



## Guiding Excellence: Enhancing Learning Quality through Consultative Supervision in Madrasah

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### ABSTRACT

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The quality of learning in madrasah is a crucial factor in achieving the goal of quality education. This study aims to understand the improvement of learning quality based on consultative supervision in madrasah. The research method used is qualitative with a case study approach. This approach is used to understand the aspects of improving the quality of learning based on consultative supervision in madrasah. The research informants were supervisors, heads and teachers in several madrasahs in Probolinggo district. Data were collected through interviews, observation and analysis of relevant documents. The results show that the consultative supervision process is carried out through the activities of providing time for consultation, problem solving in learning and collaboration between supervisors and madrasah heads in improving learning quality.

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## INTRODUCTION

For educators and education personnel, the quality of learning is the hope for the world of education, this is because without a quality learning process, the results obtained will also not be of quality (Batubara, 2021). Educators and education personnel who are able to carry out a quality learning process will be able to produce quality educational outputs that have the required competencies and quality educational outcomes are graduates who are able to continue to higher education levels or be absorbed in the business world or industrial world (Ubaidah et al., 2021).

Learning quality is a measure of the extent to which students experience an effective, meaningful and adequate educational process (Tartavulea et al., 2020). This includes their understanding of the material, active engagement in the learning process, and their ability to develop deep knowledge, skills and understanding (Suyitno, 2020). High quality learning not only enables students to achieve better academic outcomes, but also develops the critical, creative and problem-solving skills they need to succeed in everyday life (Suhandi & Robi'ah, 2022). Ensuring optimal learning quality is a key objective in educational

improvement efforts, as it provides a strong foundation for students' personal and academic development (Sa'diyah et al., 2022).

In the context of improving the quality of learning in madrasahs in Probolinggo district, the roles of supervisors, madrasah principals and teachers have crucial roles that complement each other to improve the quality of education and learning. Madrasah supervisors function as independent observers and assessors who provide constructive feedback on the learning process. By conducting regular monitoring, supervisors help identify potential problems and areas for improvement, as well as provide suggestions for the development of more effective teaching methods. The supervision is more of an effort to provide guidance, encouragement and protection for all education units concerned which are expected to continuously improve the quality of education and the quality of services (Noor & Wathoni, 2020).

On the other hand, madrasah heads in improving the quality of learning act as leaders who direct the strategic direction of the madrasah, including curriculum development, training and educational resources. They have a role in creating a work environment that supports teachers' professional development and organizes the implementation of policies to improve the quality of learning. Therefore, madrasah heads are required to have various abilities, both in the field of management and leadership styles (Malik et al., 2021).

Meanwhile, teachers in madrasah are at the forefront of efforts to improve the quality of learning by carrying out daily learning. They apply innovative teaching methods, assist students individually, and create an interactive learning atmosphere. This is because teachers have an important role in improving the quality of learning using the new curriculum. Creating effective, meaningful and quality learning is the role and function of a teacher (Suhandi & Robi'ah, 2022). Therefore, synergistic collaboration between these three elements, namely supervisors, madrasah principals and teachers, is the key to achieving sustainable learning quality improvement in madrasah (Murjani et al., 2023).

The results of initial observations show the importance of the role of madrasah supervisors in improving the quality of learning. Madrasah supervisors have a role as critical external assessors in evaluating the quality of teaching and learning in various educational institutions (Sari, 2023). By providing objective and in-depth feedback, they help identify strengths and weaknesses in the learning process. This enables teachers and principals to design corrective actions that are more targeted and focused on developing more effective learning strategies. As such, education supervisors are at the forefront of ensuring that education standards are met and the quality of learning continues to improve, ultimately contributing to better student achievement.

Research on the importance of learning quality in madrasahs is a foundation in building a quality educational future for the nation's next generation. Madrasahs have a strategic role in shaping the character, morals, and knowledge of students based on religious values and local wisdom (Afiah & Fadhliah, 2022). High learning quality in madrasahs can help promote a deep understanding of religious teachings and mastery of solid academic competencies. In this context, improving the quality of learning in madrasah not only produces quality students, but also is able to produce individuals with integrity, noble character, and ready to face various changes and challenges in an increasingly complex society (Bakar et al., 2023).

Focusing more on the role of madrasah supervisors in Probolinggo district, one approach that can be used to improve learning quality is consultative supervision in madrasah. This is based on research on distributive and consultative leadership styles, but the research is more focused on the consultative leadership style, an approach that changes the traditional paradigm of supervision to a more collaborative and supportive interaction (Adsan et al., 2022). In consultative supervision, supervisors act not only as assessors but also as learning partners for teachers. They provide support, guidance and constructive feedback to teachers in order to improve the quality of learning (Noor & Wathoni, 2020). Consultative supervision involves a process of open dialog and discussion between supervisors and teachers, where learning problems, challenges and solutions are identified together (Adsan et al., 2022). This approach not only helps to improve learning quality in madrasahs but also builds trusting relationships between supervisors and teachers and promotes continuous professional development for all parties involved in the education process (Wandra et al., 2021).

Thus, consultative supervision-based learning quality improvement in Probolinggo district madrasahs reflects a positive transformation in the way madrasahs manage and improve the learning process. This approach combines evaluative aspects with the role of supervisors as learning partners for teachers (Fahmi, 2021). By providing in-depth feedback and targeted solutions, consultative supervision provides concrete and meaningful guidance for teachers in overcoming learning challenges. This approach also encourages open communication between supervisors and teachers, creating a space for sharing knowledge, experiences and best practices. As a result, continuous improvement in learning occurs through innovation in teaching methods, curriculum adaptation and professional development based on daily experiences in Probolinggo district madrasahs (Dahlim, 2021).

## RESEARCH METHODS

This research will use a qualitative approach to gain an in-depth understanding of the implementation of consultative supervision and the factors that influence its success in improving the quality of learning in madrasah. The research design that will be used is a case study. In this case study, researchers collect data from various sources as informants. The informants were randomly selected as many as 5 people consisting of madrasah supervisors, madrasah heads, teachers, and staff in Probolinggo district. Data collection techniques in this study used in-depth interviews, observation and documentation. Observation is used to reveal data about consultative supervisory behavior. Meanwhile, interviews were used to reveal data and information in the form of words related to consultative supervision. The documentation technique is used to reveal data on documents related to consultative supervision.

The data that has been collected is analyzed using the Miles and Huberman data analysis technique which consists of; data reduction, data presentation and conclusion drawing/verification. In the process, researchers checked the validity of the data using observation persistence, extended participation, and triangulation techniques.

## RESULTS AND DISCUSSION

This study aims to determine the improvement of learning quality based on consultative supervision in madrasah. Consultative supervision has become an increasingly applied approach in various educational and leadership contexts. In consultative supervision, the role of the supervisor transforms from an assessor to a learning partner for teachers. Through open communication and dialogue, supervisors provide constructive feedback to teachers, assist them in identifying areas of improvement and formulate strategies to improve learning quality (Posangi, 2021). This approach not only helps improve the quality of learning but also builds a cooperative and mutually beneficial relationship between teachers and supervisors. Harbani Psolong, 2010 states that supervisory supervision is tasked with seeking to improve the quality of the teacher performance process, by improving the competence and skills and professionalism of teachers through the professional guidance of school supervisors (Guntoro, 2020). It is thus clear that improving teachers' skills and professionalism is through the role of supervisors' professional guidance.

### Time for Consultation

The importance of providing time for consultation with madrasah supervisors in Probolinggo district is key in maintaining and improving learning quality. Providing special time for consultation between teachers and

supervisors is a concrete step in encouraging deeper interaction. In this context, teachers and madrasah principals can share experiences, explore innovative learning strategies and obtain views and suggestions from supervisors on various educational issues, especially learning. Consultation time also provides an opportunity for supervisors to provide in-depth feedback and concrete solutions to challenges faced by teachers in the teaching process (ÖzyiğİT, 2022). This directly impacts on improving the quality of learning and enhancing teachers' competencies. This was conveyed by one head of a private madrasah in Probolinggo district who wanted his institution to develop further.

Other information from madrasah supervisors also conveyed that providing time for consultation in madrasahs also supports the establishment of a collaborative work environment. Through consultation sessions, teachers can learn from each other, discuss the best methods and share best practices in dealing with various learning challenges. This not only enriches collective knowledge but also strengthens the sense of mutual support and reciprocity among colleagues. Thus, not only do teachers benefit from the consultation time, but also a vibrant and empowered learning community is formed (INF-PM1).

The importance of providing time for consultation with madrasah supervisors in Probolinggo district is also in line with the spirit of implementing an inclusive and adaptive learning approach. According to INF-GM1, each teacher is unique in dealing with the needs and characteristics of learners. With scheduled consultation time, teachers can design more personalized learning plans, according to learners' abilities and interests. Supervisors as partners in consultation can also provide guidance in designing learning approaches that suit the needs of each class or individual. This provides opportunities for learners to learn in the most effective way and maximize their potential within the Probolinggo district madrasah environment. This is in accordance with the main tasks of madrasah supervisors in academic supervision activities which are the tasks of school supervisors with regard to the implementation of the tasks of coaching, monitoring, assessing, and mentoring and professional training of teachers on aspects of teacher competence and the main tasks of teachers (Posangi, 2021).

Teachers' responses to the importance of providing time for consultation in efforts to improve learning quality in Probolinggo district madrasahs were very positive. They recognize that consultation time provides a valuable space to discuss the challenges and constraints they experience in learning. Teachers feel that through consultation sessions, they can get constructive feedback from supervisors or madrasah heads that support their professional development. This helps them formulate better and more effective solutions to problems that may arise in the classroom (Leo et al., 2021).

In addition, teachers in Probolinggo district according to IFN-GM2 also acknowledge that consultation time supports the creation of a more collaborative learning community in the madrasah. They can share experiences, ideas and successful learning strategies with each other. Teachers feel that the time for consultation provided by supervisors also recognizes their role as the main actor in improving the quality of learning, so they feel valued and motivated to continue innovating and improving the quality of teaching in madrasah. This has led to increased teacher confidence in carrying out learning tasks. In line with that Iga conveyed that basically a sense of self-confidence that is obtained or obtained by someone in himself in order to be able to work, behave, behave, and act in order to obtain the expected results or good results (Sulfemi, 2020). With good self-confidence, the quality of learning in madrasahs can improve well can be achieved.

### **Learning Problem Solving / Problem Solving**

In the view of supervisors, problem solving through a consultative supervision approach has great potential to promote learning quality improvement in madrasahs in Probolinggo district. Supervisors observed that by involving teachers in identifying and addressing learning problems, the resulting solutions become more contextual and relevant (Afrizal et al., 2020). This kind of problem solving also encourages teachers' active participation in formulating improvement measures, which in turn can increase their commitment to the implementation of the proposed solutions. This view is reinforced by the belief that when teachers feel they have an active role in solving problems, they are more likely to involve themselves more deeply in efforts to improve the quality of learning on an ongoing basis (Bahri, 2021). Therefore, problem-solving-oriented consultative supervision not only results in concrete improvements in learning, but also strengthens teachers' involvement and active participation in the quality improvement process in Probolinggo district madrasahs (INF-GM1).

Problem solving is an important element in the collaborative relationship between teachers and supervisors in madrasahs in Probolinggo district. In this context, teachers and supervisors work together to identify, analyze and find solutions to challenges that arise in the learning process. According to INF-KM1, problems in learning are discussed together between supervisors and madrasah teachers. There is stated that problem solving plays an important role, especially so that learning can run flexibly (Goodarzian et al., 2021). INF-GM1 also said that through open dialog and in-depth discussion, they can formulate improvement strategies that suit the needs of madrasah and learners. Problem solving also helps build trusting relationships between teachers and supervisors, as it demonstrates a shared commitment to improving learning quality.

Problem solving in a collaborative context between teachers and supervisors can also help broaden the horizons and perspectives of both parties. Teachers who engage in problem solving with supervisors can see the learning situation from different perspectives. This encourages critical and innovative thinking, as the solutions found are not only based on personal experience, but also incorporate a variety of existing knowledge and views (Hasanah & Rahmat, 2020). Supervisors, on the other hand, also gain deeper insights into the challenges faced by teachers in the field and can provide more relevant and evidence-based advice. According to INF-KM2, this is because creativity in problem solving can be considered as a thinking process in which they seek to uncover new relationships between concepts and problems encountered, and obtain solutions through new methods of problem solving (Alfurqan et al., 2021). Thus, when there are problems related to improving the quality of learning, they can be solved by the teacher.

In the view of madrasah principals, problem solving through a consultative supervision approach has a significant impact on improving learning quality in Probolinggo district madrasahs. The madrasah principals observed that problem solving that involves teachers and supervisors in the process of identifying, analyzing and solving learning problems encourages a more adaptive and responsive learning atmosphere (Afrizal et al., 2020). This approach enables solutions to be explored based on field experiences and the real needs faced by teachers. Based on INF-KM1, the madrasah head's view also underlines that problem solving in consultative supervision does not only focus on technical improvements, but also encourages the development of teacher competencies and changes in work culture. By involving teachers in formulating solutions, they feel they have greater responsibility for the quality of learning, and this directly strengthens the effectiveness of implementing the resulting solutions. Therefore, madrasah principals believe that consultative supervisory problem solving has the potential to significantly improve learning quality in Probolinggo district madrasahs.

In the view of INF-GM2 madrasah teachers, problem solving through the consultative supervision approach brings a great positive impact in efforts to improve the quality of learning in Probolinggo district madrasahs. Teachers observed that through this approach, they have the opportunity to actively participate in formulating solutions to the challenges they experience in teaching. Teachers feel supported and recognized by supervisors in designing concrete and evidence-based improvement strategies. This view also highlights the importance of developing problem-solving skills for teachers, which helps them overcome learning obstacles more effectively. In addition, teachers felt that consultative supervision problem solving builds close collaboration with

supervisors, creates an inclusive learning environment and supports the exchange of experiences and ideas. Ariyanto, stated that problem solving is a model that stimulates to pay attention and examine a problem as an effort to solve the problem (Ati & Setiawan, 2020). Therefore, teachers believe that consultative supervision problem solving has the potential to drive substantial improvements in the quality of learning in Probolinggo district madrasahs.

Problem solving within a collaborative framework between teachers and madrasah supervisors also allows for the creation of an evolving learning culture. According to INF-PM1 when teachers and supervisors are actively involved in addressing learning constraints, they form a continuous cycle of improvement. Likewise, according to INF-GM1, sharing his experiences in solving these problems can also be valuable learning that equips teachers with problem-solving skills that are useful in other contexts. Thus, problem solving becomes a bridge that connects competencies and common goals in improving the quality of learning in madrasah (Hafida et al., 2021).

### **Collaboration Between Supervisors and Madrasah Principals in Improving Learning Quality**

According to INF-PM1, strong collaboration between supervisors and madrasah principals in Probolinggo district plays a key role in efforts to improve learning quality in madrasahs. Both parties have complementary roles to achieve the common goal of improving education quality. Madrasah supervisors, with their evaluative insights and experience, can provide an objective view of the learning process and identify areas of improvement. On the other hand, according to INF-KM2, madrasah principals have the authority and ability to design and implement policies that support teachers' professional development and improve learning quality. Harmonious collaboration between supervisors and madrasah principals involves open communication, mutual support in decision making, and sharing views and strategies to formulate effective improvement measures (Hasanah & Rahmat, 2020). Aqib and Elham stated that the collaborative approach in supervision activities is a pattern of reaction to the practice of the current supervision model, where the teaching supervision function must be able to become a quality guardian by directing, showing, requiring, monitoring assessing and teaching (Dahlim, 2021).

Collaboration between supervisors and madrasah heads in order to improve learning quality also helps identify and overcome obstacles that may arise in the implementation of learning policies or programs. By sharing information and experiences, they can formulate strategies to overcome challenges specific to their respective madrasahs (Wandra et al., 2021). In this context, supervisors can provide feedback on the effectiveness of implementation

in the field, while madrasah principals can provide insights on operational constraints and resource needs. This collaboration can also facilitate the exchange of ideas and innovations in an effort to improve learning, while minimizing the risk of gaps between formulated policies and their implementation in the field.

Based on INF-PM1, the results of the collaboration between supervisors and madrasah principals in improving learning quality in Probolinggo district madrasahs have a long-term impact. By pooling efforts and resources, they not only create a more effective learning environment, but also build a work culture that is mutually supportive and focused on common goals. It is also shared by INF-KM1 that this collaboration creates a solid foundation for continuous monitoring and improvement, making madrasahs a center of quality and relevant learning for learners amid the dynamics of modern education (Alfurqan et al., 2021).

In addition, a study concluded that supervisory supervision and principal leadership together can provide a stimulus to teacher performance. This is evidenced by the existence of supervisory supervision is needed in order to improve the quality of education, and a leader's policy to change learning strategies to be of higher quality and achieve quality learning goals, and can provide a stimulus in improving teacher performance (Guntoro, 2020).

## CONCLUSION

From the case study of consultative supervision-based learning quality improvement in madrasahs in Probolinggo district, it can be concluded that this approach brings positive changes in the learning process. Active collaboration between supervisors, madrasah heads and teachers forms a solid foundation for continuous renewal and improvement. In consultative supervision activities that focus on providing consultation time for both madrasah principals and teachers by madrasah supervisors to find solutions to educational problems, especially in improving quality learning, constructive feedback and joint solutions help overcome learning challenges more effectively resulting in improved learning quality. In addition, in consultative supervision activities, ways to solve problems in education faced by madrasah principals and teachers were found. This study found collaborative activities between supervisors and madrasah principals to improve the quality and professionalism of teachers, resulting in improved learning quality.

The results of this study confirm that the consultative supervision approach can facilitate the exchange of knowledge, experience and ideas between all parties involved in education in madrasah through the provision of consultation time, problem solving and collaboration between supervisors and madrasah principals. Open communication and mutual understanding are the

main drivers of the success of this approach. This study revealed that consultative supervision not only focuses on technical improvements in learning but also contributes to teachers' professional development and the enhancement of a collaborative culture. As such, this case study provides a practical insight into how consultative supervision can improve the overall quality of learning in Probolinggo district madrasahs and provide inspiration for efforts to improve learning quality in other educational contexts.

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