

Integrated Quality Management as the Focus of Attention and Target of Teaching Supervision at SDTQ-T Irsyadul Aulad

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ABSTRACT

This research was conducted at SDTQ-T Irsyadul Aulad School, South Basirih, East Banjarmasin Sub-district, Banjarmasin City. The focus of this study was to explore the practical implications and effectiveness of IQM implementation in improving the quality of education at the school. This research discusses how the implementation of IQM can influence the quality of learning, improve teacher performance and facilitate the participation of school members in the process of continuous improvement of education quality. Data were collected through literature review, interviews and documentation. Interviews were conducted with 2 informants, namely the supervisor and teachers in the school. The data collected were then analyzed qualitatively, the qualitative method was chosen because this article aims to understand and describe the teaching supervision program at SDTQ-T Irsyadul Aulad. The data analysis technique used in this research is thematic analysis[B1]. Thematic analysis is conducted by identifying, categorizing, and interpreting data obtained from literature study, interviews, and documentation. This research explores the concept of teaching supervision in the context of Integrated Quality Management (IQM) at SDTQ-T Irsyadul Aulad. The main findings show that teaching supervision is a continuous coaching process to improve the quality of learning. Teaching supervision at SDTQ-T Irsyadul Aulad can improve the quality of learning, help teachers achieve goals, and develop teachers' professionalism. Teaching supervision can be measured through several specific indicators, such as increasing the frequency of classroom observations by principals and supervisors, using structured constructive feedback for teachers after observations, conducting periodic training sessions and workshops focusing on innovative teaching strategies, and increasing teachers' participation in professional discussion forums. This research proves that IQM is an effective supervision model to improve the quality of education, with tangible results seen at SDTQ-T Irsyadul Aulad Banjarmasin. It can provide practical implications for other schools that want to implement a similar approach.

Keywords: *integrated quality management, teaching supervision, educational quality improvement, teacher performance.*

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INTRODUCTION

Education is one of the important pillars with the hope of changing a nation. The world of education is not limited as a means to improve the quality of human resources, but it is a vehicle that is fundamental enough to change the mindset of society (civil society) through various learning processes that are held effectively and continuously based on standardized management standards and generally applicable both at national and international levels.¹

One of the main goals of education is to foster a sense of responsibility and good character in students. Good character is characterized by an understanding of goodness, consistently showing behavior that is considered positive and has a tendency to do good deeds.² Therefore, improving the quality of education is the main concern of the government and all stakeholders in the field of education.³ The quality of education determines the quality of human resources produced.^{4,5} It is important to improve the quality of education at all levels, including at Irsyadul Aulad Integrated Tahfidzul Qur'an Elementary School (SDTQ-T).

Strategies to improve the quality of education can be done through various efforts, such as improving teacher competence, improving the curriculum, and so on.⁶ In an effort to improve the quality of education, school branding strategy is one of the strategies that can be done. This can be done by building a positive school brand image and promoting the advantages and achievements that have been achieved by the school.⁷

One strategy that can be used to improve the quality of education is to implement Integrated Quality Management (IQM) Education. IQM Education is a management approach that focuses on improving the quality of education through improving the quality of related components.⁸

According to Sallis (2005), Integrated Quality Management (IQM) or Total Quality Management (TQM) is management that includes philosophies and methods that help

¹ Arief Sukino, "KEPEMIMPINAN TRANSFORMATIF DALAM PENGEMBANGAN MANAJEMEN MADRASAH BERORIENTASI MUTU," *An-Nidzam : Jurnal Manajemen Pendidikan Dan Studi Islam* 3, no. 1 (June 10, 2016): 81–100, <https://doi.org/10.33507/an-nidzam.v3i1.10>.

² Okky Riswandha Imawan and Raoda Ismail, "Analysis of Character Education Values on the Learning Achievement of Elementary School Teacher Candidates," *International Journal of Mathematics and Mathematics Education*, June 6, 2023, 103–31, <https://doi.org/10.56855/ijmme.v1i02.331>.

³ Difa Maulidya, Shaleh Shaleh, and Puspo Rohmi, "An Analysis of Elementary School Thematic Question Points Using Iteman Software and Winstep Rasch Model," *Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah* 13, no. 1 (July 31, 2023): 30–51, <https://doi.org/10.18592/aladzkapgmi.v13i1.9415>.

⁴ M. Rizal Fuadiy, "Evaluasi Pembelajaran Sebagai Sebuah Studi Literatur," *DIMAR: Jurnal Pendidikan Islam* 3, no. 1 (December 1, 2021): 173–97, <https://doi.org/10.58577/dimar.v3i1.83>.

⁵ M. Asep Fathur Rozi, "Strategi Hubungan Masyarakat Dalam Pendidikan Islam," *EDUKASI: Jurnal Pendidikan Islam* 5, no. 1 (June 8, 2017): 131–44, <https://ejournal.staimta.ac.id/index.php/edukasi/article/view/148>.

⁶ Yuli Umro'atin and Agus Zainul Fitri, "Strategic Management of Non Profit Organization to Increase the Existence of Al-Mutmainnah Ponorogo Islamic Boarding School," *Tarbawi Ngabar: Jurnal of Education* 4, no. 2 (August 1, 2023): 208–38, <https://doi.org/10.55380/tarbawi.v4i2.458>.

⁷ Fadli Hariadi et al., "MANAJEMEN PENDIDIKAN (Konsep Dan Aplikasi)," 2023, <https://doi.org/10.17605/OSF.IO/G5QYK>.

⁸ S. Suryana, "PERMASALAHAN MUTU PENDIDIKAN DALAM PERSPEKTIF PEMBANGUNAN PENDIDIKAN," *Edukasi* 14, no. 1 (May 20, 2020), <https://doi.org/10.15294/EDUKASI.V14I1.971>.

organizations manage change and set an agenda for improving the quality of the products or services they produce or offer to meet customer demands.

Departing from the letters in TQM, Sallis describes the concept of IQM or TQM as literally consisting of the capital letters T, Q, and M with each letter meaning the following. T emphasizes that all objects or facilities and everyone in the organization are involved in continuous improvement. Q means that total customer satisfaction is the main focus of all managers and staff. M means that everyone in the organization regardless of their status, position or role is a manager in their respective fields.⁹

SDTQ-T Irsyadul Aulad is one of the Islamic schools in Banjarmasin, South Kalimantan. The school has a vision to become an Islamic school with quality, excellence, and character. To achieve this vision, SDTQ-T Irsyadul Aulad needs to implement integrated quality management (IQM) in all aspects of its activities, including teaching supervision.

Through teaching supervision, principals and teachers can share information, experiences, and ideas to improve the quality of learning.¹⁰ IQM is a management approach that focuses on continuous quality improvement. IQM emphasizes the importance of involving all parties in the organization, including principals, teachers, staff, and students.¹¹

The application of IQM in teaching supervision at SDTQ-T Irsyadul Aulad is expected to improve the quality of learning and achieve the school's vision to become a quality, superior, and character Islamic school. Islamic education is the main pillar in nation building. Its quality determines the quality of human resources produced. Therefore, it is important to improve the quality of Islamic education at all levels.¹²

Teaching supervision has a very important role in improving the quality of education. Teaching supervision is an ongoing coaching process to assist teachers in improving the quality of learning. Teaching supervision can be done through various activities.¹³

This research focuses on a case study at SDTQ-T Irsyadul Aulad Banjarmasin, one of the schools implementing IQM Education in Indonesia. SDTQ-T Irsyadul Aulad Banjarmasin has demonstrated its commitment to improving the quality of education through various efforts, including the implementation of teaching supervision. This study aims to find out how the implementation of IQM Education and teaching supervision at SDTQ-T Irsyadul Aulad Banjarmasin contributes to improving the quality of education.

This research is expected to make a significant contribution to the development of science in the field of education, especially in the field of IQM Education and teaching supervision. In addition, this research is also expected to provide input for schools in

⁹ Sutarto HP, *Manajemen Mutu Terpadu (MMT-TQM) : Teori Dan Penerapan Di Lembaga Pendidikan* (Yogyakarta: UNY Press, 2015).

¹⁰ Faizal Amir, "Implementasi Manajemen Mutu Terpadu (Studi Kasus Di MTs N 1 Cirebon)," *TANZHIMUNA* 3, no. 1 (June 30, 2023): 57–69, <https://doi.org/10.54213/tanzhimuna.v3i1.270>.

¹¹ Andi Arif Rifa'i, "Supervisi Pembelajaran Sebagai Pengembangan Budaya Mutu Guru," *Edugama: Jurnal Kependidikan Dan Sosial Keagamaan* 4, no. 1 (July 31, 2018): 35–48, <https://doi.org/10.32923/edugama.v4i1.642>.

¹² M Shoffa Saifillah Al Faruq and Ahmad Sunoko, "The Learning Model of Islamic Educational Management at Stit Mambaul Ulum Jambi," *Didaktika Religia* 9, no. 1 (2021): 145–64.

¹³ Mawardi Slamet Harianto, Nasir Usman, and Djailani AR, "Pelaksanaan Supervisi Pengajaran Dalam Meningkatkan Kemampuan Profesional Guru Di SMA Negeri Kabupaten Aceh Besar," *Jurnal Administrasi Pendidikan Program Pascasarjana Unsyiah* 3, no. 2 (2015).

improving the quality of education through the implementation of IQM Education and effective teaching supervision.

METHOD

This research was conducted at SDTQ-T Irsyadul Aulad School, South Basirih, East Banjarmasin District, Banjarmasin City. Teaching supervision is an important component in improving the quality of education at SDTQ-T Irsyadul Aulad. Through teaching supervision, teachers can receive guidance and direction to improve the quality of learning in the classroom. We identified two informants who play an important role in improving quality using teaching supervision, including one school supervisor and one teacher. The supervisor is the owner of the school himself as well as the person who carries out supervision at the school, while one of the teachers is a classroom teacher at the school. In addition, data were also collected through literature review, interviews and documentation.

The information collected is through literature studies and conducting in-depth interviews using both structured and unstructured questions for primary data collection, the method used in extracting interview information is through the WhatsApp application VN and direct interviews. The interview was conducted in 2 sessions, the first session was conducted to interview the supervisor through the WhatsApp application, followed by the second session interviewing the teacher directly, in 1 session for approximately 30 minutes. Researchers also collected data through observation and documentation, namely by going directly to the field, observation was carried out to directly understand teaching and learning activities and other activities at school, while documentation was to collect documents, such as curriculum, school regulations, and school conditions. The data collected was then analyzed qualitatively, the qualitative method was chosen because this article aims to understand and describe the teaching supervision program at SDTQ-T Irsyadul Aulad.

In this study, thematic analysis was conducted through a series of systematic steps that included data identification, categorization, and interpretation. First, researchers collected data from various sources, such as literature studies, interviews with teachers and supervisors, and documentation related to IQM. After the data was collected, the second step was to conduct an initial reading to understand the context and content of the data as a whole. Next, the researcher identified initial themes by marking relevant and recurring pieces of data. At the categorization stage, the themes were grouped into broader categories based on the similarities and differences found. Finally, in the interpretation process, the researcher analyzed the meaning of each theme and category that had been formed, linking it to the research objectives and existing literature to draw in-depth conclusions about the implementation of IQM at SDTQ-T Irsyadul Aulad. With this approach, thematic analysis not only provides a comprehensive understanding of the data but also explains the dynamics that occur in the context of teaching supervision at the school.

DISCUSSION

This research focuses on three important aspects. First, explaining the concept of teaching supervision at Irsyadul Aulad Banjarmasin Elementary School. Secondly, describing the role and function of teaching supervision in the integrated quality management of education. Thirdly, describing strategies for implementing effective teaching supervision.

Concept of Teaching Supervision

The quality of education is the level of excellence in the implementation of education that produces graduates who meet expectations. This quality includes the product (student learning outcomes), the workforce (teachers and staff), the learning process, school tasks, and the school environment. Through quality education, it is expected that humans can understand the meaning and nature of life, and carry out the tasks of life and life correctly.

Supervision is an effort made by someone to improve the quality of the process and results of activities. In the field of education, educational supervision is known, more specifically teaching supervision. The purpose of teaching supervision is to improve the quality of learning processes and outcomes. Supervision activities include assessment and coaching of teachers and other human resources in schools. Related to the implementation of the competency-based curriculum, the target of coaching activities, starting from the problems faced by teachers in managing learning.¹⁴ In line with the opinion of one of the teachers at SDTQ-T Irsyadul Aulad, Yulia Putri Ayu Anggraini.

“The implementation of teaching supervision that is usually carried out at SDTQ-T Irsyadul Aulad includes classroom observation activities conducted by the principal and supervisors on a regular basis. In each observation, they provide direct feedback to teachers on the teaching methods used and identify areas for improvement. In addition, the school organizes group discussion sessions for teachers to share best practices and challenges faced in the teaching-learning process.”¹⁵

Concrete examples of the implementation of teaching supervision at SDTQ-T Irsyadul Aulad include regular training that focuses on developing pedagogical skills and using technology in learning. Through this approach, SDTQ-T Irsyadul Aulad seeks to create a more effective learning environment that is responsive to students' needs.

In her journal, Hamidah explains that teaching supervision is assistance provided by principals to teachers, either individually or in groups, to improve teaching knowledge and skills. This process ensures that educational activities run according to standards and achieve the desired goals. This research emphasizes the important role of academic supervision in improving the quality of education, where principals serve as the main support in developing teachers' professionalism.¹⁶

¹⁴ Siti Aminah, “PENDEKATAN EFEKTIF SUPERVISOR PENDIDIKAN DALAM PELAYANAN ETOS KERJA GURU DI LEMBAGA PENDIDIKAN ISLAM,” *TADRIS: Jurnal Pendidikan Islam* 12, no. 1 (July 13, 2017): 40–62, <https://doi.org/10.19105/TJPI.V12I1.1117>.

¹⁵ Interview with Yulia, 2024.

¹⁶ Hamidah Darma, “SUPERVISI PENGAJARAN SEBAGAI ALAT MANAJEMEN MUTU TERPADU DALAM PENDIDIKAN,” *Jurnal Serunai Administrasi Pendidikan* 11, no. 2 (January 13, 2023): 68–77, <https://doi.org/10.37755/jsap.v11i2.755>.

The results of research by Rifa'i also state that supervision is not just supervision, but also aims to ensure the quality of learning and graduates. In other words, supervision functions as a quality guarantor that fosters a culture of teacher quality. Teachers with a good quality culture will produce quality learning and education, which in turn produce superior and competitive graduates.¹⁷

Based on this discussion, the findings in this study also explain that teaching supervision can help teachers improve the quality of learning. As said by the Head of the Foundation and Supervisor, Norjani, S.Ag., M.Pd. *"Teaching supervision at SDTQ-T Irsyadul Aulad Banjarmasin can help teachers improve the quality of learning in various ways, namely improving teaching skills, supporting curriculum implementation, increasing teacher motivation and enthusiasm, and increasing student involvement."*¹⁸

Yulia also believes that teaching supervision can be both positive and negative, depending on how it is conducted. *"Teaching supervision can be a positive and beneficial experience for teachers if it is conducted in a supportive and collaborative way. However, if done in an ineffective or insensitive way, supervision can be a negative and even harmful experience for teachers."*¹⁹

The characteristics of teaching supervision applied at SDTQ-T Irsyadul Aulad include a collaborative and sustainable approach that focuses on teachers' professional development. Supervision is conducted through scheduled classroom observations, where principals and supervisors provide constructive feedback based on established assessment instruments, such as the Teacher Ability Assessment Tool (APKG). In addition, supervision also involves group discussions and training sessions to share best practices and innovative strategies in learning.

In the context of Integrated Quality Management (IQM), it serves as a tool to ensure that all elements of education, including the curriculum and teaching methods, are aligned with the higher quality goals of education. Thus, teaching supervision not only improves teachers' teaching skills but also creates a sustainable learning culture, contributing to the overall improvement of education quality in schools.

The Role and Function of Teaching Supervision

Improving the quality of education is a demand that must be met by every madrasa in the era of globalization. Quality improvement must rely on educational institutions continuously and continuously to increase the capacity and ability of the organization to meet the demands and needs of students and society.

The educational process is said to be of high quality if the coordination and integration of school inputs (teachers, students, curriculum, money, equipment, and so on) are carried out harmoniously, so as to create an enjoyable learning situation, be able to encourage

¹⁷ Rifa'i, "Supervisi Pembelajaran Sebagai Pengembangan Budaya Mutu Guru."

¹⁸ Interview with Norjani, 2024.

¹⁹ Interview with Yulia, 2024.

motivation and interest in learning, and really be able to empower students.²⁰ From this description it can be emphasized that supervision is the most important part that plays a role in improving the quality of education, because it is in direct contact with the conditions in the field both related to input, process and output of education.

Suparliadi also explains that teaching supervision, according to its definition and function, plays an important role in improving the quality of education. This is realized by its role in helping principals and teachers develop their potential to the fullest, thus creating a conducive learning environment and producing quality graduates.²¹ In line with this, Yulia explains the role and function of teaching supervision.

“Through the Integrated Quality Management (IQM) program, schools have implemented supervision that is sustainable and oriented towards improving the quality of learning. For example, principals and supervisors conduct regular classroom observations to provide constructive feedback to teachers. This has helped teachers improve their teaching skills and use innovative teaching strategies. In addition, the school also organizes regular group discussion and training sessions to share best practices and effective learning strategies.”²²

Teaching supervision at SDTQ-T Irsyadul Aulad has had a positive impact on teachers' professionalism, learning quality and overall school quality. For example, research results show that teachers at the school have made it a habit to develop teaching and learning tools before using learning media appropriate to the activity, as well as using various methods to carry out learning in the classroom.

Teaching supervision at SDTQ-T Irsyadul Aulad plays a crucial role in supporting the implementation of Integrated Quality Management (IQM) in a structured and systematic way. Firstly, through regular classroom observations, supervision helps to improve the quality of learning by providing teachers with specific and data-based feedback so that they can improve their teaching methods and learning strategies.

In addition, supervision also contributes to improving teacher professionalism through continuous training and development, which encourages teachers to continue learning and adapting to best practices in education. This not only has a positive impact on teaching skills but also increases teachers' motivation and job satisfaction. Furthermore, by creating a more effective learning environment and being responsive to students' needs, teaching supervision contributes to the satisfaction of students and parents, who feel more involved in the educational process. Thus, teaching supervision is an important bridge in achieving IQM's goal of improving the overall quality of education in schools.

²⁰ Adam Rival Rizkian, Chaula Masrurroh, and Subandi, “PERAN SUPERVISI PENDIDIKAN DALAM MENINGKATKAN MUTU PENDIDIKAN: TINJAUAN TERHADAP PRAKTIK DAN DAMPAKNYA,” *Jurnal Media Akademik (JMA)* 2, no. 6 (May 31, 2024), <https://doi.org/10.62281/V2I6.352>.

²¹ Suparliadi Suparliadi, “Peran Supervisi Pendidikan Dalam Meningkatkan Mutu Pendidikan,” *Journal Of Administration and Educational Management (ALIGNMENT)* 4, no. 2 (December 30, 2021): 187–92, <https://doi.org/10.31539/alignment.v4i2.2571>.

²² Interview with Yulia, 2024.

Teaching supervision plays a strategic role in improving the quality of education with complex and interdisciplinary functions. Supervisors coordinate all school efforts, including the planning, implementation and evaluation of learning. They ensure that all elements of education, such as the curriculum and teaching strategies, are aligned with the higher quality goals of education. Supervisors provide technical assistance and guidance to teachers and staff so that they can improve the quality of their performance. They motivate teachers to learn from real field experiences and enrich their knowledge. Supervisors conduct continuous and thorough assessments of teacher and staff performance. They analyze teaching and learning situations to improve strategies and efforts towards improvement, and provide constructive feedback that is useful for teachers in improving their performance.^{23,24}

Plays an important role in developing teacher professionalism to improve the quality of the teaching and learning process. Aiming to improve the effectiveness and efficiency of learning, teaching supervision is a form of assistance for teachers in improving teaching and learning situations. Research shows that educational supervision has three main functions: coordinator, consultant and evaluator. Supervision implementation is carried out through three stages: planning, implementation and evaluation.²⁵

Collaboration between supervisors, teachers and other related parties is essential in achieving the goals of Integrated Quality Management (IQM) in schools, as this synergy creates a more effective and responsive educational environment. In the role of coordinator, supervisors serve to connect the various elements of education, ensuring that all parties work towards the same vision and mission. As consultants, they provide support and guidance to teachers, helping them overcome challenges in the learning process and adopt best practices. In addition, in the role of evaluator, supervisors conduct objective assessments of teacher performance and education programs, providing constructive feedback for continuous improvement. When all parties engage in open and collaborative dialog, they can share ideas, resources and experiences that enrich the learning process. This not only improves teacher professionalism but also strengthens accountability throughout the education institution. Thus, solid collaboration between supervisors, teachers and other stakeholders is key to achieving higher and sustainable education quality within the IQM framework.

This is reinforced in the findings of this study, as stated by Norjani, regarding the role and function of teaching supervision in the integrated quality management of education.

²³ Syifa Faujiah, Syaifuddin Syaifuddin, and Syahraini Tambak, "FUNGSI DAN URGENSI SUPERVISI PENDIDIKAN," *JURNAL MANAJEMEN PENDIDIKAN DAN ILMU SOSIAL* 3, no. 2 (January 25, 2023): 1239–47, <https://doi.org/10.38035/jmpis.v3i2.1367>.

²⁴ Laras Hidayanti, Binti Maunah, and Prim Masrokan Mutohar, "SUPERVISI PEMBELAJARAN DALAM MENINGKATKAN SEMANGAT MENGAJAR GURU," *Educational Leadership: Jurnal Manajemen Pendidikan* 3, no. 2 (January 31, 2024): 255–65, <https://doi.org/10.24252/edu.v3i2.43943>.

²⁵ Dina Ratna Sari and Asmendri Asmendri, "Peran Supervisi Pendidikan Dalam Meningkatkan Mutu Pendidikan," *Journal on Education* 5, no. 1 (December 25, 2022): 842–50, <https://jonedu.org/index.php/joe/article/view/691>.

“Teaching supervision plays an important role in the Integrated Quality Management (IQM) of education. IQM aims to improve the quality of education in a sustainable manner and teaching supervision is one of the main tools to achieve this goal.”²⁶

The role of teaching supervision is very important to improve the quality of education. The educational process from student recruitment to learning outcomes carried out by all components is also influenced and cannot be separated from the role of the principal. The role of teaching supervision determines the quality of a teacher to stimulate, coordinate and guide continuously the growth and development of the potential they have in schools both individually and collectively, in order to better understand and be more effective in realizing all teaching functions and be able to develop a better educational process.

Effective Teaching Supervision Implementation Strategy

According to Garvi and Davis, quality is a dynamic condition related to results, labor, processes and tasks and the environment that meet or exceed community expectations. With these quality changes, it is necessary to improve or change the skills of the workforce, production processes and tasks, as well as changes in the school environment so that the product can meet and exceed community expectations. The quality of education is a measure of the success of an educational process that can be felt by the community starting from the input (input), the educational process that occurs, to the output (output product) of an educational process.²⁷

Based on the research and interviews conducted, the strategies for implementing effective teaching supervision at SDTQ-T Irsyadul Aulad are as follows.

1. Setting clear objectives

Teachers and supervisors work together to set specific and measurable learning objectives so that all parties have the same understanding of what is to be achieved.

2. Building a positive relationship

A collaborative relationship between supervisors and teachers is essential. For example, supervisors hold regular meetings to discuss challenges faced by teachers and find solutions together.

3. Using a teacher-centered approach

This approach allows teachers to play an active role in the supervision process. For example, teachers can propose teaching methods they want to develop, and supervisors provide the necessary support and resources.

4. Utilizing various supervision methods

Supervisors can use classroom observation techniques, group discussions or workshops to provide constructive feedback to teachers. This can be done by observing a learning session and then discussing the results of the observation with the teacher.

5. Monitoring and evaluating progress

²⁶ Interview with Norjani, 2024.

²⁷ Rizkyan, Masrurroh, and Subandi, “PERAN SUPERVISI PENDIDIKAN DALAM MENINGKATKAN MUTU PENDIDIKAN: TINJAUAN TERHADAP PRAKTIK DAN DAMPAKNYA.”

The evaluation process is conducted periodically to assess the teacher's progress in achieving the set goals. For example, the supervisor conducts an evaluation after a few months to see if there has been any improvement in the quality of learning based on previous feedback.

By applying these strategies, it is hoped that teaching supervision can improve the quality of education in schools and meet community expectations.

Table 1. Summary of Research Findings

No	Topic	Research Findings
1	Concept of Teaching Supervision	• Defined as a continuous coaching process focused on enhancing learning quality. • Aims to assist teachers in improving teaching skills, learning quality, and achieving educational goals. • Should be collaborative and teacher-centered, actively involving teachers in the supervision process.
2	The Role and Function of Teaching Supervision in Education Quality Management	• Plays a crucial role in realizing MTP (presumably "Madrasa Tahfidz Program" or equivalent) in schools. • Helps achieve IQM (Integrated Quality Management) objectives, such as improving learning quality, enhancing educational quality, and achieving customer satisfaction (students, parents, and the community). • Teaching supervision is a key tool in IQM, aiming for continuous quality improvement in education.
3	Strategies for Implementing Effective Teaching Supervision	• - Effective supervision at SDTQ-T Irsyadul Aulad aids teachers in enhancing learning quality and achieving school goals. • Encourages positive, collaborative relationships between supervisors and teachers. • Should establish clear goals, build positive relationships, adopt a teacher-centered approach, utilize various supervision methods, and regularly monitor and evaluate progress.

Based on the results of research by Yuliana, it is concluded that supervision means the supervisor's efforts to achieve the desired results by utilizing natural human talents or abilities, as well as the sources that facilitate them. The quality of education is a student's ability to manage components related to learning, to produce added value to these components according to applicable standards. Teaching supervision is expected to improve the quality of learning in schools.²⁸

²⁸ Rina Yuliana and . Sugiyono, "PENGEMBANGAN PERANGKAT PEMBELAJARAN DENGAN PENDEKATAN PMRI PADA MATERI BANGUN RUANG SISI LENGKUNG UNTUK SMP KELAS IX," *Jurnal Pedagogi Matematika* 6, no. 1 (January 26, 2017): 60–67, <https://journal.student.uny.ac.id/jpm/article/view/5974>.

Implementing effective teaching supervision at SDTQ-T Irsyadul Aulad Banjarmasin requires collaboration and commitment from all parties, including teachers, supervisors, principals and school committees. By working together, they can create a conducive learning environment and assist teachers in improving the quality of learning at school. The findings of this study have been summarized in **Table 1**.

CONCLUSION

The findings of this study show that teaching supervision is a continuous coaching process oriented towards improving the quality of learning, which strongly supports the implementation of Integrated Quality Management (IQM) at SDTQ-T Irsyadul Aulad. It assists teachers in improving their teaching skills, improving the quality of learning and achieving the school's educational goals. With a focus on improving education quality and student and parent satisfaction, effective supervision contributes to achieving IQM objectives. The practical implication of the findings is the importance of collaboration between supervisors and teachers in setting clear learning objectives and conducting regular evaluations to ensure that all parties are involved in the process of improving the overall quality of education.

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