

Supervision Planning in Controlling activities in Educational Institutions

*Rahmadi¹, Ayi Abdurahman², Ali Rohmad³, Eny Haryaty⁴

¹Universitas Mulawarman Samarinda, Jl. Muara Pahu Kampus Gunung Kelua Samarinda 75123, East Kalimantan, Indonesia

²Universitas Nusa Putra, Jl. Raya Cibolang No 21 Cisaat Sukabumi 43152, West Java, Indonesia

³Universitas Islam Negeri (UIN) Sayyid Ali Rahmatullah Tulungagung, Jl. Mayor Sujadi No.46, Kudus, Plosokandang, Kedungwaru, Tulungagung, East Java, Indonesia 66221

⁴Universitas Muhammadiyah Ponorogo, Jl. Budi Utomo No.10, Ronowijayan, Ponorogo, 63471, East Java, Indonesia.

*rahmadi@fkip.unmul.ac.id

Abstract: *This journal aims to determine the planning of madrasa supervisors or supervision in an educational institution written in the Regulation of the Minister of Education and Culture no 143 of 2014. Various supervision activities control educational institutions. The researcher observes that educational institutions are successful and have excellent grades if a madrasa supervisor controls activities directly at school. On this basis, researchers are very interested in examining the supervision planning program and the control activities in educational institutions carried out by supervisors in conducting educational supervision management. This research is qualitative, namely, a research method that focuses on in-depth observation of phenomena regarding supervision in educational institutions to obtain a comprehensive study of a phenomenon—data collection techniques with interview and observation methods. The results found in this study are 1) Madrasah supervisor planning programs, including annual programs (long term), semester programs (medium term), Academic Supervision Plans (RPA), and Managerial Supervision Plans (RPM); 2) The way for the madrasa supervisor to be able to control correctly is to do it manually/ offline coaching and directing directly at the location of the institution and done online; 3) How the madrasa supervisor controls madrasah activities by visiting educational institutions, directly observing activities, using interviews or school component interviews, and using instruments or questionnaires distributed to all components.*

Keywords: *Planning, Controlling, Madrasah Supervision.*

Introduction

Supervision of Islamic education is an activity of directing the performance of educators to improve a learning and teaching system, as well as incorporating an Islamic-based curriculum to create religious and intellectual students (Ikhwan, 2018). The objectives of supervision for education viewed from the object point of view are divided into three: a). academic supervision or supervisors focus on academic problems which occur in the learning environment when students are learning something. b). administrative supervision or the supervisor's focus on administrative aspects that support and facilitate learning implementation. c). supervision of the institution or spreading the supervisor's observation objects on aspects of the school (Ikhwan, 2016); (Ikhwan, 2018).

Madrasah supervisors are teachers with Civil Servant status selected and given the task and authority to carry out managerial and academic supervision in madrasah school education units. They do this so that the madrasahs they support can provide higher-quality education. Madrasah supervisors carry out their roles as educational supervisors. They are tasked with providing professional assistance to instructors to improve the quality of teaching and, in turn, improve student learning outcomes (Munjin & Rosyadi, 2021). Meanwhile, managerial supervision is expert assistance given to madrasah heads to improve the quality of education in the institutions they lead, especially in management and administration. Therefore, madrasah supervisors must have training and skills beyond those of instructors and principals to carry out their supervisory duties (Ikhwan, 2017).

The purpose of supervision is to encourage, coordinate and direct the individual and collective growth of madrasah instructors to understand better and carry out all teaching tasks (Wandra *et al.*, 2021). The purpose of supervising Islamic education is to improve the performance of school students in their role as students who study with high enthusiasm so that they can achieve optimal learning achievement, and improve the quality of teacher performance in an Islamic way (QS. al-Isra: 84), improve the effectiveness of the curriculum so that it is efficient and implemented correctly, increasing the effectiveness and efficiency of existing facilities and infrastructure to be managed and utilized correctly to be able to optimize student success, improve the quality of school management, especially in supporting the creation of an optimal working atmosphere so that students can achieve learning achievements as expected, and improve the quality of the general situation of the school to create a calm and peaceful and conducive

situation which will improve the quality of learning which shows the success of graduates.

Implementation activity is an action that has been planned. The written plan will carry out the implementation activities in planning that has been prepared in detail and neatly. With implementation by the madrasa supervisor, the school can improve this assessment. So a madrasa supervisor has the duty and authority to carry out madrasa planning by the Regulation of the Minister of Education and Culture (Permendiknas) Number 143 of 2014 concerning Technical Instructions for the Implementation of the Functional Position of School Superintendents and Their Credit Scores.

The researcher also took several reviews from several scientific journals that discussed supervision, such as Norma Tonta et al., that the results of the analysis and discussion showed that in terms of planning the supervision program, the implementation of academic supervision at Madrasah Aliyah Pondok Pesantren Nurul Falah, Bulukumba Regency, was exemplary because the supervisor plan ahead of time by reaching an agreement with the madrasah to be supervised to make preparations. The teacher development section has gone better than the evaluation aspect. As a result, there is still room for improvement, especially in the field of coaching and assessment, because the implementation of the academic supervision program in fostering Islamic Religious Education teachers at Madrasah Aliyah Pondok Pesantren Nurul Falah in Bulukumba Regency has not produced the desired results (Tonta et al., 2019).

The use of supervision in Islamic education management has a significant role in the supervision of Islamic education management. The difficulty with creative supervision is that managers must be completely impartial, or they may act like instruments. The realization of artistic supervision in the management of Islamic education through humanizing relations through communication, teamwork between teachers and supervisors, differentiation of supervision, and problem-solving based on the needs and circumstances of students (Ramadina, 2021).

Supervisors play an essential role in improving professional teaching competence, as was the opinion of Muspawi, who researched Islamic Religion teachers; the results were: a. Organizing meetings for teachers of Islamic Religious Education. b. Get thorough instructions. c. Supervise how lessons are carried out in class. d. Offers more teaching resources to teachers. The inhibiting elements are 1. Misperceptions of

teachers. 2. Lack of additional resources for facilities and infrastructure (Muspawi, 2020).

Most recently, during the pandemic, the use of digital platforms during the Covid-19 outbreak and the managerial supervision procedures used by school supervisors needed to be made. A new trend in educational supervisory behaviour emerged during the Covid-19 pandemic. School supervisors who carry out managerial supervision online have made systematic efforts to improve school quality through education quality assurance supported by available software. In order to improve school performance (quality) and maintain the effectiveness of the education process in schools, coordination and creation between school supervisors, school principals, and related parties such as the Education Office, LPMP (Education Quality Assurance Institute), and APSI (Association of School Supervisors) must next (Purnomo & Badriyah, t.t.)

According to Rahmah, in every school education institution she oversees, the person chosen as the supervisor is given authority and responsibility. School supervisors are essential in improving teacher skills, particularly in the classroom. A minimum of eight years of teaching experience or four years of experience as a school principal is required at the level of education appropriate to the academic unit he is fostering to become a school supervisor so that not just anyone can occupy this position. A supervisor must also have a functional education certificate, a deep understanding of the learning process, formal education and training in school supervision, and a certificate of completion of education and training (Rahmah, 2018).

Method

This study uses an interpretive paradigm through a qualitative approach, a case study type. According to the author, this research location is unique from other locations because the progress of an educational institution is related to good leadership management, from planning to monitoring and evaluation. Data were obtained from the Head of the Madrasah, Teachers, the Education Committee, parents of students, and other parties involved, with data collection techniques using in-depth interviews, observation and documentation. The analysis tool used is the qualitative analysis model of Miles and Huberman data reduction, data display and verification. They check data validity using triangulation; credibility, transferability, dependability and confirmability.

Result and Discussion

Madrasah Supervision Planning

According to the planning perspective of academic supervision, madrasa heads and supervisors oversee academic management and supervision programs. The madrasa principal supervision program includes a semester-based annual schedule that is made according to the academic calendar (Wandra et al., 2021), as is apparent in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 143 of 2014 concerning Technical Guidelines for the Implementation of the Functional Position of School Supervisors and Credit Score.

Researchers interviewed the Madrasah Superintendent of the Office of the Ministry of Religion of Samarinda Ulu city. The results of the interview are as follows:

The implementation period, especially after completing one learning program for each subject at one level of an academic unit for one quarter, semester or the end of the learning year. The supervisor makes a supervisory planning program which includes an annual and a semester program, an Academic Supervision Plan and a Managerial Supervision Plan (interview, 2022).

The planning process is done by the program above and the educational calendar. The core of the academic supervision planning program includes essential components such as objectives. The madrasa head considers the scope of academic supervision, such as implementing KTSP, planning, implementation, and teacher assessment of student learning, when developing the objectives of academic supervision—fulfilment of implementation principles, process standards, content standards, and graduate competency criteria. Enhance learning through its development and guiding concepts. Preparation of monitoring planning documents for a series of tasks to assist teachers in honing their abilities in controlling the learning process and achieving learning objectives is known as preparing an academic supervision program (Wandra etc., 2021).

Religious character education must be part of all planning, implementation and evaluation. This is especially true for values that have been developed by the school and are based on divine and insaniah, such as piety in worship, decency, tolerance, fairness, competition, sincerity, honesty, discipline, courtesy, and cleanliness.

The learning administration used by the teacher as a guide in the learning process must include a character education process (Abdillah & Syafe'i, 2020). The obstacles that occurred during the planning were, for madrasahs, tiny institutions, not all programs could be implemented because actual conditions did not allow it.

The planning results can be categorized into excellent value, reasonable and entire. Careful planning will produce excellent and maximum results, and vice versa; planning that needs to be more mature or reasonable will produce results that could be better. Supervisors must pay attention to several factors to foster openness with teachers, including planning that is empathetic, objective, and relevant to the conditions faced by teachers (Ramadina, 2021).

The solution if planning does not go according to plan is to provide regular guidance and coaching, both academic and managerial. Three factors hamper the implementation of supervision. The first is the supervisory organizational factor, which is caused by the need for recognition and understanding of supervisors regarding their duties and their failure to determine their authority and responsibility. Second, more than education is required as a qualification to carry out supervisory duties. Third, the implementation of supervision is significantly influenced by the instructor's attitude towards the supervisor (Pasha Akhmad, 2022).

The madrasa supervisor and the madrasa head then direct or consult the planned program in carrying out their academic supervision from the point of view of implementing academic supervision. Implementation of academic supervision contains several tasks that must and will be carried out according to plan. Activities related to implementing academic supervision that is not by the plan are referred to as deviant implementation. Control will be carried out in a measurable, efficient and effective manner with the help of academic supervision, which is carried out according to plan (Wandra dkk., 2021).

Planning and controlling are two pillars of the implementation process to achieve specific goals. Planning is the first stage of the process. It includes looking ahead, thinking ahead, and drawing beforehand as a basis for carrying out activities to achieve the intended goals. If management action in the form of control is not carried out with the plan, it can fail no matter how good it is (Meriza, 2018).

Activities controlled by the Madrasa Superintendent

The results of interviews with informants as Madrasah Superintendents of the Office of the Ministry of Religion of Samarinda Ulu city Regency are as follows:

Madrasah supervisors control school activities in several ways, namely: Visits (visit) to madrasahs, seeing activities directly, using interviews or interviews with school components, use instruments or questionnaires (Interview, 2022)

Collaboration is a process in which various parties work together to achieve educational goals inside and outside educational institutions. Collaboration between universities, communities, professionals and schools can enhance student performance and the educational experience. In order to improve the quality of education, collaboration is a practical and organized step in the educational environment (Kholil, 2021).

The collaboration of madrasah supervisors with school committees in controlling school activities, that is, between supervisors and committees, has duties and functions in controlling different schools. The school committee controls school infrastructure, the school budget, and the implementation of activities from the committee's budget. The madrasah supervisor has a control function over academic and managerial fields. So collaboration between supervisors and school committees controls madrasahs according to their respective functions.

When supervising, a supervisor must change his strategy by considering the prevailing institutional circumstances and cultural norms. Supervisors often need to remember this when supervising. Circumstances and situations in the classroom that are influenced by the culture and environment outside the school can cause several problems and limitations. As a result, when planning their supervisory activities, supervisors must always consider the school environment and culture (Fathih, 2022). The obstacles in controlling activities could be more time and energy due to many assisted madrasahs with all their activities.

The way for the madrasah supervisor to control correctly is to do manual coaching and direct directly to the madrasah and do it online or online via google forms, zoom meetings and monitoring applications. As a result, educators need to be more competent and have more awareness. Consequently, authority over all school members, including children, will decrease (Cahyono & Hamzah, 2019).

If you manage to control things perfectly, you can get excellent grades. School supervisors classify results by institutional category:

excellent, sound, and fair grades. Therefore, it is believed that having control activities is very important because one of the tasks is to immediately record the good or bad actions taken so that they can be reviewed in the future (Sakti, 2020).

That education is a deliberate and planned effort to realize a learning process that is creative, active, effective, and fun so that students can actively develop their potential to master Science and Technology (IPTEK), have moral principles, self-control, personality, intelligence, and have a noble character and have the skills needed by themselves and society. Because the most critical factor in any activity is the desire to change. Supervision of Islamic education also expects changes in all fields, academic and non-academic (Milasari et al., 2021).

High-quality education that can help students achieve their full potential is needed to implement education by expectations. In this situation, students are seen as academic subjects, and teachers must adapt their teaching to maximize students' potential. This shows that education involves much more than teachers imparting knowledge to their students; it also involves a systematic and intentional effort on the part of the teacher to instil religious, ethical, and cultural values to develop students' independent personalities. Democratic, imaginative, and sublime (Tonta et al., 2019).

Education in madrasas has various components in managing the teaching process to achieve a goal. There is an implementation plan carried out by the school supervisor referring to the Regulation of the Minister of Education and Culture number 143 of 2014 concerning technical instructions for implementing the functional position of the school supervisor and the credit score. The importance of educational supervision should be addressed if Islamic education is to be of higher quality. Because the achievement of quality is very dependent on supervisor monitoring (Turmidzi, 2021).

Education affects the people around us and ourselves, especially Islamic education, which has a vital role in society. Planning, organizing, activating, supervising, and developing all efforts in managing and employing human resources, facilities, and infrastructure to achieve the goals of Islamic educational institutions based on Islamic ideals is the management of Islamic education. While the management of Islamic education is more precisely directed at the management used in the development of Islamic education, education management is more comprehensive and applies to all educational activities. Of course, all the guidelines used to control Islamic education align with the

principles of Islamic teachings contained in the Al-Quran and Sunnah (Wahyudi Basri, 2021).

According to an Islamic perspective, controlling, monitoring, and supervising, often called *muraqabah*, are carried out materially and spiritually, implying that supervision must place equal emphasis on spiritual and material matters. Where people are trained to constantly correct, evaluate, supervise, manage or monitor themselves while living in the outside world. This activity aims to continuously improve oneself by moving from a crooked path to a straighter path and from wrong beliefs to a path that is in accordance with the truth. Brilliant humans who have made it through the fires of hell and entered heaven constantly make changes through monitoring or directing activities (Ikhwan, 2022).

Some of the obstacles the researchers convey related to supervisors or supervision in Islamic educational institutions are planning and controlling. As well as the objectives of this research are as follows: (a) As diagnostic material to identify the root causes of problems faced by certain educational institutions so that ways to overcome them can be found. (b) Creating various knowledge and insights about education. (c) As a source of information regarding the implementation of plans by madrasah supervisors.

Conclusion

Supervision planning with the program includes a semester-based annual schedule made according to the academic calendar and controlling activities in educational institutions. Specifically, the supervisor makes a supervision planning program divided into four. *First*, the Annual Program; *Second*, the Semester Program; *Third*, the Academic Supervision Plan (RPA); *Fourth*, Managerial Oversight Plan (RPM). The way for the madrasa supervisor to control correctly is to do manual coaching and direct directly to the madrasa and do it online or online via google forms, zoom meetings and monitoring applications.

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