

# A Model for Implementing Good School Governance in the Supervision of Islamic Education in Sebangau Kuala Subdistrict, Pulang Pisau Regency

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## ABSTRACT

This study aims to analyze and develop a model for implementing Good School Governance (GSG) to enhance the effectiveness of supervision in Islamic Religious Education. A quantitative approach with an explanatory design was employed. Data were collected via a questionnaire administered to 150 respondents, comprising Islamic Religious Education teachers, school principals, and supervisors in Sabangau Kuala Subdistrict, Pulang Pisau Regency. Data analysis was conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM). The results of the study indicate that all dimensions of GSG namely transparency, accountability, participation, responsibility, and independence, have a positive and significant effect on the effectiveness of PAI supervision. Accountability is the variable with the most dominant influence. The research model exhibits strong explanatory power with an R-square value of 0.682, indicating that GSG accounts for the majority of the variation in supervisory effectiveness. These findings confirm that integrating the principles of good school governance into the supervisory system can enhance the quality of planning, implementation, evaluation, and follow-up of supervision on an ongoing basis. Theoretically, this study enriches the body of research on Islamic education management based on governance. Practically, this study provides recommendations for policymakers to optimize GSG-based supervision. This study recommends the development of further studies with a broader geographical scope and a mixed-methods approach to obtain more comprehensive results.

## 1. INTRODUCTION

Improving the quality of education is a global strategic agenda that continues to evolve alongside social, economic, and technological change. In this context, governance is increasingly recognized as a decisive factor in determining whether schools are able to translate policies into effective educational practices. The concept of Good School Governance (GSG) adapts the principles of good governance transparency, accountability, participation, responsibility, and independence into the school environment, positioning schools as accountable public institutions (OECD, 2021). Scholars of educational management such as Tony Bush emphasize that governance quality strongly influences school effectiveness, particularly in decision-making, resource management, and stakeholder trust (Bush, 2020). Likewise, organizational perspectives on schools in Educational Administration: Theory, Research, and Practice underline that structured and accountable management systems are prerequisites for educational quality (Hoy & Miskel, 2020). Empirical studies further show that accountability and transparency in school management

strengthen public trust while improving the effectiveness of decision-making within educational organizations (Iswari, 2025). A sound governance system also fosters stronger internal oversight mechanisms, ensuring that every educational program operates more effectively and measurably (Suryanthi et al., 2024). Within this framework, educational supervision occupies a strategic position because it directly connects governance principles with classroom practices and teacher performance. Educational supervision is no longer viewed merely as an administrative control tool but as a means of professional development for teachers through evaluation, mentoring, and continuous professional growth, as emphasized in *SuperVision and Instructional Leadership and Instructional Supervision: Applying Tools and Concepts* (Glickman, 2020; Zepeda, 2021). Research indicates that systematic and continuous supervision can improve the quality of learning, teacher competence, and classroom interactions (Mutiarra, 2024). The evolution of supervision has shifted from an inspection-based approach toward a collaborative approach that prioritizes professional development and continuous improvement (Indrawati & Kasmaini, 2025). Moreover, supervision has been shown to contribute significantly to improving teachers' professional competencies when integrated with school leadership (Adham et al., 2024), confirming the view of Philip Hallinger (2020) that supervision is an integral part of effective school governance.

Despite this ideal conceptual relationship, the reality in many schools shows a different picture. Supervision is frequently carried out as a routine administrative requirement rather than as a governance mechanism for quality assurance. It often focuses on checking documents such as lesson plans and teaching administration rather than observing learning processes. Supervision results are rarely documented systematically, are not data-driven, and are seldom used as a basis for school decision-making. Transparency in reporting is weak, accountability mechanisms are unclear, teacher participation in reflective supervision is limited, and follow-up actions are minimal. These conditions indicate that although supervision exists, it has not yet been integrated into a governance framework that reflects the principles of Good School Governance (Saputra et al., 2024). This situation is also evident in the context of Islamic Religious Education, which holds a strategic role in shaping students' character and values. Ideally, PAI supervision should strengthen not only administrative compliance but also the internalization of Islamic values and the improvement of holistic learning practices. However, in practice, PAI supervision remains administrative, fragmented, and disconnected from governance principles, limiting its effectiveness in improving learning quality (Wahidin, 2024). At the local level, such as in Sebangau Kuala Subdistrict, Pulang Pisau Regency, geographical constraints and limited human resources further complicate the implementation of effective supervision. Supervisors often oversee multiple schools simultaneously, supervision visits are infrequent, and follow-up actions are weak. The principles of transparency, accountability, and participation in supervision practices are not yet optimally implemented. This reveals a clear gap between the ideal concept of Good School Governance and the actual supervisory practices found in schools. Previous studies have examined school governance in organizational contexts (Bush, 2020; OECD, 2021; Hoy & Miskel, 2020), supervision as professional development (Glickman, 2020; Zepeda, 2021), and the role of leadership and supervision in improving teacher competence (Hallinger, 2020; Adham et al., 2024). Other studies have highlighted empirical challenges in supervision practices (Saputra et al., 2024; Mutiarra, 2024) and specific issues in PAI supervision (Wahidin, 2024). However, these studies tend to stand independently. Governance research rarely discusses supervision in operational terms, supervision research rarely positions supervision within a governance framework, and studies on PAI supervision are mostly descriptive without developing a measurable empirical model.

Based on this gap, this study offers novelty by integrating Good School Governance variables directly into the supervision framework, focusing specifically on Islamic Religious Education supervision, and developing a quantitative empirical model to test how transparency,

accountability, participation, responsibility, and independence influence supervision effectiveness. This study seeks to transform supervision from an administrative routine into a measurable governance instrument. Accordingly, this research aims to answer the following questions: how the principles of Good School Governance are reflected in current IRE supervision practices; what governance weaknesses are revealed in actual supervisory practices; how GSG variables influence the effectiveness of IRE supervision; and what empirical model can be developed to integrate Good School Governance into Islamic Religious Education supervision. Through this approach, the study is expected to contribute theoretically to Islamic education management by integrating governance and supervision, and practically to provide guidance for principals, supervisors, and policymakers in improving supervision effectiveness to support continuous educational quality improvement

## 2. METHODS

This study employs a quantitative approach with an explanatory research design aimed at testing the causal relationship between the variable of Good School Governance (GSG) and the effectiveness of supervision in Islamic Religious Education. A quantitative approach was chosen because it can produce measurable data and allows for statistical hypothesis testing and generalization of research results (Creswell & Creswell, 2018; Sugiyono, 2019). Data analysis was conducted using Partial Least Squares-based Structural Equation Modeling (PLS-SEM), which is considered suitable for complex research models and does not strictly require a normal data distribution (Hair et al., 2021; Henseler et al., 2020). This study was conducted in educational institutions in Sabangau Kuala Subdistrict, Pulang Pisau Regency, with respondents consisting of Islamic Religious Education teachers, school principals, and school supervisors. The sampling technique used probability sampling with a proportionate stratified random sampling approach to ensure the representativeness of each respondent group (Sekaran & Bougie, 2020). The sample size was determined based on the recommendations of Hair et al. (2021), namely a minimum of 5–10 times the number of research indicators, resulting in a representative sample size for SEM analysis. The variables in this study consist of an independent variable, namely Good School Governance, and a dependent variable, namely the effectiveness of supervision of Islamic Religious Education. The GSG variable is operationalized into five main dimensions: transparency, accountability, participation, responsibility, and independence. Meanwhile, the effectiveness of Islamic Religious Education supervision is measured through four main aspects, namely planning, implementation, evaluation, and follow-up of supervision (Glickman et al., 2020; Zepeda, 2021; Bush, 2020). Details of the research variables and indicators are presented in Table 1 below:

**Table 1.** Research Variables and Indicators

Variable	Dimension	Indicators
Good School Governance (X)	Transparency	Transparency in supervision
	Accountability	Accountability for activities
	Participation	Teacher involvement
	Responsibility	Compliance with regulations
	Independence	Objectivity in supervision
The Effectiveness of Supervision (Y)	Planning	Development of supervision programs
	Implementation	Implementation of supervision
	Evaluation	Evaluation of supervision activities
	Follow-up	Continuous improvement

Data collection was conducted using a questionnaire as the primary instrument, designed as a 1-5 Likert scale to measure respondents' level of agreement with each statement (Likert, 1932; Sekaran & Bougie, 2020). Additionally, documentation and limited observation were used as supplementary techniques to enhance the validity of the research data. The research instrument was tested for validity and reliability using the PLS-SEM approach. Convergent validity was assessed based on outer loading and Average Variance Extracted (AVE) values, while reliability was measured using Cronbach's Alpha and Composite Reliability (Hair et al., 2021; Henseler et al., 2020). The instrument testing criteria are presented in Table 2 below:

**Table 2.** Instrument Validation Criteria

Uji	Criteria
Convergent validity	Outer loading > 0,70
Construct validity	AVE > 0,50
Reliabilities	Cronbach's Alpha > 0,70
	Composite Reliability > 0,70

Data analysis was conducted in two main stages: evaluation of the measurement model (outer model) and the structural model (inner model). The evaluation of the outer model aims to ensure that the indicators used are valid and reliable in measuring the research construct. Meanwhile, the evaluation of the inner model is used to test the relationships between variables in the research model (Hair et al., 2021). The stages of data analysis are presented in Table 3 below:

**Table 3.** Stages of Data Analysis

Stage	Analysis
Outer Model	Convergent validity, discriminant validity, reliability
Inner Model	Path coefficient, R-square
Uji model	Effect size ( $f^2$ ), $Q^2$
Uji hypothesis	T-statistic > 1,96; p-value < 0,05

Hypothesis testing was conducted using the bootstrapping technique to obtain the t-statistic and p-value. The hypothesis was accepted if the t-statistic was greater than 1.96 and the p-value was less than 0.05 (Hair et al., 2021; Kline, 2023). This model allows for the simultaneous testing of the direct effects of the dimensions of Good School Governance on the effectiveness of Islamic Education supervision. The entire research process was conducted in accordance with research ethics principles, including informed consent, data confidentiality, and the use of data solely for academic purposes (Creswell & Creswell, 2018).

### 3. RESULTS AND DISCUSSION

#### RESULTS

Data analysis in this study was conducted using the Partial Least Squares Structural Equation Modelling (PLS-SEM) approach with the assistance of SmartPLS software. The analysis stages included evaluation of the measurement model (outer model) and the structural model (inner model), as well as hypothesis testing using the bootstrapping technique. The sample size for this study was 150 respondents, consisting of Islamic Religious Education teachers, school principals, and school supervisors in Sebangau Kuala Subdistrict, Pulang Pisau Regency. The collected data were deemed suitable for analysis after undergoing screening and completeness checks. Measurement model evaluation was conducted to test construct validity and reliability. The results

of the outer loading test showed that all indicators had values above 0.70, thus meeting the criteria for convergent validity.

**Table 4.** Results of External Load Analysis

Variable	Indicator	Outer Loading
Transparency	TR1	0,812
	TR2	0,845
	TR3	0,831
Accountability	AK1	0,854
	AK2	0,876
	AK3	0,842
Participation	PA1	0,801
	PA2	0,833
	PA3	0,819
Responsibility	RS1	0,844
	RS2	0,867
Independence	IN1	0,821
	IN2	0,835
Supervision	SP1	0,872
	SP2	0,889
	SP3	0,861
	SP4	0,877

Furthermore, the reliability test showed that all variables had Cronbach’s Alpha and Composite Reliability values above 0.70, as well as AVE values above 0.50; thus, the constructs were deemed reliable and valid.

**Table 5.** Results of the Reliability and Construct Validity Tests

Variable	Cronbach’s Alpha	Composite Reliability	AVE
Transparency	0,821	0,894	0,739
Accountability	0,854	0,912	0,776
Participation	0,803	0,884	0,717
Responsibility	0,828	0,897	0,744
Independence	0,792	0,878	0,706
Supervision	0,901	0,931	0,772

The discriminant validity test using the Fornell-Larcker criteria showed that the root mean square error of approximation (RMSEA) for each construct was greater than the correlations between the other constructs, thus confirming discriminant validity. A structural model evaluation was conducted to test the strength of the relationships between variables. The R-square value for the variable of Islamic Education supervision effectiveness was 0.682, indicating that 68.2% of the variance in Islamic Education supervision can be explained by the Good School Governance variable, while the remainder is influenced by other variables outside the model.

**Table 6.** Nilai R-Square

Variable Dependent	R-Square
Supervision Islamic Religious Education	0,682

Next, hypothesis testing was conducted using the bootstrapping technique to obtain the path coefficients, t-statistics, and p-values.

**Table 7.** Hypothesis Test Results

Hypothesis	Correlation	Coefficient	T-Statistic	P-Value	Notes
H1	Transparency→ Supervision	0,215	2,845	0,004	Accepted
H2	Accountability→ Supervision	0,268	3,102	0,002	Accepted
H3	Participation→ Supervision	0,193	2,567	0,010	Accepted
H4	Responsibility→ Supervision	0,221	2,934	0,003	Accepted
H5	Independence→ Supervision	0,176	2,211	0,027	Accepted

The results of the analysis indicate that all variables within Good School Governance have a positive and significant effect on the effectiveness of supervision of Islamic Religious Education. The accountability variable has the most dominant influence, followed by responsibility and transparency. Furthermore, the effect size ( $f^2$ ) indicates that the accountability variable has a moderate effect, while the other variables have small to moderate effects on the supervision of Islamic Religious Education.

**Table 8.** Effect Size ( $f^2$ )

Variable	$f^2$	Category
Transparency	0,08	Small
Accountability	0,15	Medium
Participation	0,07	Small
Responsibility	0,10	Medium
Independence	0,06	Small

The predictive relevance value ( $Q^2$ ) of 0.421 indicates that the model has good predictive power. Overall, the results of this study indicate that the implementation of Good School Governance plays a significant role in enhancing the effectiveness of Islamic Religious Education supervision. The resulting model demonstrates good levels of validity, reliability, and predictive power, making it suitable for use as an empirical model in the development of education supervision based on good school governance.

## DISCUSSION

The findings show that all dimensions of Good School Governance (GSG) transparency, accountability, participation, responsibility, and independence have a positive and significant influence on the effectiveness of Islamic Religious Education supervision. With an R-square value of 0.682, the model demonstrates that governance variables explain most of the variance in supervision effectiveness. This indicates that supervision effectiveness is not merely a technical matter of supervisory procedures, but is strongly determined by how governance principles operate within the school system. This interpretation is consistent with educational management perspectives that position governance as a determinant of organizational effectiveness (Bush, 2020; Philip Hallinger, 2020; Leithwood et al., 2020) and with the governance view that structured, rule-based, and performance-oriented systems improve institutional outcomes (OECD, 2021; World Bank, 2020). The significant effect of transparency ( $\beta = 0.215$ ;  $p = 0.004$ ) indicates that openness of information in supervision regarding indicators, procedures, and results builds teachers' trust and

engagement in the process. This finding can be interpreted through governance theory, which views transparency as a social control mechanism that enables objective performance evaluation (Verger et al., 2020; De Grauwe, 2021; Gustafsson & Nilsen, 2022). When supervision information is openly communicated, teachers better understand the purpose of supervision and are more willing to engage in reflective improvement. Thus, transparency transforms supervision from an evaluative activity into a shared learning process that continuously improves instructional quality.

Accountability emerges as the most dominant factor ( $\beta = 0.268$ ;  $p = 0.002$ ;  $f^2 = 0.15$ ). This result supports international findings that place accountability at the center of effective educational governance (Leithwood et al., 2020; Honig & Rainey, 2020). From an organizational theory perspective, accountability strengthens internal oversight and ensures that every activity has a clear basis for responsibility (Robbins & Judge, 2019; Christensen et al., 2020). In the context of supervision, accountability ensures that supervision is planned, documented, reported, and followed up systematically. This explains why accountability has the strongest effect: without a clear accountability system, supervision tends to become procedural and administrative. These results also align with evidence that accountability systems improve teacher performance and student outcomes (Datnow & Park, 2021). Therefore, accountability-based supervision strengthens a performance culture within schools. The significant role of participation ( $\beta = 0.193$ ;  $p = 0.010$ ) indicates that teacher involvement in supervision reflects a collaborative and distributed leadership approach. This finding is consistent with distributed leadership theory, which emphasizes shared responsibility in improving educational practices (Spillane, 2021; Harris & Jones, 2020). Participation enables teachers to move from being objects of evaluation to becoming active agents in improving learning quality. Studies show that teacher involvement in decision-making increases organizational commitment and policy effectiveness (Nguyen et al., 2021; Liu et al., 2022). In supervision, participation encourages reflective dialogue, which is essential for professional growth.

The influence of responsibility ( $\beta = 0.221$ ;  $p = 0.003$ ;  $f^2 = 0.10$ ) highlights the importance of compliance with educational standards and professional regulations. This finding supports research showing that adherence to standards is a key factor in improving educational quality (UNESCO, 2021; Darling-Hammond et al., 2020). From an institutional theory perspective, compliance with formal rules enhances organizational legitimacy (Scott, 2021). In supervision practice, responsibility ensures that supervisory activities align with established standards, making supervision systematic and credible. The significant effect of independence ( $\beta = 0.176$ ;  $p = 0.027$ ) indicates that objectivity in supervision, free from undue intervention, enhances the credibility of supervision outcomes. This is consistent with research showing that independence improves the quality of evaluation and decision-making (Gustafsson & Nilsen, 2022; Ehren & Baxter, 2020). Independence reduces bias and increases fairness in evaluation processes (Chapman & Sammons, 2021). In practical terms, independent supervision allows supervisors to provide objective feedback that is trusted by teachers. The model's predictive relevance ( $Q^2 = 0.421$ ) further confirms that integrating governance principles into supervision provides meaningful predictive power for improving supervision effectiveness. This supports arguments that good governance contributes significantly to organizational performance and learning quality (Hallinger, 2020; World Bank, 2020; Schleicher, 2021). Overall, the discussion of these results shows that educational supervision cannot function effectively when treated merely as an administrative task. Instead, supervision becomes effective when embedded within a governance system characterized by transparency, accountability, participation, responsibility, and independence. The empirical evidence from this study substantiates theoretical claims that governance and supervision are interdependent domains within educational management. Practically, these findings imply that school principals, supervisors, and policymakers need to integrate GSG principles into every stage of supervision

from planning and implementation to evaluation and follow-up to sustainably improve teacher professionalism and learning quality (Fullan, 2020; Schleicher, 2021). However, considering the study's limited geographical scope and reliance on quantitative methods, future research should adopt mixed-methods approaches and broader regional contexts to deepen contextual understanding (Creswell & Creswell, 2018; Teddlie & Tashakkori, 2021).

#### 4. CONCLUSION

This study answers the research questions posed in the introduction by empirically demonstrating that Good School Governance (GSG) plays a strategic role in enhancing the effectiveness of supervision in Islamic Religious Education. The findings show that all five dimensions of GSG transparency, accountability, participation, responsibility, and independence have a positive and significant effect on the quality of supervision practices. These results confirm that current supervisory practices, which were previously identified as administrative, weak in follow-up, and lacking governance orientation, can be substantially improved when supervision is framed within a governance system. Specifically, the study reveals that accountability is the most dominant factor influencing supervision effectiveness. This finding directly addresses the earlier question regarding which governance weaknesses most affect supervisory practice. A clear accountability system ensures that supervision is not merely procedural but becomes measurable, reportable, and systematically followed up. In this way, supervision begins to function as a governance instrument rather than as routine administrative compliance. Furthermore, the empirical model developed in this study answers the question of how GSG variables influence Islamic Religious Education supervision. The model demonstrates that integrating governance principles into supervision improves the quality of supervision planning, implementation, evaluation, and follow-up in a systematic and sustainable manner. This confirms that the previously observed gap between the ideal concept of Good School Governance and actual supervisory practices can be bridged through a governance-based supervision model. Theoretically, this study responds to the identified research gap by strengthening the relationship between educational governance and supervision effectiveness through a quantitatively tested model. It moves beyond descriptive discussions found in prior studies and provides empirical evidence that governance variables can be operationalized within supervision systems. Practically, the findings answer the need for a workable model that can guide principals, supervisors, and policymakers in improving supervision practices based on GSG principles to support continuous improvement in educational quality. Although limited in geographical scope and relying on a quantitative approach, this study opens opportunities for further research across regions and through mixed-method designs to enrich understanding. Overall, the study confirms that developing a supervision model based on Good School Governance is a key strategy for holistically improving the quality of Islamic Religious Education and educational supervision in schools.

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