from the interviews, observations, and documents were triangulated to ensure consistency, validity, and a comprehensive understanding of the research question. This multi-step analysis process ensured that the research findings were both reliable and

insightful, providing a nuanced understanding of the role of Islamic values in academic supervision.

To enhance the credibility and trustworthiness of the findings, data triangulation was employed. By comparing and cross-checking results from interviews, observations, and document analysis, the research aimed to verify the consistency and accuracy of the data. This methodological approach helped to minimize biases and ensured that the findings were robust and well-founded. By synthesizing the different data sources, the study was able to present a comprehensive and validated analysis of how Islamic values were integrated into academic supervision, thus offering a more nuanced and reliable understanding of the subject matter.

Results and Discussion

This study examines the integration of four core values—ihsan (excellence), sincerity, exemplary behavior, and *tajdid* (renewal)—within the context of teacher professionalism in Muhammadiyah educational institutions. The emphasis on these values is grounded in the broader framework of Islamic educational philosophy, which asserts that teacher professionalism is not confined to technical teaching skills but must also encompass moral, ethical, and spiritual dimensions. By combining academic excellence with ethical conduct, these values aim to foster the holistic development of educators, aligning both their intellectual and moral competencies with Islamic principles.

The Value of *Ihsan*

The concept of *ihsan*, within the framework of Islamic education, signifies the pursuit of excellence, sincerity, and moral integrity in the performance of one's duties, which is crucial for fostering an optimal and ethical learning environment. In the context of teacher professionalism, *ihsan* not only motivates educators to engage with their responsibilities selflessly but also enhances their intrinsic commitment to their work. By embodying *ihsan*, teachers are expected to serve as ethical role models for their students, exemplifying not only academic competence but also moral and spiritual integrity. Additionally, the concept of *tajdid* (renewal) encourages educators to innovate and remain adaptable, equipping them with the necessary tools to respond to the evolving demands of modern education. This study aimed to evaluate the degree to which the principal at the Muhammadiyah school effectively instilled the value of *ihsan* in educational supervision and its impact on teachers' professional performance. Data collection for this purpose involved the use of structured observation instruments and interviews with teachers. The central focus of this analysis was to assess how successfully the principal integrated *ihsan* and other Islamic values into the educational supervision process.

The implementation of *ihsan* values was assessed based on six key indicators, with the overall results demonstrating a strong alignment with the principles of *ihsan*. The average score for all indicators was 3.59, placing it in the High category according to the established assessment criteria (3.01–4.00). This indicates that the principal successfully fostered a professional, ethical, and supportive teaching environment through the integration of these values.

Table 3. Tabulation of Respondents' Scores on the Implementation of *Ihsan* Values the Educational Supervision at the Observed School

No	Statement	Rating				Number of Respondents	Total Score	Average Score	Category
		1	2	3	4				
1	The principal instills a sense of trustworthiness in the teachers so that they can carry out their duties effectively.	1	1	8	27		134	3,62	H
2	The principal instills work motivation based on selfless sincerity, thereby encouraging teachers' dedication in teaching	1	3	10	23	37	128	3,45	H
3	The principal instills discipline in the teachers in carrying out their duties.	0	2	9	26		135	3,64	H
4	The principal instills integrity in the teachers at the school.	0	2	8	27		136	3,67	H
5	The principal guides the teachers so that they can be accountable for every task they carry out.	0	2	11	24		133	3,59	H
6	The principal assigns teaching tasks and responsibilities to the teachers according to their fields and expertise.	0	4	7	26		133	3,59	H
	Average score achievement							3,59	H

Description: H = High (3.01-4), M= Medium (2.01-3), and L = Low (1-2)

The quantitative analysis revealed that the integration of *ihsan* values in educational supervision was notably successful. The principal's most effective area, with a score of 3.67, was in instilling integrity among the teaching staff. This result underscores the principal's leadership in promoting both ethical behavior and professional responsibility. Integrity emerged as the most consistently applied value in the school, playing a pivotal role in shaping teachers' professional conduct and attitudes. Conversely, the lowest score (3.45) was recorded for the aspect of motivating teachers through selfless sincerity. While this score still falls within the High category, it suggests that the principal's influence in fostering intrinsic motivation and sincerity could be further strengthened. This finding presents an opportunity for the school leadership to develop strategies to deepen teachers' internal commitment and enhance their sense of dedication to their educational responsibilities.

Other indicators, including trustworthiness (3.62), discipline (3.64), accountability (3.59), and task allocation based on expertise (3.59), also achieved high scores, reflecting the principal's success in creating a supportive and professional environment where teachers feel both accountable and empowered. These results indicate that the school's educational supervision process is characterized by a robust integration of *ihsan* values, ensuring that teachers are equipped not only with the necessary pedagogical skills but also with strong ethical foundations. The interviews with the principal and other key school leaders provided further depth to the findings derived from the observation data. The principal emphasized the importance of values such as trustworthiness and discipline in ensuring teachers could effectively carry out their responsibilities. The principal also pointed out that fostering a sense of responsibility among teachers was integral to the supervision process, which is aimed at not only enhancing academic performance but also cultivating moral and spiritual growth.

Additionally, the principal discussed the ongoing efforts to integrate Islamic values into daily school practices, emphasizing the role of AIK (Aqidah, Ibadah, and Akhlak) in shaping the educational experience. These values are reinforced through continuous professional development, with regular study sessions organized both within the school and in collaboration with other Muhammadiyah and Aisyiyah branches. This community-based approach ensures that the integration of Islamic values remains a central aspect of the school's culture. (Interview, November 3, 2023). Similarly, the Deputy Head of the Curriculum Department highlighted the active involvement of teachers in maintaining the reflection of Islamic values within the school environment. The Baitul Arqam program, which is conducted at the start of each academic year, was identified as a key initiative for reinforcing Islamic values. This program serves not only as a spiritual and moral development activity but also as a means to strengthen the sense of community among the staff. (Interview, November 3, 2023).

To sum up, the integration of *ihsan* values into the educational supervision process at the Muhammadiyah school has proven to be highly effective in promoting teacher professionalism. The principal's leadership in instilling values such as integrity, trustworthiness, discipline, and accountability has contributed to a positive and ethical school environment, where teachers are not only held to high academic standards but also encouraged to cultivate strong moral and spiritual foundations. While the

implementation of selfless sincerity could benefit from further enhancement, the overall integration of *ihsan* values has played a crucial role in enhancing teacher professionalism. The school's ongoing commitment to embedding AIK values through initiatives such as regular study sessions and the Baitul Arqam program ensures the sustainability and reinforcement of these values. By grounding educational supervision in *ihsan*, the school has fostered an environment that promotes both academic excellence and ethical conduct, which in turn, contributes to the holistic development of educators.

The Value of Sincerity

The analysis of the school principal's performance in instilling the values of sincerity during educational supervision was conducted through observation sheets and interviews. This criterion helped assess whether the principal successfully implemented the values of sincerity within the framework of educational supervision. The results from the respondents can be seen in the Table 4 below:

Table 4. Tabulation of Scores from Respondents' Statements Regarding the Instillation of Sincerity Values in the Implementation of Educational Supervision

No	Statement	Rating				Number of Respondents	Total Score	Average Score	Category
		1	2	3	4				
1	The principal fosters a sense of responsibility in teachers (especially non-members) to serve in Muhammadiyah schools.	1	2	10	24	37	131	3,54	H
2	The principal consistently motivates teachers to work with enthusiasm for Muhammadiyah's charitable endeavors.	0	1	8	28		138	3,72	H
3	The principal pays attention to teachers' welfare and salaries.	0	5	6	26		132	3,56	H
4	The principal instills a commitment in teachers to adhere to the policies and rules of the Muhammadiyah school.	0	3	7	27		135	3,64	H
5	The principal encourages teachers to actively participate in student development, especially in training activities.	0	1	8	28		138	3,72	H
6	The principal invites teachers to collaborate in advancing the Muhammadiyah school.	0	4	5	28		135	3,64	H
	Average score achievement							3,63	H

Description: H = High (3.01-4), M= Medium (2.01-3), and L = Low (1-2)

The analysis of the data from the observation instrument, as shown in the table above, indicates that the principal's instillation of sincerity values in the implementation of educational supervision is classified as high, with an average score of 3.63 across six assessed aspects. This suggests that the principal's achievements in educational supervision, in terms of instilling sincerity, are highly successful. Therefore, the implementation of supervision is very effective, with several aspects of sincerity values being well applied.

In interviews with the principal, it was revealed that most of the teachers at the school are members of the educational organization, though some are not. Regardless of their membership status, these teachers remain actively engaged in school activities. The principal emphasized that to keep teachers motivated to continue working in the organization's charitable institutions, the school periodically provides reinforcement and guidance. Additionally, the school ensures that teachers receive timely rewards and compensation, demonstrating the school's concern for their welfare. (Interview, 3 November 2023).

Based on the interview results, it can be concluded that the principal has effectively carried out educational supervision based on the values of sincerity. Every action taken by the principal in relation to teachers has been guided by sincerity, aiming to support teachers both in their professional development and personal well-being.

The Value of Exemplary Leadership

This section presents the analysis of the principal's performance in embedding the value of sincerity within the framework of educational supervision at the Muhammadiyah school. The assessment of sincerity was based on data collected from observation sheets and interviews, focusing on whether the principal effectively integrated sincerity into the supervisory practices. The results derived from the respondents' feedback are summarized in Table 5 below:

Table 5. Tabulation of Respondents' Score Results on the Instillation of Exemplary Values in the Implementation of Educational Supervision

No	Statement	Rating				Number of Respondents	Total Score	Average Score	Category
		1	2	3	4				
1	The principal encourages teachers to respect one another.	2	1	9	25	37	130	3,51	H
2	The principal consistently encourages teachers to trust each other in carrying out their duties.	1	4	9	23		128	3,54	H
3	The principal fosters mutual trust among teachers in performing their tasks.	1	3	7	26		132	3,58	H
4	A culture of mutual respect exists among the principal, vice principal, teachers, staff, and students.	1	5	10	22		129	3,48	H

5	The principal consistently supports teachers in carrying out their duties, especially in enhancing their competencies.	0	3	9	25	133	3,59	H
	Average score achievement						3,54	H

Description: H = High (3.01-4), M= Medium (2.01-3), and L = Low (1-2)

The analysis of the data, as presented in Table 4, indicates that the principal's efforts to instill the value of sincerity in educational supervision have been exceptionally effective, as evidenced by an average score of 3.63, which falls within the High category. This suggests that the principal has consistently applied sincerity in various aspects of educational supervision, demonstrating a significant positive impact on teachers' professional development and overall school performance. The highest-rated aspects of sincerity include the principal's ability to motivate teachers to engage enthusiastically in Muhammadiyah's charitable endeavors (3.72) and to encourage active teacher participation in student development, particularly through training activities (3.72). These high scores reflect the principal's success in fostering intrinsic motivation and commitment among teachers, thereby ensuring that their professional efforts align with the school's broader educational and social mission.

Other notable dimensions of sincerity, such as fostering a sense of responsibility among teachers (3.54), addressing teachers' welfare and salaries (3.56), promoting adherence to school policies (3.64), and encouraging collaboration for the advancement of the school (3.64), also received high scores, suggesting a well-rounded and thoughtful approach to leadership. These results underline the principal's effectiveness in creating a supportive and accountable educational environment, where sincerity is a foundational value in shaping both teachers' personal and professional conduct. Further insights gathered from interviews with the principal corroborated the findings from the observation data. The principal shared that while the majority of teachers are members of the Muhammadiyah educational organization, some are not. Despite this, all teachers remain actively engaged in school activities, underscoring the principal's ability to create an inclusive and motivating environment. To maintain teacher motivation, particularly for non-members, the principal emphasized the importance of periodic reinforcement and guidance. This includes recognizing and rewarding teachers' contributions to the school, ensuring their engagement with the Muhammadiyah mission. The principal also emphasized the significance of addressing teachers' welfare by providing timely and adequate compensation. These efforts illustrate the sincerity embedded in the school's supervisory approach, fostering a sense of well-being and commitment among the staff. (Interview, 3 November 2023).

Based on the results from both the quantitative data and qualitative interviews, it can be concluded that the principal has effectively implemented sincerity as a core value in the educational supervision process. The principal's actions—ranging from fostering a sense of responsibility and motivating teachers to encouraging active participation in both academic and extracurricular activities—have been deeply rooted in the principle of sincerity. These efforts contribute significantly to the professional growth and personal well-being of the teachers, ultimately enhancing the overall educational environment at

the school. The high average score of 3.63, coupled with the positive feedback from teachers regarding the principal's leadership, underscores the effectiveness of the school's supervisory practices. The principal's approach to supervision, grounded in sincerity, has not only facilitated professional development but also ensured the moral and social alignment of the school community with the overarching values of Muhammadiyah.

The Value of *Tajdid* (Renewal)

The concept of *tajdid* (renewal) plays a crucial role in the broader framework of the progressive Islamic movement, particularly in shaping educational practices within Islamic educational institutions. As a fundamental value, renewal emphasizes the need for continuous improvement, adaptability, and innovation in the educational process, ensuring that both educators and students are equipped to address the evolving demands of modern education. For schools affiliated with Islamic organizations, it is imperative that the principal, teachers, and staff internalize and embody this value of renewal, which fosters a culture of both professional growth and moral development. In the context of educational supervision, renewal is essential in promoting dynamic pedagogical practices, enhancing the teaching profession, and ensuring that educators remain responsive to emerging educational trends. It is particularly important in guiding teachers to remain aligned with the changing educational environment, ensuring that they continue to meet the needs of students and adapt to pedagogical innovations. This study examines the principal's role in instilling these values of renewal through educational supervision, using data derived from observation sheets and interviews with teachers. The data gathered through these instruments is summarized in the table below:

Table 6. Tabulation of Scores from Respondents' Statements Regarding the Instillation of *Tajdid* (Renewal) Values in Educational Supervision

No	Statement	Rating				Number of Respondents	Total Score	Average Score	Category
		1	2	3	4				
1	The principal guides teachers to have a broad perspective in carrying out their duties.	1	3	9	24	37	130	3,51	T
2	The school principal conducts training so that teachers have a spirit of innovation.	2	3	10	22		126	3,40	T
	Average score achievement							3,45	T

Description: H = High (3.01-4), M= Medium (2.01-3), and L = Low (1-2)

The results from the data analysis suggest that the principal has been successful in integrating renewal values into the educational supervision process. With an average score of 3.45, which falls within the High category, the findings reflect that the principal's efforts to encourage innovation and continuous improvement have had a positive impact. These results underscore the principal's ability to foster an environment that prioritizes adaptability and growth, two key components of the renewal paradigm. In particular, the

principal has actively promoted a culture of innovation among teachers by encouraging them to broaden their perspectives on teaching and engage with new pedagogical practices. This has been facilitated through various training programs and professional development opportunities designed to instill a spirit of innovation and responsiveness to the dynamic needs of students. The principal has also emphasized the importance of collaboration among teachers, fostering a collaborative environment where teachers can share ideas and learn from each other's experiences.

Key initiatives undertaken by the principal to encourage renewal among teachers include: 1) Promoting innovation: The principal actively encourages teachers to explore new teaching strategies and create innovative learning experiences to enhance student engagement and motivation. 2) Supporting professional development: The principal conducts training sessions and workshops aimed at fostering teachers' innovative thinking and equipping them with the tools to adapt their teaching practices to the evolving educational landscape. 3) Encouraging a growth mindset: Teachers are encouraged to approach challenges with a growth mindset, viewing difficulties as opportunities for professional and personal development. The combination of observation sheet data and interview insights highlights that the principal has been successful in embedding renewal values in the supervision process. The high ratings from respondents across both aspects of renewal suggest that the principal has created a culture of continuous improvement, where teachers are motivated to innovate and embrace new educational practices.

The results of this study align with existing research that underscores the importance of renewal in educational supervision. Studies by Strieker, Adams, Cone, Hubbard, & Lim (2016) and Chanifah, Hanafi, Mahfud, & Samsudin (2021) demonstrate that integrating spiritual and professional development through supervision can significantly enhance teacher motivation, engagement, and performance. These studies also emphasize that a holistic approach to teacher development—one that balances both professional skills and spiritual growth—creates a productive and supportive work culture that is conducive to innovation and adaptation. The integration of renewal values in educational supervision ensures that teachers remain adaptable, innovative, and resilient in the face of educational challenges. This is particularly important in the context of Islamic educational institutions, where the application of values such as honesty, responsibility, and discipline helps guide teachers in navigating the complex and ever-changing landscape of modern education. By fostering a culture of continuous improvement, schools can prepare educators to face future challenges while remaining true to the ethical and spiritual principles of Islam.

In conclusion, the principal's integration of *tajdid* values into the educational supervision process plays a crucial role in enhancing teacher motivation, improving teaching effectiveness, and cultivating a resilient and adaptive educational environment. The findings from this study indicate that the principal's efforts have been largely successful in fostering innovation and adaptability among teachers. By creating a culture of continuous improvement, the principal has helped ensure that educators are equipped to meet the challenges of modern education while staying grounded in the core values of

the Islamic faith. This approach not only enhances teacher professionalism but also strengthens the spiritual and moral foundation of educators, enabling them to contribute to the holistic development of their students. The integration of renewal values into educational practices thus serves as a vital mechanism for creating a dynamic, responsive, and ethically grounded educational system.

Conclusion

This research demonstrates the effective integration of Islamic values—*ihsan*, sincerity, exemplary behavior, and *tajdid* (renewal)—within the framework of educational supervision at an Islamic high school. These values have been pivotal in advancing teacher professionalism by promoting a balanced development of moral, spiritual, and professional dimensions. The principal successfully instilled the value of *ihsan*, as reflected in high scores in areas such as trust, discipline, and accountability, with an average score of 3.59, categorizing it as high. This achievement underscores the creation of a learning environment that is both meaningful and firmly rooted in Islamic ethical principles, where teachers are motivated to fulfill their responsibilities with excellence and integrity. The value of sincerity was also strongly integrated into the educational supervision process, achieving an average score of 3.63. This score reflects the principal's success in encouraging teachers to engage with dedication and commitment, while also prioritizing their well-being and aligning their work with the broader goals of the Muhammadiyah organization. Teachers are inspired to approach their tasks with a spirit of sincerity, cultivating an environment of trust and mutual respect.

Exemplary behavior emerged as another key value successfully implemented, with an average score of 3.54. The principal's leadership fostered a culture of mutual respect, trust, and collaboration—key components of exemplary behavior. This supportive school culture aligns with the ethical values promoted by Muhammadiyah, where both teachers and students are encouraged to model positive character traits in their daily interactions. Additionally, the value of *tajdid* was instilled with an average score of 3.72, highlighting the principal's effectiveness in promoting innovation and adaptability among teachers. This high score suggests that the principal successfully encouraged teachers to embrace new ideas and methodologies, ensuring that the school remains responsive to the evolving demands of modern education. Teachers are motivated to continuously enhance their practices, fostering an environment where creativity and innovation can flourish.

In conclusion, the integration of these Islamic values has significantly contributed to the development of a supportive and professional work culture, as evidenced by the high scores across all dimensions. This research underscores the importance of value-based academic supervision in improving teacher motivation, performance, and character development. The holistic approach implemented at the school serves as a potential model for other educational institutions striving to integrate spiritual, ethical, and professional values into their teacher supervision and development frameworks. These findings resonate with previous studies, which emphasize the positive effects of value-based supervision on teacher effectiveness and the overall school environment.

Acknowledgments

Ethical Statement

This research was conducted in accordance with ethical principles and guidelines to ensure the protection of participants' rights, safety, and welfare. All necessary permits and approvals were obtained prior to the commencement of the study. The ethical standards adhered to in this research align with both institutional and international ethical guidelines, ensuring the integrity and transparency of the research process.

CRediT Author Contribution Statement

- **Author 1:** Conceptualization, Methodology, Investigation, Writing – Original Draft.
- **Author 2:** Formal Analysis, Data Curation, Visualization, Writing – Review & Editing.
- **Author 3:** Resources, Supervision, Project Administration, Funding Acquisition.

Conflict of Interest

The authors declare that there are no competing financial interests or personal relationships that could have influenced the work reported in this article.

Data Availability

The datasets generated and analyzed during the current study are available upon reasonable request.

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