

The Development of Supervision Instruments and Implementation of Islamic Education Supervision: Conceptual Review and Secondary Case Study Analysis

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Abstract

Improving the quality of learning in educational institutions requires professional supervision supported by valid and relevant instruments. Supervision in the context of Islamic education presents unique challenges, as it must accommodate religious and spiritual values. This study aims to provide a conceptual review of the development of supervision instruments and analyze case studies of their implementation in Islamic education by using a literature review approach. This study reviews various academic sources and analyzes secondary case studies from MTs Negeri 1 Lubuklinggau and MAN 1 Sigli. The results indicate that the development of supervision instruments involves several steps, including framework design, validation, and trial phases. Supervision implementation in both madrasahs was carried out through observation, interviews, and evaluations, followed by teacher training and competency improvement programs. Both individual and group supervision techniques were utilized to achieve educational goals. This study concludes that developing valid supervision instruments and systematic implementation of supervision can significantly enhance the quality of Islamic education.

Keywords: *supervision instrument; education supervision; islamic religious education*

Abstrak

Peningkatan mutu pembelajaran pada satuan pendidikan memerlukan supervisi profesional yang didukung oleh instrumen supervisi yang valid dan relevan. Supervisi dalam konteks pendidikan Islam menjadi tantangan tersendiri karena harus mengakomodasi nilai-nilai agama dan spiritual. Penelitian ini bertujuan untuk mengulas secara konseptual pengembangan instrumen supervisi serta menganalisis studi kasus dan implementasinya dalam pendidikan Islam dengan menggunakan pendekatan *literature review*. Penelitian ini menelaah berbagai sumber akademik menelaah berbagai sumber akademik mengenai supervisi dalam pendidikan Islam serta menganalisis studi kasus sekunder dari MTs Negeri 1 Lubuklinggau dan MAN 1 Sigli. Hasil penelitian ini menunjukkan bahwa pengembangan instrumen supervisi melibatkan langkah-langkah, termasuk penyusunan kisi-kisi, validasi, dan uji coba. Pelaksanaan supervisi di kedua madrasah dilakukan melalui observasi, wawancara, dan evaluasi, dengan tindak lanjut berbentuk pembinaan dan peningkatan kompetensi guru. Teknik supervisi individual dan kelompok dipakai untuk mendukung ketercapaian tujuan pendidikan. Studi ini menyimpulkan bahwa pengembangan instrumen supervisi yang valid dan pelaksanaan supervisi yang sistematis dapat meningkatkan kualitas pendidikan Islam secara signifikan.

Kata Kunci: *instrumen supervisi; supervisi pendidikan; pendidikan islam*

INTRODUCTION

Quality learning is learning that is able to carry out the process of maturing the quality of students which is developed by freeing the participants educate from ignorance, incompetence, helplessness, untruth, dishonesty, as well as bad morals and faith. Improving the quality of learning in an educational unit is an action taken by an educational unit to improve the results of educational provision so that it is in accordance with the direction of educational policy that has been established through increasing the effectiveness and efficiency of the processes and activities carried out (Nurhuda et al., 2023).

Based on the statement above, in an effort to improve the quality of learning in schools, professional supervision is needed. Therefore, educational supervision is a key element in building the reputation and quality of education (Aprilianti et al., 2023). Supervision is a coaching activity that is planned to help teachers and other educational personnel carry out their work effectively (Suparliadi, 2021). The term supervision comes from the English language “supervision” which means inspection (Rochbani & Nurdianingsih, 2023). There are several factors that can be used as a measure of the success of educational supervision, namely teaching, learning, training, professional development, and thoughts about developing skills and abilities (Alazzam & Mohammad, 2022). With supervision, it will improve the quality of teachers so that student learning achievement will also increase (Izzuddin & Hidayat, 2023). The purpose of supervision is not only to assess teacher competence or control them, but also to work together with each other (K.Hoy & Forsyth, 1986, p. 3).

To ensure that education meets the needs and goals of the school and provides useful feedback for teachers and staff, supervision instruments are needed so that the

implementation of educational supervision can run smoothly and produce quality education. However, in practice, the implementation of Islamic education supervision still faces obstacles, one of them is the lack of supervision instruments that are appropriate and in accordance with Islamic education needs. Current instruments are often general and non-specific, so they are less able to accommodate specific values in Islamic education. Therefore, it is important to know how to develop the supervision instrument which is able to measure important aspects such as morals, spiritual values and student character development. With the existence of adequate management's supervision will be more focused and can provide constructive feedback for high quality education.

METHOD

In this study, the researchers used literature review by analyzing various relevant literature regarding the development of supervision instruments and the implementation of supervision Islamic education. Besides, this study uses also includes secondary case study analysis from previous studies discussing supervision at MTs Negeri 1 Lubuklinggau and MAN 1 Sigli. The data were compared and analyzed to identify patterns, challenges and the effectiveness of supervisory instruments used in Islamic education.

RESULTS AND DISCUSSIONS

The Development of Supervision Instruments

Supervision is guidance given to teachers so that they can improve their abilities to develop better teaching and learning situations (Hakim, 2017). Then, turning to the term instrument, an instrument can be interpreted as a measuring tool. In the Big Indonesian Dictionary the word instrument is defined as: (1) A tool used to do something, (2) a research facility. Arikunto defines supervision instruments as tools that function to facilitate the implementation of supervision activities. From the various explanations, educational supervision instruments can be defined as tools used by supervisors to prepare monitoring, assistance or guidance documents to assist teachers in improving the quality of learning (Asdlori, 2023).

Instruments that function as data collection tools must be valid, it means that the instrument can be used because the level of reliability and trustworthiness meets the criteria. Suryabrata suggests that the validity of an instrument is defined as the extent to which the instrument records/measures what is intended to record/measure (Suryabrata, 2008, p. 60). Meanwhile, the reliability of an instrument refers to the consistency of data recording (measurement) results if the instrument is used by people or groups of people who are and at different times, or if the instrument is used by people or groups of people who are different at the same time (Bungin & Burhan, 2007). Reliability has three dimensions, they are stability, equivalence and internal consistency. Stability refers to the ability of an instrument to produce data that is the same over time (assuming the object being measured does not change). Equivalence refers to the ability of two or more types of instruments created by two or more researchers to measure the same thing. Internal consistency is achieved if all items in the instrument measure one thing that equals (Hakim, 2017).

1. Types of Supervision Instruments

There are several instruments that can be used in educational supervision:

a. Observation

Observation is used as a form of data collection process. Observation in essence is an activity that uses the five senses, sight, smell and hearing to obtain the information needed to answer research problems. The results of observations are activities, incidents, incidents, objects, certain conditions or atmosphere, and a person's emotional feelings. Observations are carried out to obtain a real picture of an event or occurrence to answer research questions. Observation is a process of gathering information that is carried out openly, directly meets people who will make the object of observation at the research site (Hakim, 2017, p. 115).

b. Interview

Interview is a communication or interaction process to gather information by way of asking questions and answers between researchers and informants or research subjects. According to Moleongan interview is a conversation with a specific purpose. Interviews must have a specific aim so that they do not become unsystematic conversations or make observations that have no end in sight (Gay et al., 2012, p. 370).

c. Checklist

Check lists include an instrument for considering and evaluating the real conditions of an activity that occurs in the classroom in detail. (Hakim, 2017). In choosing the right instrument, supervisors should consider the following: supervision focus, supervision objectives, supervision techniques, and available time (Hartanto & Purwanto, 2019).

Steps for Developing Educational Supervision Instruments

In developing educational supervision instruments including planning instruments, there are several steps that must be taken in developing supervision instruments (Asdlori, 2023). These steps can follow the following stages as:

- a. Determine the type of supervision (field to be supervised);
- b. Determine the variable (supervised/ for example a particular teacher);
- c. Determine the instruments used (observation, interviews, checklists, questionnaires);
- d. Write item instrument;
- e. Review instruments that have been prepared;
- f. Repair and refine instruments as needed.

Based on the steps for developing a supervision instrument above, it certainly requires the ability of a supervisor in terms of compiling, reviewing and analyzing the instrument items that have been prepared. The ability to carry out studies and analyze in developing educational supervision instruments is certainly not instantaneous, it requires extensive knowledge and understanding as well as sufficient experience in terms of learning.

This is an indication that ideally an educational supervisor must also have the ability to learn. Like someone who has never seen and tasted the sweetness of dates, if he is asked to explain how dates look, what color dates are and how dates taste, of course he will feel confused because he has never tasted and experienced them directly.

Even though he can explain by looking for information through books or other sources, of course he will be more qualified if apart from knowing from books or other sources, he also experiences directly how learning takes place so that when supervising, Supervisors already have capital in the form of knowledge and experience with the hope that the supervision carried out will be of high quality.

Benefits of Developing Supervision Instruments

From the various steps in developing supervision instruments, if we examine them further, there are at least several benefits that can be obtained, including:

1. Providing alternative supervision instruments as a tool to assist in providing assistance and guidance with teacher,
2. Improving teachers' skills in teaching students, so that it has an impact on developing student behavior;
3. Developing teacher creativity in finding alternative solutions to learning problems such as methods, media and so on;
4. Developing teacher insight by paying attention to students' interests, so that students feel happy following the subjects presented by the teacher (Asdlori, 2023).

Implementation of Islamic Education Supervision

According to the Educational Administration Lecturer Team (2014) the supervision process is a series carried out when supervision is carried out. In general, the process of implementing supervision is carried out through three stages, they are planning, implementation and evaluation.

1. Planning

Planning activities refer to problem identification activities, namely identifying aspects that need to be supervised. Identification is carried out by analyzing the advantages, disadvantages, opportunities and threats of the aspects of learning activities that carried out by teachers so that supervision is more effective and targeted. The steps taken in planning supervision are (1) collecting data through class visits, personal meetings, staff meetings; (2) processing data by correcting the data collected; (3) classifying data according to problem areas; (4) draw conclusions about the target problem according to the actual situation; and (5) determine appropriate techniques to improve or improve teacher professionalism.

2. Implementation

Implementation activities are real activities carried out to improve or enhance teacher abilities. Implementation activities are activities of providing assistance from supervisors to teachers so that the implementation of supervision can be effective in accordance with established plans. Supervision does not stop at the completion of providing assistance and implementation of the supervision technique, but there is a follow-up to see the success of the process and results of the implementation of supervision, so that evaluation activities need to be carried out

3. Evaluation

Evaluation activities are activities to review the success of the process and results of implementing supervision. Evaluation is carried out comprehensively.

The targets of supervision evaluation are aimed at everyone involved in the supervision implementation process. The results of 's supervision evaluation will be used by as a guideline for preparing the next planning program. However, many supervision experts also suggest that there are three steps of supervision, they are preliminary meetings, observations of teachers who are teaching and feedback meetings (Kristiawan et al., 2019).

In developing the duties of Islamic religious teachers in madrasas, there are several activities that need to be carried out by an Islamic religious education supervisor, including:

- a. Compile a complete list of religious and Madrasah teachers
 - b. Compile a list of supervision activities by week and month.
 - c. Implement planned monitoring activities.
 - d. Carry out routine services/consultations with religious teachers.
 - e. Compile Education Statistics
 - f. Receive and examine monthly reports from religious teachers.
 - g. Make regular reports on the development and implementation of tasks
- According to the Decree of the Director General of Religious Institutional Development (*Bimbaqa Islam*), the main tasks of supervision of Islamic religious education are:
- a. Supervise the implementation of the duties of religious teachers in the field of teaching guidance and moral (*akhlak*), *ubudiya* skills and *Muamalah*.
 - b. Supervise the implementation of teacher duties and Islamic religious education development duties (Titiani, 2021).

Case Study

1. Implementation of Educational Supervision di MTs 1 Lubuklinggau

Supervision is a service process to help and develop teachers, this training will later lead to improvements and increases in teacher professionalism (Sumarto, 2020). MTs Negeri 1 Lubuklinggau was founded in 1980 under the auspices of the ministry of religion in the city of Lubuklinggau. Based on the results of an interview with the Head of MTs Negeri 1 Lubuklinggau who stated that: "The evaluation he carried out was through participatory attendance of teachers, staff and students as well as direct inspection of the learning location. If there are teachers or staff who are less active and need to improve their performance, the madrasa head uses special approaches internally. From the results of observations and interviews as well as supporting documentation in the form of photos, teacher and staff attendance, it can be understood that the head of MTs Negeri 1 Lubuklinggau always evaluates activities in terms of short-term, medium-term and long-term plans."

From several informants, several research results were found as expressed by Agita Ryza Kusuma that the process of implementing educational supervision at MTs Negeri 1 Lubuklinggau, especially in the aspect of guiding teachers in using learning methods, can be seen from three aspects, namely aspects of planning, implementation and evaluation. In the planning aspect, on average it is good because the head of the madrasah first agreed with the teacher to prepare things related to the learning process such as preparing the syllabus and lesson plans.

Results of interviews with MTs heads. Negeri 1 Lubuklinggau stated that they always hold coaching meetings at the beginning of the year. From the results of the interview, it can be concluded that the head of MTs Negeri 1 Lubuklinggau always makes improvements to all activities. If there are deficiencies will quickly respond and will improve and evaluate them well. A review of programs, whether is optimal, must always be improved. MTs Negeri 1 Lubuklinggau always evaluates activities for short-term, medium-term and long-term plans. Based on assessments and evaluations, madrasah heads must be professional in their ability to manage time to carry out the duties and responsibilities they carry out. Not a few teachers are guided in the learning process, of course they need the right strategy to manage this time. Apart from that, it must also be supported by various kinds of competencies. For example, when will supervise the head of the madrasah must at least have academic supervision competencies. The development and evaluation of madrasah heads for teachers is by providing space to take part in workshops, MGMP, and other training related to increasing competence, both academic and non-academic, as well as for TU MTs Negeri 1 Lubuklinggau staff so that they are always given the opportunity to take part in activities. which is an improvement based on competency so that the quality of teaching staff can be tested and qualified, especially at MTs Negeri 1 Lubuklinggau (Sumarto, 2020).

2. Implementation of Educational Supervision at MAN 1 Sigli

Educational supervision program as a guide in implementing supervision activities. The supervision program is prepared at the beginning of the semester of each academic year involving supervisors, deputy madrasah principals, senior teachers and representatives from groups. MGMP. The supervision program is not only in the form of a supervision schedule, assessment format and supervision instruments. However, the supervision program includes analysis of teacher abilities, development of the learning process, development of teacher professionalism and analysis of curriculum development including syllabus, semester program, annual program and teaching program.

Educational supervision is carried out using individual supervision techniques, namely class observations and class visits. Meanwhile, group supervision techniques such as group discussions, supervision meetings, seminars, workshops and workshops are difficult to implement. Because it collides with the teacher's effective teaching hours in the classroom. The supervision techniques used have not been able to reveal the teacher's weaknesses in detail and in depth in the teaching and learning process. In addition, the development and coaching of teachers as a group is not carried out well. However, group activities can solve problems faced by teachers together.

The process of implementing educational supervision is carried out in three stages, namely the meeting before the observation, observing the teacher teaching and the meeting after the teacher teaches. Implementation of supervision is evenly distributed to each teacher. However, supervision is not always carried out by the supervisor and head of the madrasah, but some of it is delegated to the deputy head of the madrasah for senior teachers and the results are still coordinated with the supervisor for guidance and coaching. From the results of supervision, it was found that many

teachers had not prepared a syllabus, learning implementation plan, it had not mastered difficult material and had inadequate use of learning media.

Follow-up to the results of supervision is the supervisor's assistance to teachers to improve teacher competence and solve problems faced by teachers after the teaching and learning process takes place. Follow-up on the results of supervision is carried out by the supervisor at a return meeting, namely after the supervision has taken place. In following up on the results of supervision, supervisors take an educational and persuasive approach in coaching teachers through individual meetings asked to answer the obstacles faced in the teaching and learning process (Yusmadi et al., 2012).

Table 1. Case Study Matrix of The Implementation of Islamic Education Supervision

Name of School	Supervision Techniques	Follow-Up	Supervisor
MTs Negeri 1 Lubuklinggau	Participative absence of teachers, staffs and students as well as direct inspection of learning locations	Internal approach and evaluation carried out by once a month	Principal
MAN 1 Sigli	Technique individual supervision by class observation and class visits	Educative and persuasive approach	Principal, but some delegates to the deputy head of madrasah for teacher senior.

CONCLUSION

Based on the results of conceptual studies and secondary case study analysis, this study concludes that the development of supervision instrument in Islamic education requires a systematic approach and is based on Islamic values. The instrument must be valid, reliable, and able to accommodate academic, moral, spiritual aspects (*ubudiyah skills*), and Muamalah in the learning process. From the analysis of case studies at MTS Negeri 1 Lubuklinggau and MAN 1 Sigli, it was found that the implementataion of Islamic education supervision was carried out through various technique such as classroom observation, interviews, and teacher performance evaluation. Effective supervision not only functions as control, but also as a coaching effort aimed at improving teacher competence and the overall quality of learning. In general this study confirmed that the development of supervision instrument must be based on academic and empirical study and support from the head of the madrasah.

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