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THE RELATIONSHIP BETWEEN ISLAMIC-BASED SCHOOL GOVERNANCE AND THE PLANNING OF EDUCATIONAL EVALUATION AND SUPERVISION PROGRAMMES

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ABSTRACTS

As part of the school's quality assurance system, the success of educational evaluation and supervision programmes depends heavily on good school governance. However, in practice, challenges remain, such as weak coordination amongst stakeholders, supervision planning that is not yet systematic, and the sub-optimal design of evaluation programmes. This study aims to analyse the relationship between school governance and the planning of educational evaluation and supervision programmes in Islamic-based senior secondary schools. The study was conducted at Darul Falah Cihampelas Senior High School, which is run by an Islamic boarding school foundation, during the 2025–2026 academic year. A quantitative research method was employed, utilising an explanatory survey approach. The research sample comprised 48 teachers selected using probability sampling with the simple random sampling method. Data were collected using a questionnaire that had passed validity and reliability tests. With the aid of SPSS 26, descriptive statistics, the Shapiro-Wilk normality test, and Spearman's rank correlation test were used for the analysis. With a correlation coefficient of 0.675 and a significance level of 0.000 (<0.05), the research findings indicate a positive and significant relationship between school governance and the planning of educational assessment and supervision programmes. These results indicate that the better the implementation of school governance, the better the quality of planning for educational evaluation and supervision programmes. Consequently, strengthening school governance is a key strategy in supporting systematic, effective and sustainable planning for educational evaluation and supervision as part of efforts to improve the quality of education.

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A. INTRODUCTION

School governance is a crucial component in realising an effective, transparent and accountable education system that prioritises quality improvement. Thanks to effective governance, educational institutions can optimise their resources through an organised, sustainable and participatory management system. In this context, programme planning, evaluation systems and educational supervision are strategic elements of educational management that form the foundation for performance monitoring, quality control and the continuous improvement of educational processes and school administration. From a conceptual perspective, good school governance encompasses the elements of transparency, accountability, engagement, efficacy and responsiveness in educational decision-making, alongside administrative aspects. The implementation of excellent governance is believed to foster the creation of a more systematic, focused and sustainable system for the conduct of educational monitoring and evaluation. This is important because, in efforts to improve the quality of education, planning is the initial step that determines the quality of the implementation of assessment and supervision.

According to modern educational studies, school governance has become a key focus in the reform of education systems in many countries, particularly in relation to improving accountability, transparency and the effectiveness of educational services. To ensure the sustainability of educational excellence, the concept of school governance emphasises the importance of the delegation of authority, stakeholder participation and data-driven decision-making processes. At the same time, educational accountability systems have evolved as a means of ensuring that educational institutions are held accountable for learning outcomes, the use of resources, and the fulfilment of pre-defined quality criteria. Research indicates that strengthening accountability systems particularly in relation to resource management and school performance evaluation is a key component in achieving good school governance and improving the quality of education (Salomo and Rahmayanti 2023). Furthermore, in order to foster a culture of continuous quality improvement, today's education accountability system requires the integration of external oversight mechanisms and internal school evaluation (Najib, 2025.). In this context, school governance is regarded as a strategic framework that determines the effectiveness of the design, implementation and evaluation of educational programmes, rather than merely an administrative matter.

Various studies indicate that the effectiveness of educational supervision is greatly influenced by the quality of the planning stage. The planning of educational evaluation and supervision programmes within the framework of school governance aims to improve the quality of education. Effective governance enables more successful academic and managerial supervision, as it encourages the development of systematic, targeted and sustainable evaluation and supervision programmes. In line with this, research by Ridiana and Sirozi (2024) emphasises the importance of planning as an integral part of educational administration, and demonstrates that careful planning can refine educational procedures and support the optimal achievement of educational objectives (Ridiana dan Sirozi 2024). Furthermore, planning that takes into account the needs and context of educational institutions can enhance human resource competencies through more effective and adaptive management. Examining the relationship between school governance and the design of educational evaluation and

supervision programmes is essential for strengthening the quality assurance system in secondary schools (Aswati 2025). Aspects of planning, monitoring and evaluation in education within the context of school management have been the subject of various studies over the past five years. The implementation of academic supervision by the management of lower secondary schools (SMP) has been going quite well, according to research (Isbianti and Andriani 2021), However, there are still challenges relating to the guidelines for curriculum development. Nevertheless, the study did not examine the relationship between teaching supervision, the development of assessment programmes, and school governance.

Furthermore, according to Pitoy et al. (2022), headteachers play a strategic role in developing educational supervision and evaluation programmes. However, the impact of school governance principles on the quality of planning for assessment and supervision programmes was not measured in that study (Pitoy et al., 2022.-a). Meanwhile, Pratiwi et al. (2023) concluded that the effectiveness of teachers' professional development is influenced by the planning, implementation and follow-up stages of supervision. However, school governance, as a factor influencing the effectiveness of supervision, was not specifically examined in that study (Pratiwi et al. 2023). According to research by Haerunisa & Hanif (2025), the use of educational progress reports can help headteachers set more targeted priorities for supervision (Haerunisa and Hanif 2025). However, rather than treating school governance as a crucial element, the study focused more on the use of school report data. Furthermore, Wibowo, Herawati and Wijayanti (2025) found that collaborative planning of supervision can enhance teachers' professional development and the effectiveness of supervision (Wibowo et al. 2025). However, they did not examine its direct relationship with school governance. Furthermore, according to a systematic literature review by Mawardi et al. (2025), educational supervision is a strategic tool for strengthening school administration and a culture of excellence (Mawardi et al. 2026a). Nevertheless, the study has not yet provided quantitative empirical evidence regarding the direct relationship between planning of educational evaluation and supervision programmes and governance.

These findings indicate that most previous research has focused on the role of headteachers, the implementation of academic supervision, and the evaluation of supervisory initiatives. However, there has been little quantitative research examining the relationship between school governance and the design of educational supervision and evaluation programmes in secondary schools. This indicates a research gap that needs to be addressed, particularly regarding school governance based on the values of openness, accountability, participation, efficacy and responsiveness. Furthermore, preliminary observations suggest that a number of issues persist in the implementation of supervision and evaluation in schools. Evaluation planning often fails to adopt a systematic approach; supervision schedules are not strictly adhered to; coordination between relevant parties is inadequate; and the management of administration and human resources is ineffective. These conditions suggest that inadequate school governance can impact the quality of educational evaluation and supervision planning. In line with this, a number of recent studies indicate that supervision carried out through collaborative planning and integrated with the school's administrative system contributes more significantly to improving the quality of learning and strengthening the school's internal quality assurance system (Muslihatunnisa et al. 2026).

Therefore, in the context of Islamic secondary schools, a comprehensive empirical study is required to examine the relationship between school governance and the development of educational evaluation and supervision programmes. In Islamic-based secondary schools, particularly Darul Falah Cihampelas Senior High School, which operates under a pesantren foundation, this study aims to examine the relationship between school governance and the quality of planning for educational evaluation and supervision programmes. It is hoped that this research will make an empirical contribution to the development of educational management science, particularly in strengthening a quality assurance system based on school governance. The following hypotheses are proposed in this study: H1 states that there is a positive and significant relationship between school governance and the planning of educational evaluation and supervision programmes in secondary schools, whilst H_0 states that no such relationship exists.

B. METHOD

This study employed a quantitative approach using an explanatory survey design. The research was conducted during the 2025–2026 academic year at Darul Falah Cihampelas Senior High School. The research population consisted of 55 teachers, and 48 respondents were selected as the sample using probability sampling (specifically, simple random sampling) based on the Isaac and Michael table with a margin of error of 5% (Sugiyono, 2010). A Google Forms-based questionnaire, which had undergone validity and reliability testing, was used to collect data. planning of educational evaluation and supervision programmes were the dependent variables in the research instrument, whilst Islamic-Based School Governance was the independent variable. Cronbach's Alpha was used to test reliability, whilst Pearson's Product-Moment correlation was used to test item validity.

C. RESULT AND DISCUSSION

The reliability of the instrument was tested using Cronbach's Alpha

Table 1. Reliability Statistics

Cronbach's Alpha	N of Items
,878	40

With a reliability coefficient of 0.878 (classified as very high), the test results indicate that each instrument meets the requirements for validity and reliability (Sundayana, 2014). These findings suggest that the instruments are suitable for use in collecting research data as they possess strong internal consistency. Descriptive statistical analysis was used to describe the research data once the validity and reliability of the instruments had been confirmed. This stage was followed by a normality test, which was necessary to determine the best statistical analysis method for examining the relationships between the research variables. The following table presents the results of the descriptive analysis and the normality test.

Tabel 2. Descriptive Test

	N	Minimum	Maximum	Mean	Std. Deviation
Islamic-Based School Governance	48	84	97	88,48	4,026
Planning of Educational Evaluation and Supervision Programmes	48	78	98	89,25	6,561
Valid N (listwise)	48				

Interpretation:
Based on the descriptive analysis carried out. From the table, the author can describe the mean value of variable X as 88.48, the standard deviation as 4.026, the minimum value as 84 and the maximum value as 97. The mean value of variable Y is 89.25, the standard deviation is 6.561, the minimum value is 78 and the maximum value is 98.

Tabel 3. Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Islamic-Based School Governance	,207	48	,000	,809	48	,000
Planning of Educational Evaluation and Supervision Programmes	,246	48	,000	,880	48	,000

a. Lilliefors Significance Correction

Interpretation:
Based on the normality test conducted, the Shapiro-Wilk significance (Sig) value for variable X was 0.000 and for variable Y1 was 0.000, in accordance with the decision criteria:
- If the significance value (Sig) is > 0.05, the data are normally distributed
- If the significance value (Sig) is < 0.05, the data are not normally distributed
As the number of respondents in the sample was fewer than 50, the Shapiro-Wilk test was used to determine normality. The results of the study show that variable X (Sig = 0.000) and variable Y (Sig = 0.000 < 0.05). Therefore, Spearman's rank correlation test was used to analyse the relationship between the variables.

The following are the results of the Spearman's rank non-parametric correlation test

Tabel 4. Spearman's non-parametric rank correlation test

Spearman's rho	Islamic-Based School Governance (X)	Correlation Coefficient	1,000	,675**
		Sig. (2-tailed)	.	,000
		N	48	48
	Planning of Educational Evaluation and Supervision Programmes (Y)	Correlation Coefficient	,675**	1,000
		Sig. (2-tailed)	,000	.
		N	48	48

**. Correlation is significant at the 0.01 level (2-tailed).

Interpretation:
Based on the Spearman's rank non-parametric correlation test conducted, the significance value (Sig) is 0.000. The decision criteria are as follows:

- If the significance value (Sig) is < 0.05, the data are correlated.
- If the significance value (Sig) is > 0.05, the data are not correlated.

The correlation coefficients of 1.000 and 0.675, as well as the variables (x & y), have a significance value of 0.000 (<0.05). The results of the Spearman correlation test indicate a perfect and strong relationship between Islamic-Based School Governance and the Planning of Educational Evaluation and Supervision Programmes. This indicates a perfect and strong positive relationship.

Based on the findings of this study, school governance provides a strategic foundation for developing systematic educational evaluation and supervision programmes. From the perspective of Islamic educational management, governance is viewed not merely as an administrative mechanism, but also as the application of values that underpin the running of educational institutions, such as accountability, transparency, participation, trustworthiness and responsibility. By applying these concepts, the planning of evaluation and supervision can be carried out in a more organised and collaborative manner, with a focus on continuous quality improvement. These findings are consistent with research showing that effective resource management, data-driven decision-making, and enhanced accountability are benefits of good school governance (Suryanthi et al. 2024).

Furthermore, it has been demonstrated that systematically designed educational supervision is a key means of strengthening school quality management systems and fostering a culture of continuous quality improvement (Mawardi et al. 2026b). In the context of Islamic education, governance based on the values of accountability and transparency also helps to build trust amongst stakeholders and improve the efficiency of the delivery of education (Kholiq and Wahyunik 2025). Therefore, the quality of school governance that is, governance capable of integrating Islamic educational values with contemporary management principles determines the effectiveness of planning for educational evaluation and supervision programmes, in addition to the technical aspects of such planning. This study suggests that the quality of educational evaluation and supervision programme planning undertaken by schools improves with the application of school governance principles, such as transparency, accountability, participation, effectiveness and efficiency. The research problem, which states that school governance is closely related to the process of developing evaluation and supervision programmes as part of efforts to ensure the quality of education, is addressed by this finding. Thus, the implementation of methodical, focused and sustainable programme planning is greatly facilitated by school governance (Pitoy et al, 2022.-b).

The findings of this study theoretically support the concept of educational management, which views the planning function as the first step that influences the effectiveness of the subsequent organisational management, implementation and monitoring functions. An efficient coordination structure for the development of educational evaluation and supervision programmes, a clear division of responsibilities, and a more participatory decision-making process will result from well implemented school governance. Therefore, the quality of a school's organisational governance, which fosters the development of a culture of quality and continuous improvement, has an impact on the success of planning, in addition to the individual skills of programme developers (Kusmiati et al. 2022).

The findings of this study reinforce previous research which found that the quality of school planning has a significant impact on the effectiveness of educational monitoring. The efficiency of supervision in improving the calibre of learning will be enhanced by planning that includes appropriate objectives, a well-structured implementation schedule, suitable supervisory tools, and systematic follow-up procedures. The entire programme development process can be carried out cooperatively through effective school governance, resulting in more comprehensive planning that is tailored to the school's needs. This demonstrates how an educational evaluation and supervision system focused on continuous quality improvement can be built upon school governance (Indah and Habibah 2022).

School governance is not the only factor influencing the quality of educational evaluation and supervision, although research findings indicate a substantial correlation between these two factors. The quality of final planning may also be influenced by other factors, including the competence of the headteacher, the professionalism of teachers, organisational culture, resource support, the availability of funding, and the dedication of all school staff. Consequently, although the study's correlation coefficient of 0.675 indicates a strong relationship, this cannot be interpreted as a clear cause and effect relationship. To ascertain the extent to which each aspect influences the planning of educational assessment and supervision programmes, further investigation using causal methods or regression models is required (Riani et al. 2022).

In practical terms, the findings of this study suggest that schools must improve their governance by enhancing transparency in decision-making, strengthening accountability for programme implementation, maximising stakeholder participation, and improving coordination between departments. As participatory planning of evaluation and supervision programmes reflects the actual needs of schools and gains the support of all stakeholders, their implementation will be easier. Furthermore, an integrated monitoring and evaluation system must be established so that the outcomes of each supervision exercise can be used as a basis for developing programmes aimed at continuously improving educational standards, thereby ideally achieving the objective of enhancing the quality of learning (Wicaksono, 2022.).

By reinforcing the empirical evidence on the importance of school governance in supporting the evaluation and supervision of education in secondary schools, this study also advances scientific inquiry. The findings indicate that, in addition to serving as an administrative tool, school governance strategically contributes to the creation of an educational quality assurance system through carefully considered evaluation and monitoring initiatives. Therefore, strengthening school governance must be a top priority in education policy-making, particularly in terms of facilitating the implementation of school based administration and the sustainable improvement of educational quality. These findings also present opportunities for future studies to develop a conceptual model that integrates organisational culture, educational leadership, school governance and quality assurance systems as interrelated elements in raising educational standards (Awam et al., 2022.).

D. CONCLUSION

This study aims to examine the relationship between the planning of educational evaluation and supervision programmes at Darul Falah Cihampelas Senior High School and school governance. Based on Spearman's rank correlation analysis, a correlation

coefficient of 0.675 was obtained with a significance value of 0.000 (<0.05). These results indicate a positive and significant correlation between Islamic-based school governance and the development planning of educational evaluation and supervision programmes. Consequently, the null hypothesis (H_0) is rejected and the research hypothesis (H_1) is accepted.

Research indicates that the quality of planning for educational evaluation and supervision programmes improves in line with the extent to which school governance principles such as transparency, accountability, participation, effectiveness and responsiveness are implemented. The implementation of school governance has been shown to support the development of more systematic, targeted and sustainable evaluation and supervision programmes, whilst also strengthening the education quality assurance system. These findings confirm that the quality of governance within school organisations influences the success of evaluation and supervision planning, alongside the technical planning factors themselves.

Given the importance of school governance in supporting the planning of educational evaluation and supervision in Islamic-based secondary schools, this study makes an empirical contribution to the development of research on Islamic educational management. However, this study is limited to a single location and employs a correlational approach; consequently, it cannot directly establish a cause and effect relationship. It is therefore recommended that future research utilise structural equation modelling (SEM) with a broader sample size, regression analysis, or a causal design. Future research should also examine other factors such as headteacher leadership, organisational culture, teacher competence, internal quality assurance systems, and school resource support, which may influence educational evaluation and supervision planning.

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