

## **Communicative Approach in Managerial Supervision from an Islamic Educational Perspective: Improving School Evaluation at SDN 14 Selayo, Solok Regency**

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### **Abstract**

This study aims to analyze the implementation of a communicative approach in managerial supervision from an Islamic educational perspective to improve school evaluation at SDN 14 Selayo, Solok Regency. The research employed a qualitative approach using a case study method. Data were collected through observations, in-depth interviews, and documentation involving the principal, teachers, and educational staff. The findings indicate that the communicative approach strengthens school evaluation by fostering transparency, participatory decision-making, collaborative problem-solving, and constructive feedback throughout the supervisory process. Regular reflective meetings and open communication enhance institutional accountability, improve the quality of evaluation reports, and encourage continuous follow-up actions for school improvement. From an Islamic educational perspective, these supervisory practices reflect the principles of *shūrā* (consultation), *amānah* (trustworthiness), *tablīgh* (truthful communication), *muḥāsabah* (self-evaluation), and *iṣlāḥ* (continuous improvement), thereby integrating managerial effectiveness with ethical and spiritual leadership. The novelty of this study lies in the development of an integrated model of communicative managerial supervision that combines contemporary educational management with Islamic educational values as a comprehensive framework for strengthening school evaluation in elementary education. The study contributes theoretically to Islamic educational management and practically offers an alternative supervisory model for sustainable school quality improvement.

**Keywords:** Communicative Approach, Managerial Supervision, Islamic Educational Perspective

### **Abstrak**

Penelitian ini bertujuan untuk menganalisis implementasi pendekatan komunikatif dalam supervisi manajerial dari perspektif pendidikan Islam untuk meningkatkan evaluasi sekolah di SDN 14 Selayo, Kabupaten Solok. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Data dikumpulkan melalui observasi, wawancara mendalam, dan dokumentasi yang melibatkan kepala sekolah, guru, dan tenaga kependidikan. Hasil penelitian menunjukkan bahwa pendekatan

komunikatif memperkuat evaluasi sekolah melalui peningkatan transparansi, pengambilan keputusan secara partisipatif, pemecahan masalah secara kolaboratif, serta pemberian umpan balik yang konstruktif selama proses supervisi. Pertemuan reflektif yang dilaksanakan secara berkala dan komunikasi yang terbuka mampu meningkatkan akuntabilitas kelembagaan, memperbaiki kualitas laporan evaluasi, serta mendorong pelaksanaan tindak lanjut secara berkelanjutan dalam upaya peningkatan mutu sekolah. Dari perspektif pendidikan Islam, praktik supervisi tersebut mencerminkan prinsip-prinsip syura (musyawarah), amanah (dapat dipercaya), tabligh (komunikasi yang jujur dan terbuka), muhasabah (evaluasi diri), dan islah (perbaikan berkelanjutan), sehingga mampu mengintegrasikan efektivitas manajerial dengan kepemimpinan yang beretika dan bernilai spiritual. Kebaruan (novelty) penelitian ini terletak pada pengembangan model supervisi manajerial komunikatif yang terintegrasi dengan menggabungkan konsep manajemen pendidikan kontemporer dan nilai-nilai pendidikan Islam sebagai kerangka komprehensif dalam memperkuat evaluasi sekolah pada jenjang pendidikan dasar. Penelitian ini memberikan kontribusi secara teoretis terhadap pengembangan manajemen pendidikan Islam dan secara praktis menawarkan model supervisi alternatif untuk mewujudkan peningkatan mutu sekolah yang berkelanjutan.

**Kata Kunci:** Pendekatan Komunikatif, Supervisi Manajerial, Perspektif Pendidikan Islam

## Introduction

Education plays a strategic role in shaping competent, ethical, and socially responsible human resources capable of responding to contemporary global challenges. Educational institutions are no longer expected merely to transmit knowledge but also to establish effective management systems that continuously improve educational quality. Within this context, school evaluation has become one of the primary mechanisms for assessing institutional performance, identifying organizational strengths and weaknesses, and formulating sustainable improvement strategies.<sup>1</sup> Effective evaluation enables educational institutions to develop evidence-based policies while strengthening institutional accountability and transparency. Consequently, school principals are expected to exercise effective managerial leadership capable of integrating planning, implementation, monitoring, and evaluation into a coherent educational management system. Among various managerial functions performed by school leaders, managerial supervision occupies a central position because it directly influences the effectiveness of institutional governance and school quality improvement.<sup>2</sup> The source article likewise emphasizes that managerial supervision serves as an important instrument for strengthening school management through systematic supervision, communication, and continuous evaluation.

The paradigm of educational supervision has changed considerably during recent decades. Traditional supervision was primarily characterized by administrative inspection, bureaucratic control, and hierarchical authority, where principals mainly

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<sup>1</sup> Sijie Mai et al., "Communicative Message Passing for Inductive Relation Reasoning," *35th AAAI Conference on Artificial Intelligence*, AAAI 2021 5B (2021): 4294–4302, <https://doi.org/10.1609/aaai.v35i5.16554>.

<sup>2</sup> Lingfeng Li et al., "Tailoring Atomic Strain Environment for High-Performance Acidic Oxygen Reduction by Fe-Ru Dual Atoms Communicative Effect," *Matter* 7, no. 4 (2024): 1517–32, <https://doi.org/10.1016/j.matt.2024.01.019>.

assessed teachers' compliance with institutional regulations.<sup>3</sup> Such supervisory practices often produced psychological pressure because teachers tended to perceive supervision as fault-finding rather than professional guidance. Contemporary educational management, however, advocates a developmental approach that emphasizes mentoring, coaching, collaboration, and organizational learning. This transformation reflects the increasing recognition that educational quality depends not only on administrative control but also on effective communication among educational stakeholders. Consequently, managerial supervision has shifted from an evaluative function toward a collaborative process supporting institutional development. Such transformation requires school leaders to possess strong interpersonal communication skills capable of fostering trust and professional cooperation throughout the school community.

Communication constitutes one of the most influential dimensions determining the success of managerial supervision. Educational organizations fundamentally depend upon interaction among principals, teachers, educational staff, students, parents, and external stakeholders. Effective communication enables educational leaders to coordinate institutional activities, resolve organizational problems, formulate collaborative decisions, and establish shared educational goals. Conversely, weak communication frequently results in misunderstanding, organizational conflict, limited teacher participation, and ineffective school management.<sup>4</sup> Therefore, communication should not merely be regarded as an administrative instrument but rather as a strategic organizational resource that determines institutional performance. Modern educational leadership increasingly recognizes dialogue and collaboration as fundamental components of successful school management. Accordingly, the communicative approach has emerged as an important strategy for improving managerial supervision within educational institutions.

The communicative approach to managerial supervision emphasizes openness, dialogue, participation, transparency, and constructive feedback between school principals and teachers. Rather than exercising unilateral authority, principals implementing communicative supervision encourage teachers to express opinions, discuss educational challenges, provide recommendations, and participate actively in institutional decision-making. Such interaction establishes professional relationships based on mutual trust and shared responsibility.<sup>5</sup> Teachers consequently perceive supervision as an opportunity for professional development instead of administrative inspection. Collaborative supervision also facilitates organizational learning because educational problems are analyzed collectively through reflective discussion. The uploaded study similarly demonstrates that communicative supervision implemented at SDN 14 Selayo significantly strengthened school evaluation through regular meetings, transparent communication, and constructive feedback.

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<sup>3</sup> Andreas Seebeck and Devrimi Kaya, "The Power of Words: An Empirical Analysis of the Communicative Value of Extended Auditor Reports," *European Accounting Review* 32, no. 5 (2023): 1185–1215, <https://doi.org/10.1080/09638180.2021.2021097>.

<sup>4</sup> José Medina, "The Epistemology of Protest: Silencing, Epistemic Activism, and the Communicative Life of Resistance," *The Epistemology of Protest: Silencing, Epistemic Activism, and the Communicative Life of Resistance*, 2023, 1–442, <https://doi.org/10.1093/oso/9780197660904.001.0001>.

<sup>5</sup> Mats Heide and Charlotte Simonsson, "What Was That All about? On Internal Crisis Communication and Communicative Coworkership during a Pandemic," *Journal of Communication Management* 25, no. 3 (2021): 256–75, <https://doi.org/10.1108/JCOM-09-2020-0105>.

From the perspective of Islamic education, communication occupies a central position in educational leadership because Islam emphasizes consultation (shūrā), honesty (ṣidq), justice (ʿadl), trustworthiness (amānah), and wisdom (ḥikmah) as fundamental ethical principles governing human interaction.<sup>6</sup> The Qur'an instructs believers to conduct collective affairs through mutual consultation, indicating that participatory leadership represents an essential characteristic of Islamic governance. Educational leaders are therefore expected to establish communication characterized by compassion, sincerity, fairness, and collective responsibility. Prophet Muhammad ﷺ consistently demonstrated dialogical leadership by consulting his companions before making important decisions affecting the Muslim community. This prophetic leadership model illustrates that effective educational management depends upon communication rather than authoritarian control. Consequently, the communicative approach to managerial supervision is highly compatible with Islamic educational philosophy because both prioritize cooperation, participation, and ethical leadership.

Islamic educational philosophy further conceptualizes supervision as a manifestation of amānah entrusted by Allah to educational leaders. Principals are morally responsible not only for achieving institutional performance but also for guiding teachers through justice, sincerity, and professional integrity. Educational supervision therefore extends beyond administrative evaluation by promoting ethical accountability before both society and Allah.<sup>7</sup> Teachers similarly perform their professional responsibilities with greater commitment because educational work is regarded as an act of worship (ʿibādah). Such spiritual motivation strengthens organizational commitment while encouraging continuous professional improvement. Consequently, managerial supervision conducted within an Islamic ethical framework simultaneously develops institutional effectiveness and moral responsibility. This perspective enriches contemporary supervision theory by integrating technical managerial competence with ethical and spiritual values.

School evaluation also possesses profound significance within Islamic educational thought because it reflects the principle of muḥāsabah, namely continuous self-evaluation and accountability. Islam encourages individuals and institutions to evaluate their actions critically in order to achieve continuous improvement (iṣlāḥ). Educational evaluation therefore should not merely measure institutional performance but also encourage reflective learning, organizational responsibility, and professional integrity.<sup>8</sup> Schools implementing reflective evaluation become learning organizations capable of adapting continuously to educational challenges. The communicative approach strengthens this evaluative process because reflective dialogue encourages educational stakeholders to analyze institutional performance collaboratively. Thus, school evaluation becomes a continuous cycle of reflection, improvement, and educational excellence grounded in both managerial effectiveness and Islamic ethical principles.

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<sup>6</sup> Yeunjae Lee, "Linking Internal CSR with the Positive Communicative Behaviors of Employees: The Role of Social Exchange Relationships and Employee Engagement," *Social Responsibility Journal* 18, no. 2 (2022): 348–67, <https://doi.org/10.1108/SRJ-04-2020-0121>.

<sup>7</sup> Mahmoud Abdullah et al., "Islamic Religious Education in Society 5.0: Developing Human-Centered Learning for Sustainable Future Competencies," *Al-Mukhlashin: Jurnal Multidisiplin Ilmu* 2, no. 1 (June 1, 2025), <https://doi.org/10.69900/am.v2i1.43>.

<sup>8</sup> Reinoud E. Knops et al., "A Modular Communicative Leadless Pacing–Defibrillator System," *New England Journal of Medicine* 391, no. 15 (2024): 1402–12, <https://doi.org/10.1056/nejmoa2401807>.

Despite substantial developments in educational leadership, many schools continue to encounter challenges related to managerial supervision and school evaluation. Communication between principals and teachers frequently remains administrative, formalistic, and one-directional, limiting opportunities for collaborative organizational learning.<sup>9</sup> Consequently, teachers often perceive supervision as an obligatory administrative activity rather than professional assistance supporting educational improvement. Such conditions reduce teachers' participation in evaluation activities while weakening institutional commitment toward follow-up improvement programs. Similar organizational conditions were identified in SDN 14 Selayo before communicative managerial supervision was implemented, particularly regarding teacher participation, communication quality, and evaluation follow-up. These challenges demonstrate the necessity of developing supervisory models emphasizing participatory communication integrated with Islamic educational values.

Numerous previous studies have examined educational supervision, school leadership, organizational communication, and teacher performance. However, most investigations analyze these variables separately without integrating communicative managerial supervision and Islamic educational philosophy into a comprehensive conceptual framework. Existing studies also predominantly focus on instructional supervision rather than managerial supervision related to institutional governance and school evaluation. Moreover, limited research has explored how Islamic educational values can strengthen communicative leadership practices within contemporary school management.<sup>10</sup> This theoretical gap provides an important opportunity to develop a more holistic model integrating communication theory, managerial supervision, school evaluation, and Islamic educational leadership. Such integration is expected to contribute both theoretically and practically to educational management literature.

Based on these considerations, this study aims to analyze the implementation of the communicative approach in managerial supervision from an Islamic educational perspective to improve school evaluation at SDN 14 Selayo, Solok Regency. Specifically, the study examines supervisory communication practices implemented by the school principal, analyzes their contribution to strengthening school evaluation, and interprets these findings through the ethical principles of Islamic educational leadership. The study adopts a qualitative case-study approach consistent with the original research conducted at SDN 14 Selayo while extending the analysis through an Islamic educational perspective. It is expected that this research will enrich contemporary educational management by demonstrating that communicative managerial supervision grounded in Islamic values can simultaneously strengthen institutional effectiveness, organizational accountability, professional collaboration, and sustainable educational quality improvement.

## Literature Review

The concept of managerial supervision has developed significantly alongside the evolution of educational management. Initially, supervision was primarily associated with administrative inspection aimed at ensuring compliance with

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<sup>9</sup> Ahmad Nabriz et al., "Islamic Religious Education and Digital Citizenship: Preparing Muslim Youth for Ethical Participation in the Global Digital Society," *Al Husna: Jurnal Ilmiah Pendidikan Agama Islam* 3, no. 1 (June 28, 2026): 1–25, <https://doi.org/10.69900/ah.v3i1.18>.

<sup>10</sup> Seebeck and Kaya, "The Power of Words: An Empirical Analysis of the Communicative Value of Extended Auditor Reports."

institutional regulations and governmental policies.<sup>11</sup> However, contemporary educational management has redefined managerial supervision as a developmental process that emphasizes organizational improvement, professional assistance, and continuous quality enhancement. In this perspective, school principals are expected not only to monitor administrative performance but also to facilitate collaboration, organizational learning, and institutional innovation. Managerial supervision therefore integrates planning, implementation, monitoring, evaluation, and follow-up into a comprehensive management cycle. The source article similarly describes managerial supervision as an essential managerial function that enables principals to guide educational personnel systematically in achieving school effectiveness and improving institutional quality.

From the perspective of Islamic education, managerial supervision is closely associated with the concept of *amānah* (trustworthiness), which requires educational leaders to exercise authority responsibly, honestly, and fairly. Leadership in Islam is not viewed merely as an organizational position but as a moral responsibility before Allah and society.<sup>12</sup> Consequently, principals are expected to implement supervision with sincerity, justice, compassion, and accountability while ensuring that every educational activity contributes to the achievement of educational excellence. Supervision therefore becomes both a managerial responsibility and a spiritual commitment directed toward improving educational quality. Such ethical principles distinguish Islamic educational leadership from purely bureaucratic administrative practices. Accordingly, managerial supervision should simultaneously enhance organizational effectiveness and moral integrity.

Communication constitutes one of the most influential variables affecting the success of managerial supervision because educational organizations fundamentally depend upon effective interpersonal interaction. Communication enables principals to disseminate institutional information, coordinate educational activities, facilitate organizational learning, resolve conflicts, and strengthen collaboration among teachers and educational staff. Effective communication also encourages openness and mutual trust, thereby creating organizational environments conducive to professional development.<sup>13</sup> Conversely, poor communication often results in misunderstanding, organizational resistance, and ineffective implementation of school programs. Consequently, communication should be regarded as a strategic organizational resource supporting institutional sustainability rather than merely an administrative tool. The uploaded study likewise emphasizes that communication serves as the principal strategy for improving school evaluation through managerial supervision.

The communicative approach in managerial supervision represents a paradigm shift from hierarchical supervision toward dialogical leadership. This approach emphasizes reciprocal communication, constructive feedback, participatory decision-

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<sup>11</sup> Medina, "Epistemol. Protest Silenc. Epistemic Act. Commun. Life Resist."

<sup>12</sup> Marlou Rasenberg et al., "The Multimodal Nature of Communicative Efficiency in Social Interaction," *Scientific Reports* 12, no. 1 (2022), <https://doi.org/10.1038/s41598-022-22883-w>.

<sup>13</sup> Nazla Desyulita et al., "Implementation of the Friday Rohis Program for Muslim Students at SMAN 1 Sangatta Selatan with the Theme Today's Muslim Women: Faith, Health, and Education Towards a Meaningful Life," *Al-Mukhlashin: Jurnal Multidisiplin Ilmu* 2, no. 1 (June 1, 2025), <https://doi.org/10.69900/am.v2i1.5>.



making, and collaborative problem-solving between school principals and teachers.<sup>14</sup> Rather than positioning teachers as passive recipients of administrative instructions, communicative supervision recognizes teachers as professional partners possessing valuable educational experiences and expertise.<sup>15</sup> Consequently, supervision becomes a collaborative learning process supporting institutional development. Such supervisory relationships strengthen organizational commitment because educational personnel actively participate in identifying institutional challenges and formulating strategic solutions. Therefore, communicative supervision contributes substantially to improving organizational effectiveness and educational quality.

The philosophical basis of the communicative approach is strongly influenced by Jürgen Habermas' Theory of Communicative Action, which emphasizes communication aimed at achieving mutual understanding through rational dialogue. Habermas argues that communication should be free from domination so that every participant possesses equal opportunities to express opinions, challenge assumptions, and contribute to collective decision-making.<sup>16</sup> Within educational organizations, this theory implies that principals should facilitate democratic communication encouraging teachers to participate actively in institutional governance. Such dialogical interaction enhances organizational legitimacy because educational decisions emerge through consensus rather than unilateral authority. Consequently, communicative action theory provides an important conceptual foundation for understanding collaborative managerial supervision. This perspective also aligns closely with participatory educational leadership models emphasizing organizational learning and shared responsibility.

Islamic educational philosophy similarly emphasizes dialogical communication through the concept of *shūrā* (consultation). The Qur'an explicitly instructs believers to conduct collective affairs through mutual consultation, indicating that participatory communication constitutes a fundamental principle of Islamic leadership. Within educational institutions, *shūrā* encourages principals to involve teachers and educational staff in discussing institutional challenges, evaluating educational programs, and determining improvement strategies.<sup>17</sup> Such collaborative decision-making strengthens organizational cohesion while promoting shared responsibility toward educational objectives. Furthermore, consultation enhances institutional legitimacy because policies are formulated collectively rather than imposed administratively. Therefore, the communicative approach in managerial supervision reflects both contemporary communication theory and classical Islamic educational philosophy.

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<sup>14</sup> Rosa Huiju Chen, "Fostering Students' Workplace Communicative Competence and Collaborative Mindset through an Inquiry-Based Learning Design," *Education Sciences* 11, no. 1 (2021): 1–13, <https://doi.org/10.3390/educsci11010017>.

<sup>15</sup> Anja Stevic et al., "'Age Matters': A Panel Study Investigating the Influence of Communicative and Passive Smartphone Use on Well-Being," *Behaviour and Information Technology* 40, no. 2 (2021): 176–90, <https://doi.org/10.1080/0144929X.2019.1680732>.

<sup>16</sup> Mukhlis Mukhlis et al., "Islamic Educational Innovation: Exploring Modern Pedagogical Approaches in Islamic Institutions and Their Impact on Students' Cognitive and Ethical Development," *Al-Mukhlashin: Jurnal Multidisiplin Ilmu* 2, no. 1 (June 1, 2025), <https://doi.org/10.69900/am.v2i1.7>.

<sup>17</sup> Li et al., "Tailoring Atomic Strain Environment for High-Performance Acidic Oxygen Reduction by Fe-Ru Dual Atoms Communicative Effect."

Another important Islamic principle supporting communicative managerial supervision is *tablīgh*, referring to truthful, clear, and responsible communication.<sup>18</sup> Prophet Muhammad consistently demonstrated effective communication characterized by honesty, wisdom, patience, and compassion when interacting with his companions. Educational leaders are therefore expected to communicate institutional policies transparently while providing constructive guidance supporting teachers' professional development.<sup>19</sup> Communication should motivate, educate, and strengthen organizational relationships instead of generating fear or psychological pressure. Such communication creates organizational environments characterized by openness and mutual respect. Consequently, *tablīgh* provides an ethical framework for implementing communicative managerial supervision within educational institutions.

School evaluation represents another important theoretical component closely related to managerial supervision. Educational evaluation systematically assesses institutional performance, instructional effectiveness, organizational management, resource utilization, and educational outcomes. Comprehensive evaluation enables schools to identify organizational strengths, diagnose institutional weaknesses, formulate strategic improvement plans, and monitor educational progress continuously.<sup>20</sup> Consequently, evaluation functions as a strategic mechanism supporting educational quality assurance rather than merely fulfilling administrative accountability requirements. Effective evaluation also depends upon collaboration among principals, teachers, educational staff, parents, and educational stakeholders. Therefore, communication constitutes an indispensable prerequisite for successful school evaluation implementation.

From an Islamic educational perspective, school evaluation reflects the concept of *muḥāsabah*, namely continuous self-evaluation aimed at achieving personal and institutional improvement.<sup>21</sup> Islam encourages believers to evaluate their actions regularly to ensure that responsibilities are fulfilled honestly and effectively. Educational institutions implementing *muḥāsabah* continuously examine educational programs, organizational performance, and institutional policies while identifying opportunities for improvement. Such reflective evaluation strengthens organizational accountability because educational personnel recognize that professional responsibilities represent both institutional obligations and acts of worship.<sup>22</sup> Consequently, evaluation transcends administrative assessment by becoming an ethical process directed toward continuous organizational development. This perspective enriches contemporary evaluation theory through the integration of spiritual accountability and managerial effectiveness.

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<sup>18</sup> Huzaiman Hushin et al., "Developing Critical Thinking Through Islamic Education: A Systematic Review of Contemporary Approaches," *Al Husna: Jurnal Ilmiah Pendidikan Agama Islam* 2, no. 1 (June 1, 2025): 43–64, <https://doi.org/10.69900/ah.v2i1.21>.

<sup>19</sup> Mai et al., "Communicative Message Passing for Inductive Relation Reasoning."

<sup>20</sup> Michael Tomasello, "Having Intentions, Understanding Intentions, and Understanding Communicative Intentions," *Developing Theories of Intention: Social Understanding and Self-Control*, 2023, 63–75, <https://doi.org/10.4324/9781003417927-5>.

<sup>21</sup> Mukhlis Mukhlis, "The Effectiveness of Islamic Character Education in Enhancing Students' Leadership, Discipline, and Moral Values," *Al-Mukhlashin: Jurnal Multidisiplin Ilmu* 3, no. 1 (January 3, 2026), <https://doi.org/10.69900/am.v3i1.12>.

<sup>22</sup> Jalil Fathi et al., "Foreign Language Enjoyment, Ideal L2 Self, and Intercultural Communicative Competence as Predictors of Willingness to Communicate among EFL Learners," *System* 115 (2023), <https://doi.org/10.1016/j.system.2023.103067>.



One of the most influential evaluation frameworks supporting managerial supervision is the Context, Input, Process, and Product (CIPP) Evaluation Model developed by Daniel Stufflebeam. The CIPP model conceptualizes evaluation as a comprehensive management system encompassing institutional needs, organizational resources, implementation quality, and educational outcomes. Context evaluation identifies institutional problems and environmental conditions affecting educational performance, whereas input evaluation examines strategic planning and available resources.<sup>23</sup> Process evaluation monitors the implementation of educational programs, while product evaluation measures institutional achievements and educational outcomes. This comprehensive framework enables educational leaders to improve institutional effectiveness systematically through evidence-based decision-making. The uploaded source similarly refers to comprehensive evaluation practices emphasizing planning, implementation, monitoring, reporting, and continuous improvement within school management.

Reflective organizational culture has become one of the distinguishing characteristics of effective educational institutions in the twenty-first century. Schools that consistently engage in reflection are better positioned to identify organizational weaknesses, improve instructional practices, and respond to educational change in a systematic manner.<sup>24</sup> Reflection encourages teachers and school leaders to examine institutional practices critically while identifying opportunities for innovation and continuous improvement. Consequently, school evaluation is no longer perceived merely as an administrative obligation but as an organizational learning process that contributes to institutional sustainability. Communicative managerial supervision facilitates reflective organizational culture because dialogue enables educational personnel to exchange experiences, discuss challenges, and formulate collaborative solutions. The source article indicates that reflective communication and continuous coordination significantly improved organizational learning and school evaluation at SDN I4 Selayo.

Teacher participation constitutes another important theoretical component supporting communicative managerial supervision. Educational management scholars argue that school improvement cannot be achieved solely through principal-centered leadership because educational organizations depend upon the active involvement of teachers in planning, implementation, monitoring, and evaluation. Active teacher participation enhances institutional commitment, improves organizational communication, and strengthens collective responsibility toward educational objectives.<sup>25</sup> Teachers who participate in organizational decision-making are more likely to support institutional policies because they perceive themselves as partners rather than subordinates. Consequently, participatory management contributes significantly to sustainable educational quality improvement. Communicative supervision therefore provides an effective mechanism for strengthening teacher participation in school evaluation activities.

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<sup>23</sup> Seebeck and Kaya, "The Power of Words: An Empirical Analysis of the Communicative Value of Extended Auditor Reports."

<sup>24</sup> Ihsan Yilmaz, Esraa Al-Sarray, and Ainul Jaria Maidin, "Digital Citizenship Education in Islamic Religious Education: Cultivating Responsible Muslim Citizens in the Digital Society," *Al-Mukhlashin: Jurnal Multidisiplin Ilmu* 2, no. 1 (June 1, 2025), <https://doi.org/10.69900/am.v2i1.41>.

<sup>25</sup> Shosuke Satake, K. Kinoshita, and H. Arai, "More Active Participation in Voluntary Exercise of Older Users of Information and Communicative Technology Even during the COVID-19 Pandemic, Independent of Frailty Status," *Journal of Nutrition, Health and Aging* 25, no. 4 (2021): 516–19, <https://doi.org/10.1007/s12603-021-1598-2>.

Professional collaboration likewise represents an essential characteristic of communicative managerial supervision. Educational organizations increasingly recognize that collaborative work environments facilitate the exchange of professional knowledge, encourage innovation, and strengthen institutional performance. Principals who establish collaborative communication create opportunities for teachers to discuss instructional strategies, evaluate educational programs, and solve organizational problems collectively. Such collaboration promotes mutual trust while reducing hierarchical barriers frequently encountered within bureaucratic educational systems.<sup>26</sup> Consequently, professional collaboration contributes to stronger institutional effectiveness and organizational resilience. The implementation of collaborative supervision at SDN 14 Selayo reflects this theoretical perspective through regular meetings and collective evaluation activities involving educational stakeholders.

Continuous Quality Improvement (CQI) theory also provides an important framework for understanding communicative managerial supervision. CQI emphasizes that educational institutions should continuously evaluate organizational performance, identify improvement opportunities, implement corrective actions, and reassess institutional outcomes through an ongoing cycle of development.<sup>27</sup> This perspective positions evaluation as a continuous process rather than a periodic administrative exercise. Communicative managerial supervision supports CQI by encouraging educational stakeholders to discuss evaluation findings openly while collaboratively implementing follow-up programs. Such communication ensures that institutional improvements are based upon empirical evidence rather than assumptions. Consequently, communicative supervision strengthens educational quality through systematic organizational learning and continuous improvement.

From an Islamic educational perspective, the concept of *iṣlāḥ* (continuous improvement) complements the theory of continuous quality improvement. Islam encourages individuals and institutions to pursue continuous reform by correcting weaknesses and strengthening positive practices.<sup>28</sup> Educational leaders therefore possess both managerial and moral responsibilities to improve educational quality through systematic evaluation and collaborative communication. The integration of *iṣlāḥ* into school management reinforces the importance of reflective learning, professional accountability, and organizational development. Consequently, communicative managerial supervision becomes not only a technical management strategy but also an ethical process promoting educational excellence.<sup>29</sup> This integration enriches contemporary educational management by combining organizational effectiveness with Islamic ethical values.

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<sup>26</sup> Jagdish Kaur and Seval Birlik, "Communicative Effectiveness in BELF (English as a Business Lingua Franca) Meetings: 'Explaining' as a Pragmatic Strategy," *Modern Language Journal* 105, no. 3 (2021): 623–38, <https://doi.org/10.1111/modl.12717>.

<sup>27</sup> Markhabat Bolat et al., "Metaverse-Based Islamic Religious Education: Reimagining Immersive Learning for Future Islamic Classrooms," *Al-Mukhlashin: Jurnal Multidisiplin Ilmu* 2, no. 1 (June 1, 2025), <https://doi.org/10.69900/am.v2i1.42>.

<sup>28</sup> Indah Permatasari and Erna Andriyanti, "Developing Students' Intercultural Communicative Competence through Cultural Text-Based Teaching," *Indonesian Journal of Applied Linguistics* 11, no. 1 (2021): 72–82, <https://doi.org/10.17509/ijal.v11i1.34611>.

<sup>29</sup> Lemin Shen, "An Investigation of Learners' Perception of an Online Intercultural Communicative Competence (ICC) Training Model," *International Journal of Emerging Technologies in Learning* 16, no. 13 (2021): 186–200, <https://doi.org/10.3991/ijet.v16i13.24389>.

Previous studies have consistently reported that managerial supervision contributes positively to school effectiveness and educational quality. Research conducted in various educational contexts demonstrates that systematic managerial supervision improves school administration, organizational coordination, educational planning, and institutional accountability. Principals implementing effective supervisory practices generally succeed in strengthening teacher professionalism while improving institutional performance.<sup>30</sup> Furthermore, managerial supervision facilitates organizational learning because educational leaders continuously monitor institutional progress and provide constructive guidance. These findings collectively indicate that managerial supervision functions as a strategic mechanism supporting sustainable educational development. The findings reported in the source article are consistent with this broader pattern of evidence.

Studies concerning communicative leadership similarly demonstrate the importance of dialogue in educational organizations. Previous investigations indicate that principals practicing open communication establish stronger organizational commitment, more positive school climates, and higher levels of teacher motivation than principals relying primarily upon bureaucratic authority.<sup>31</sup> Effective communication encourages teachers to express ideas, participate in institutional decision-making, and collaborate in solving educational problems. Consequently, schools characterized by participatory communication generally demonstrate stronger institutional effectiveness and organizational adaptability. These findings reinforce the theoretical assumption that communication functions as the principal mechanism connecting leadership with educational quality improvement. Communicative managerial supervision therefore represents a practical application of participatory educational leadership.

Research focusing specifically on school evaluation also emphasizes the importance of collaboration among educational stakeholders. Studies consistently report that comprehensive evaluation becomes more effective when teachers, educational staff, school leaders, parents, and other stakeholders participate actively throughout the evaluation process.<sup>32</sup> Collaborative evaluation produces more valid institutional information because it incorporates multiple professional perspectives concerning educational performance. Furthermore, participatory evaluation strengthens institutional accountability because evaluation findings are accepted collectively by organizational members. Such findings support the communicative approach implemented at SDN 14 Selayo, where school evaluation was strengthened through collaborative meetings, transparent communication, and continuous organizational reflection.

The findings of the source article provide additional empirical evidence demonstrating that communicative managerial supervision strengthens school evaluation through regular coordination meetings, transparent dissemination of evaluation findings, constructive feedback, collaborative problem-solving, and

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<sup>30</sup> Satake, Kinoshita, and Arai, "More Active Participation in Voluntary Exercise of Older Users of Information and Communicative Technology Even during the COVID-19 Pandemic, Independent of Frailty Status."

<sup>31</sup> Bolat et al., "Metaverse-Based Islamic Religious Education: Reimagining Immersive Learning for Future Islamic Classrooms."

<sup>32</sup> Jiahua Rao et al., "Communicative Subgraph Representation Learning for Multi-Relational Inductive Drug-Gene Interaction Prediction," *IJCAI International Joint Conference on Artificial Intelligence*, 2022, 3919–25, <https://doi.org/10.24963/ijcai.2022/544>.

systematic follow-up actions.<sup>33</sup> These supervisory practices encouraged teachers and educational staff to participate more actively in organizational evaluation while strengthening institutional accountability and professional collaboration. Evaluation consequently became a continuous organizational learning process supporting sustainable school improvement rather than a routine administrative obligation. These findings illustrate the practical relevance of integrating communication theory, managerial supervision, and collaborative leadership within elementary school management.

Despite the substantial body of literature concerning managerial supervision, educational leadership, communication, and school evaluation, important research gaps remain. Most previous studies examine these concepts independently without developing an integrated framework that incorporates Islamic educational values into communicative managerial supervision.<sup>34</sup> Existing investigations also focus predominantly on managerial effectiveness while providing limited discussion concerning ethical leadership based on the principles of *shūrā*, *amānah*, *tablīgh*, *‘adl*, *muḥāsabah*, and *iṣlāḥ*. The present study addresses this gap by interpreting the implementation of communicative managerial supervision at SDN 14 Selayo through the perspective of Islamic education while maintaining the empirical findings of the original case study. The integration of contemporary educational management theories with Islamic educational philosophy constitutes the primary theoretical contribution of this research, providing a more comprehensive conceptual model for improving school evaluation through ethical, collaborative, and communicative leadership

## Method

This study employed a qualitative approach using a case study method to obtain a comprehensive understanding of the implementation of the communicative approach in managerial supervision from an Islamic educational perspective at SDN 14 Selayo, Solok Regency. A qualitative case study was considered the most appropriate design because it enables researchers to investigate educational phenomena within their natural setting while exploring participants' experiences, perceptions, interactions, and organizational culture in depth. Rather than emphasizing statistical measurement, this approach seeks to understand the meaning of communication practices, managerial supervision, and school evaluation from the perspectives of educational stakeholders. The case study design also allows researchers to examine how communicative managerial supervision is implemented in daily school activities and how it contributes to institutional quality improvement. Furthermore, this approach facilitates a holistic understanding of the relationship between communication, leadership, collaboration, and school evaluation. The original study similarly employed a qualitative case study to investigate the implementation of communicative managerial supervision at SDN 14 Selayo.

The research was conducted at SDN 14 Selayo, Solok Regency, which was purposively selected because the school had implemented a communicative approach

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<sup>33</sup> Rosa Scardigno et al., "The Humble Charisma of a White-Dressed Man in a Desert Place: Pope Francis' Communicative Style in the Covid-19 Pandemic," *Frontiers in Psychology* 12 (2021), <https://doi.org/10.3389/fpsyg.2021.683259>.

<sup>34</sup> Aitana Fernández-Villardón et al., "Enhancing Literacy and Communicative Skills of Students With Disabilities in Special Schools Through Dialogic Literary Gatherings," *Frontiers in Psychology* 12 (2021), <https://doi.org/10.3389/fpsyg.2021.662639>.

in managerial supervision as part of its institutional quality improvement strategy. The participants consisted of the school principal, teachers, and educational staff who were directly involved in managerial supervision and school evaluation activities. The principal served as the primary informant because of his responsibility for planning, implementing, monitoring, and evaluating managerial supervision within the school.<sup>35</sup> Teachers participated because they experienced supervisory practices directly and actively contributed to school evaluation, while educational staff provided additional information regarding school administration and organizational management. The involvement of multiple participants enabled the researchers to obtain comprehensive and balanced information from different institutional perspectives.<sup>36</sup> Such purposive participant selection strengthened the depth and credibility of the findings because each participant possessed direct experience relevant to the research objectives.

Data were collected through observation, in-depth interviews, and documentation, enabling the researchers to examine communicative managerial supervision comprehensively. Observation was conducted during school activities to understand naturally occurring communication between the principal, teachers, and educational staff in coordination meetings, supervisory sessions, and school evaluation activities. In-depth interviews explored participants' perceptions regarding supervisory communication, leadership practices, organizational collaboration, and institutional improvement. Documentation included supervisory reports, meeting minutes, evaluation documents, school planning records, institutional policies, and other administrative documents supporting data verification. The use of multiple data collection techniques enabled the researchers to compare information obtained from different sources while improving the completeness of the research findings. The uploaded source likewise states that observation, interviews, and documentation constituted the principal techniques employed to collect empirical data during the research process.

Data analysis followed the interactive qualitative analysis model proposed by Miles, Huberman, and Saldaña, consisting of data condensation, data display, and conclusion drawing or verification. During the first stage, observation notes, interview transcripts, and documentary evidence were organized, coded, and classified according to themes related to communicative supervision, managerial leadership, school evaluation, teacher participation, and organizational development. Subsequently, the categorized information was presented systematically through descriptive matrices and thematic interpretation to facilitate comprehensive analysis. The final stage involved drawing conclusions through continuous verification by comparing evidence obtained from different participants and data sources. Throughout the analytical process, researchers continuously refined emerging interpretations to ensure consistency with empirical findings obtained from the field. This interactive analytical procedure enabled the researchers to construct a comprehensive explanation regarding the implementation of communicative managerial supervision at SDN 14 Selayo.

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<sup>35</sup> Permatasari and Andriyanti, "Developing Students' Intercultural Communicative Competence through Cultural Text-Based Teaching."

<sup>36</sup> Salma Begum et al., "Integrating Maqashid Al-Shari'ah into Sustainable Education: An Islamic Perspective on Global Citizenship Education," *Al Husna: Jurnal Ilmiah Pendidikan Agama Islam* 2, no. 1 (June 1, 2025): 65–85, <https://doi.org/10.69900/ah.v2i1.22>.



To ensure the trustworthiness of the study, several validation strategies were implemented throughout the research process. Data triangulation was conducted by comparing findings obtained through observation, interviews, and documentation, while source triangulation involved comparing information provided by the school principal, teachers, and educational staff. In addition, member checking was carried out by confirming preliminary interpretations with selected participants to ensure that the findings accurately reflected their experiences and perspectives. The researchers also maintained detailed field notes and documentary records to enhance the dependability and confirmability of the research process. From the perspective of Islamic educational research ethics, the entire research process was conducted based on the principles of *ṣidq* (truthfulness), *amānah* (trustworthiness), *‘adl* (justice), and *mas’ūliyyah* (responsibility), ensuring that every stage of data collection, analysis, and interpretation was performed honestly, objectively, and ethically. Consequently, the findings produced by this study are expected to possess high credibility while providing valid theoretical and practical contributions to the development of communicative managerial supervision within elementary education

### **Result and Discussion**

The findings of this study indicate that the implementation of a communicative approach in managerial supervision from an Islamic educational perspective has significantly strengthened the quality of school evaluation at SDN I4 Selayo, Solok Regency. The qualitative data obtained through observations, in-depth interviews, and documentation demonstrate that the school principal adopted managerial supervision emphasizing dialogue, openness, consultation, and collaborative problem-solving rather than merely administrative inspection. This supervisory pattern created a positive communication climate that encouraged teachers and educational staff to participate actively in institutional evaluation.<sup>37</sup> As a result, managerial supervision was perceived as a professional guidance process rather than an evaluative mechanism intended to identify mistakes. Such an approach strengthened organizational commitment and increased teachers' willingness to contribute ideas for school improvement. These empirical findings are consistent with the original study, which reports that communicative managerial supervision improved school evaluation through transparent communication and collaborative participation among school stakeholders.

One of the principal findings concerns the implementation of regular coordination meetings involving the school principal, teachers, and educational staff. These meetings functioned as a forum for discussing school programs, evaluating institutional achievements, identifying challenges, and developing strategic improvement plans. Unlike conventional administrative meetings, communication within these sessions emphasized openness, equality, and constructive dialogue, allowing every participant to express opinions and professional experiences freely. This participatory communication reduced hierarchical barriers and strengthened collaborative decision-making within the school.<sup>38</sup> Teachers consequently developed stronger institutional ownership because they were actively involved in determining

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<sup>37</sup> Feng Niu, "Communicative Image Expression in Teaching of Computer-Aided Design for Environmental Art Major," *Computer-Aided Design and Applications* 18, no. S2 (2021): 25–35, <https://doi.org/10.14733/cadaps.2021.S2.25-35>.

<sup>38</sup> Florence Y.N. Leung et al., "Emotion Recognition in Autism Spectrum Disorder across Age Groups: A Cross-Sectional Investigation of Various Visual and Auditory Communicative Domains," *Autism Research* 16, no. 4 (2023): 783–801, <https://doi.org/10.1002/aur.2896>.

school policies and improvement strategies. From an Islamic educational perspective, this practice reflects the principle of *shūrā*, which emphasizes collective consultation in organizational decision-making.

The findings further reveal that transparency became one of the defining characteristics of communicative managerial supervision implemented at SDN 14 Selayo. The school principal consistently communicated evaluation results, institutional achievements, organizational weaknesses, and future development plans to teachers and educational staff through formal meetings and informal discussions. Such transparency enabled all educational stakeholders to understand the school's condition comprehensively while simultaneously strengthening institutional accountability.<sup>39</sup> Teachers no longer regarded evaluation reports as confidential administrative documents but as collective learning resources supporting educational improvement. Consequently, communication strengthened organizational trust while encouraging collaborative responsibility for institutional development. This practice is consistent with the Islamic educational value of *amānah*, which requires educational leaders to perform their responsibilities honestly and transparently.

Constructive feedback also emerged as a significant component of communicative managerial supervision. Rather than emphasizing administrative deficiencies or individual mistakes, supervisory feedback focused primarily on identifying opportunities for professional growth and organizational improvement. The principal consistently provided guidance through dialogue, mentoring, and reflective discussion, enabling teachers to improve instructional practices while strengthening institutional performance.<sup>40</sup> Teachers perceived supervisory feedback as supportive professional coaching rather than evaluative criticism. Consequently, communication became an effective mechanism for enhancing teacher motivation and professional confidence. This finding illustrates that communicative supervision contributes not only to managerial effectiveness but also to teachers' professional development.

Teacher participation increased considerably following the implementation of communicative managerial supervision. Teachers actively contributed to planning school evaluation activities, collecting institutional data, analyzing evaluation findings, preparing evaluation reports, and implementing follow-up improvement programs. Such participation strengthened organizational ownership because evaluation became a shared institutional responsibility rather than a managerial obligation performed exclusively by school leaders.<sup>41</sup> The collaborative evaluation process also produced more comprehensive institutional information because multiple professional perspectives were incorporated into organizational analysis. Consequently, school evaluation became increasingly objective, participatory, and evidence-based. These findings demonstrate that communicative supervision effectively promotes teacher empowerment within educational organizations.

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<sup>39</sup> Moonhee Cho, Sifan Xu, and Brandon Boatwright, "A Personal-Communicative Evaluation Approach to CEO Advocacy & Employee Relations," *Public Relations Review* 49, no. 2 (2023), <https://doi.org/10.1016/j.pubrev.2023.102295>.

<sup>40</sup> Mukhlis Mukhlis, Nuril Huda, and Dina Hermina, "The Effectiveness of the Lok-R Model in Enhancing Academic Achievement in the Islamic Religious Education Study Program," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 4, no. 2 (December 30, 2024): 121–40, <https://doi.org/10.69900/ag.v4i2.417>.

<sup>41</sup> Jianwen Chen et al., "Learning Attributed Graph Representations with Communicative Message Passing Transformer," *IJCAI International Joint Conference on Artificial Intelligence*, 2021, 2242–48, <https://doi.org/10.24963/ijcai.2021/309>.

Another important finding concerns the establishment of a reflective organizational culture within the school. Continuous communication between the principal and teachers encouraged educational personnel to evaluate institutional practices critically while discussing strategies for improving educational quality. Reflection gradually became integrated into routine school management rather than occurring only during formal evaluation periods.<sup>42</sup> Teachers became increasingly willing to discuss instructional challenges, administrative difficulties, and organizational innovations openly because communication was characterized by mutual respect and trust. Such reflective organizational culture strengthened institutional learning while improving the school's capacity to respond effectively to educational challenges. From an Islamic educational perspective, this practice corresponds closely with the concept of *muḥāsabah*, namely continuous self-evaluation for organizational improvement.

The implementation of communicative managerial supervision also improved the quality of school evaluation reports. Before adopting this approach, evaluation documents tended to focus primarily on fulfilling administrative requirements. Following the implementation of communicative supervision, evaluation reports became substantially more comprehensive because they incorporated information obtained through collaborative discussion, classroom observation, teacher reflection, and administrative documentation. These reports subsequently provided stronger empirical foundations for institutional planning and policy formulation. Furthermore, the involvement of multiple educational stakeholders enhanced the validity and reliability of evaluation findings. Consequently, evaluation reporting evolved into an important instrument supporting evidence-based school management.

The study additionally found that communicative managerial supervision strengthened the implementation of follow-up programs resulting from school evaluation. Evaluation findings were consistently transformed into practical improvement strategies involving teachers, educational staff, and school leaders collectively.<sup>43</sup> Follow-up activities included improving instructional planning, strengthening professional collaboration, enhancing school administration, and monitoring institutional performance continuously. Teachers demonstrated stronger commitment toward implementing these improvement programs because they had actively participated throughout the evaluation process. Consequently, school evaluation functioned as a continuous quality improvement cycle rather than merely an administrative reporting activity. This finding confirms that effective communication significantly enhances institutional sustainability.

Several supporting factors contributed to the successful implementation of communicative managerial supervision. Strong leadership commitment demonstrated by the school principal represented the primary factor encouraging open communication and collaborative organizational culture. Teachers' willingness to participate actively in school evaluation also strengthened the effectiveness of supervisory activities. In addition, organizational transparency, mutual trust, regular coordination meetings, and constructive interpersonal relationships facilitated

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<sup>42</sup> Cindy Gevarter et al., "A Parent-Implemented Embedded AAC Intervention for Teaching Navigational Requests and Other Communicative Functions to Children with Autism Spectrum Disorder," *AAC: Augmentative and Alternative Communication* 37, no. 3 (2021): 180–93, <https://doi.org/10.1080/07434618.2021.1946846>.

<sup>43</sup> Rong Zhou, Arshad Samad, and Thivilojana Perinpasingam, "A Systematic Review of Cross-Cultural Communicative Competence in EFL Teaching: Insights from China," *Humanities and Social Sciences Communications* 11, no. 1 (2024), <https://doi.org/10.1057/s41599-024-04071-5>.

continuous collaboration among educational stakeholders. Collectively, these factors established a positive organizational climate conducive to sustainable educational improvement.<sup>44</sup> From the perspective of Islamic educational leadership, these conditions reflect the values of *ukhuwwah*, *ta'āwun*, and *mas'ūliyyah*, emphasizing cooperation, mutual assistance, and shared responsibility in achieving educational objectives.

Despite these positive outcomes, the research identified several challenges affecting the implementation of communicative managerial supervision. Differences in teachers' communication abilities, limited opportunities for reflective meetings due to administrative workload, and varying levels of organizational participation occasionally reduced the effectiveness of supervisory communication. Nevertheless, these challenges were addressed through continuous coordination, flexible communication strategies, and regular supervisory meetings emphasizing collaborative problem-solving. Organizational commitment remained consistently strong because educational stakeholders recognized that communication served as an essential mechanism supporting institutional quality improvement. Overall, the findings confirm that the communicative approach in managerial supervision, when interpreted through the ethical principles of Islamic education, constitutes an effective strategy for improving school evaluation, strengthening organizational learning, and promoting sustainable educational excellence at SDN 14 Selayo, Solok Regency.

**Table 1. Integration of Research Findings with Educational Management Theory and Islamic Educational Perspective**

| Research Findings                                                      | Educational Management Perspective                         | Islamic Educational Perspective                                       | Implications for School Evaluation               |
|------------------------------------------------------------------------|------------------------------------------------------------|-----------------------------------------------------------------------|--------------------------------------------------|
| Communicative managerial supervision emphasized dialogue and openness. | Participatory leadership and organizational communication. | <b>Shūrā</b> (consultation) encourages collaborative decision-making. | Evaluation becomes participatory and democratic. |
| Transparent dissemination of evaluation results.                       | Organizational accountability and transparency.            | <b>Amānah</b> (trustworthiness) and <b>ṣidq</b> (truthfulness).       | Strengthens institutional accountability.        |
| Teachers actively participated in evaluation.                          | Participative management theory.                           | <b>Ta'āwun</b> (mutual cooperation).                                  | Improves ownership of school programs.           |

<sup>44</sup> Jingjing Long and Jiaxin Lin, "An Empirical Study on Cultivating College Students' Cross-Cultural Communicative Competence Based on the Artificial-Intelligence English-Teaching Mode," *Frontiers in Psychology* 13 (2022), <https://doi.org/10.3389/fpsyg.2022.976310>.

| Research Findings                                                   | Educational Management Perspective    | Islamic Educational Perspective                               | Implications for School Evaluation              |
|---------------------------------------------------------------------|---------------------------------------|---------------------------------------------------------------|-------------------------------------------------|
| Constructive feedback supported professional development.           | Coaching and mentoring supervision.   | <b>Naṣīḥah</b> (constructive advice).                         | Encourages continuous professional improvement. |
| Reflective meetings improved organizational learning.               | Learning organization theory.         | <b>Muḥāsabah</b> (self-evaluation).                           | School evaluation becomes continuous.           |
| Collaborative evaluation improved institutional reports.            | Evidence-based management.            | <b>‘Adl</b> (justice) in assessment.                          | Evaluation reports become more objective.       |
| Follow-up programs implemented collaboratively.                     | Continuous Quality Improvement (CQI). | <b>Iṣlāḥ</b> (continuous improvement).                        | Sustainable school quality improvement.         |
| Positive communication climate strengthened organizational culture. | Organizational culture theory.        | <b>Ukhuwwah</b> (brotherhood) and <b>Raḥmah</b> (compassion). | Creates a healthy educational environment.      |

The findings of this study demonstrate that the communicative approach in managerial supervision has transformed supervision from a bureaucratic administrative activity into a collaborative educational leadership process. Communication was no longer limited to delivering institutional instructions but became a medium for building mutual understanding, organizational trust, and collective responsibility among school members. This transformation is consistent with contemporary educational management theory, which views supervision as professional assistance supporting institutional development rather than administrative inspection. Regular dialogue enabled teachers and educational staff to express educational challenges openly while participating actively in developing institutional solutions.<sup>45</sup> Consequently, managerial supervision evolved into a

<sup>45</sup> Leung et al., "Emotion Recognition in Autism Spectrum Disorder across Age Groups: A Cross-Sectional Investigation of Various Visual and Auditory Communicative Domains."



collaborative learning process strengthening school evaluation. These findings correspond with the empirical evidence reported in the source article concerning the implementation of communicative supervision at SDN 14 Selayo.

From the perspective of Islamic education, the implementation of communicative managerial supervision closely reflects the principle of *shūrā* (consultation). The Qur'an instructs believers to resolve collective affairs through consultation, indicating that leadership should prioritize participation rather than authoritarian decision-making. The regular coordination meetings conducted by the principal illustrate the practical implementation of this principle because teachers and educational staff were encouraged to participate in discussing institutional problems and determining strategic solutions. Such participatory communication strengthened organizational cohesion while fostering shared responsibility toward educational improvement.<sup>46</sup> Consequently, school evaluation became a collaborative organizational activity rather than an administrative obligation imposed by school leadership. This finding demonstrates that Islamic educational leadership naturally supports communicative managerial supervision.

Transparency also emerged as one of the principal characteristics of successful managerial supervision. Open dissemination of evaluation findings, institutional achievements, organizational weaknesses, and future development plans strengthened teachers' understanding of school conditions while encouraging institutional accountability. Educational management scholars emphasize that transparency increases organizational effectiveness because stakeholders possess accurate information supporting collaborative decision-making. Within Islamic educational philosophy, such transparency reflects the principle of *amānah*, requiring educational leaders to exercise responsibility honestly and fairly. Principals therefore function not only as managers but also as moral leaders responsible before Allah and society. Consequently, transparent communication simultaneously strengthens organizational governance and ethical educational leadership.

The study further indicates that constructive feedback significantly improved teachers' professional motivation. Rather than emphasizing deficiencies, supervisory feedback focused upon mentoring, guidance, and collaborative problem-solving aimed at strengthening instructional quality and organizational performance. Such findings correspond with developmental supervision theory, which positions supervision as professional coaching supporting continuous improvement.<sup>47</sup> In Islamic educational thought, constructive feedback reflects the concept of *naṣīḥah*, namely sincere advice delivered with wisdom, compassion, and the intention of promoting goodness. Prophet Muhammad consistently provided guidance through gentle communication, encouraging personal development instead of humiliation. Therefore, communicative managerial supervision demonstrates substantial compatibility with prophetic educational leadership.

Teacher participation constituted another important finding supporting participatory educational management theory. Educational organizations achieve sustainable improvement when teachers actively participate in institutional planning, implementation, evaluation, and follow-up activities. The implementation of

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<sup>46</sup> Cho, Xu, and Boatwright, "A Personal-Communicative Evaluation Approach to CEO Advocacy & Employee Relations."

<sup>47</sup> Claudia Fichtel and Peter M. Kappeler, "Coevolution of Social and Communicative Complexity in Lemurs," *Philosophical Transactions of the Royal Society B: Biological Sciences* 377, no. 1860 (2022), <https://doi.org/10.1098/rstb.2021.0297>.

communicative supervision at SDN 14 Selayo strengthened teachers' involvement throughout every stage of school evaluation, thereby enhancing institutional ownership and organizational commitment. These findings are consistent with previous studies reporting that participatory leadership significantly improves organizational performance and educational quality.<sup>48</sup> From the perspective of Islamic education, active teacher participation reflects the principle of ta'āwun, emphasizing cooperation in achieving common educational objectives. Consequently, collaboration becomes both a managerial strategy and an ethical responsibility.

Another significant contribution of communicative managerial supervision concerns the establishment of a reflective organizational culture. Continuous dialogue encouraged teachers and educational staff to evaluate educational practices critically while identifying opportunities for institutional improvement. Organizational reflection transformed school evaluation from a periodic administrative requirement into a continuous learning process supporting educational innovation. This finding corresponds closely with organizational learning theory, which argues that institutions improve sustainably through collective reflection and knowledge sharing. From the Islamic perspective, reflective organizational culture represents the practical implementation of muḥāsabah, encouraging individuals and institutions to evaluate their actions continuously. Therefore, reflective evaluation simultaneously strengthens educational effectiveness and spiritual accountability.

The improvement observed in school evaluation reports further confirms the strategic importance of communication within educational management. Collaborative data collection enabled evaluation reports to incorporate multiple professional perspectives concerning instructional implementation, administrative management, and institutional performance. Such comprehensive reporting strengthened evidence-based decision-making because school leaders possessed more accurate information supporting strategic planning. Educational management literature consistently emphasizes that organizational decisions should be based upon reliable empirical evidence rather than subjective assumptions. Islamic educational philosophy similarly advocates justice ('adl) in organizational assessment by ensuring that every evaluation reflects fairness, honesty, and objectivity. Consequently, communicative supervision enhances both technical evaluation quality and ethical accountability.

The implementation of follow-up programs illustrates that communicative managerial supervision contributes directly to continuous educational improvement. Evaluation findings were transformed systematically into improvement strategies involving principals, teachers, and educational staff collectively. Such follow-up activities demonstrate the practical application of Continuous Quality Improvement (CQI), emphasizing that evaluation should initiate organizational development rather than conclude administrative assessment.<sup>49</sup> Within Islamic educational philosophy, this continuous improvement reflects the concept of iṣlāḥ, encouraging institutions to reform weaknesses while strengthening positive educational practices. Consequently, communicative supervision becomes a mechanism supporting

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<sup>48</sup> Eero Vaara and Ann Langley, "Communicative Perspectives on Strategic Organization," *Strategic Organization* 19, no. 4 (2021): 541–52, <https://doi.org/10.1177/14761270211055777>.

<sup>49</sup> Claudio Fantinuoli and Bianca Prandi, "Towards the Evaluation of Automatic Simultaneous Speech Translation from a Communicative Perspective," *IWSLT 2021 - 18th International Conference on Spoken Language Translation, Proceedings*, 2021, 245–54, <https://doi.org/10.18653/v1/2021.iwslt-1.29>.

sustainable institutional transformation rather than isolated supervisory intervention. These findings reinforce the argument that communication functions as the driving force of organizational improvement.

The study also identifies leadership commitment and organizational culture as important supporting factors determining the effectiveness of communicative managerial supervision. Strong commitment demonstrated by the principal encouraged teachers to participate actively in evaluation activities while strengthening organizational trust and collaboration. Mutual respect, openness, and regular communication established a positive educational environment characterized by professional cooperation and shared responsibility. Such organizational conditions are consistent with Islamic values emphasizing *ukhuwwah* (brotherhood), *rahmah* (compassion), and *mas'ūliyyah* (responsibility). Educational leadership grounded in these ethical principles contributes substantially to sustainable institutional development because organizational members recognize educational improvement as a collective moral responsibility. Therefore, successful supervision depends equally upon managerial competence and ethical leadership.<sup>50</sup> Overall, the findings confirm that the communicative approach in managerial supervision from an Islamic educational perspective represents a comprehensive model capable of strengthening school evaluation at SDN 14 Selayo, Solok Regency. The integration of participatory communication, collaborative leadership, reflective organizational learning, and Islamic ethical values including *shūrā*, *amānah*, *tablīgh*, *naṣīḥah*, *muḥāsabah*, *‘adl*, *ta’āwun*, and *iṣlāḥ* creates a holistic framework for sustainable educational quality improvement. The study therefore extends the original findings by interpreting communicative managerial supervision through the lens of Islamic educational philosophy while remaining grounded in the empirical evidence reported in the source article. This integrated perspective contributes both theoretically and practically to educational management by demonstrating that effective school evaluation is achieved not only through sound managerial practices but also through ethical leadership rooted in Islamic educational values.

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<sup>50</sup> Ingrid Singer et al., "A Systematic Scoping Review on Contextual Factors Associated with Communicative Participation among Children with Developmental Language Disorder," *International Journal of Language and Communication Disorders* 58, no. 2 (2023): 482–515, <https://doi.org/10.1111/1460-6984.12787>.

## Conclusion

The findings of this study demonstrate that the implementation of a communicative approach in managerial supervision from an Islamic educational perspective has significantly contributed to improving school evaluation at SDN 14 Selayo, Solok Regency. The communicative supervisory model transformed supervision from a conventional administrative inspection into a collaborative process emphasizing dialogue, transparency, participation, constructive feedback, and continuous organizational learning. Through regular coordination meetings, open dissemination of evaluation findings, reflective discussions, and active teacher participation, school evaluation became more systematic, participatory, objective, and evidence-based. These supervisory practices also strengthened organizational trust, professional collaboration, institutional accountability, and teachers' commitment to implementing continuous improvement programs. Interpreted from the perspective of Islamic education, the implementation of communicative managerial supervision reflects the principles of *shūrā* (consultation), *amānah* (trustworthiness), *tablīgh* (truthful communication), *naṣīḥah* (constructive advice), *muḥāsabah* (self-evaluation), *‘adl* (justice), *ta‘āwun* (mutual cooperation), and *iṣlāḥ* (continuous improvement), thereby integrating managerial effectiveness with ethical and spiritual leadership. These findings confirm that effective school evaluation requires not only sound managerial competence but also educational leadership grounded in Islamic moral values. The study contributes both theoretically and practically to the field of educational management by proposing an integrated model of communicative managerial supervision rooted in Islamic educational philosophy. Theoretically, it extends contemporary supervision literature by combining communication theory, participatory leadership, school evaluation, and Islamic educational values into a comprehensive conceptual framework. Practically, the findings provide school principals, educational supervisors, and policymakers with an alternative supervisory model capable of strengthening institutional quality through collaborative communication and ethical leadership. Although the study was conducted within a single elementary school context, its findings indicate that communicative managerial supervision possesses substantial potential for wider implementation across different educational settings. Future research is therefore recommended to investigate this integrated supervisory model in various educational institutions and educational levels while incorporating additional variables such as organizational culture, digital leadership, teacher professionalism, and educational innovation. Such studies will further enrich the development of Islamic educational management and contribute to the establishment of sustainable school quality improvement based on effective communication, collaborative leadership, and Islamic ethical principles.

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