

THE ROLE OF SUPERVISION IN ENHANCING THE QUALITY OF ISLAMIC RELIGIOUS EDUCATION AT MIDDLE SCHOOL STUDENTS

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ABSTRACT

This study explores the role of supervision in enhancing the quality of Islamic Religious Education at MTs As'adiyah No. 60 Lattimu, focusing on both educational and da'wah perspectives. The research investigates three main questions: (i) What are the forms of educational supervision implemented at MTs As'adiyah No. 60 Lattimu? (ii) How are da'wah strategies implemented in educational supervision at the school? (iii) What is the role of educational supervision in improving the quality of Islamic Religious Education? A qualitative approach was used, involving in-depth interviews, observations, and document analysis. The research findings reveal that supervision significantly contributes to improving education quality through guiding teachers in teaching methods, media usage, and problem-solving strategies. The study shows that the supervision program adheres to principles and characteristics of clinical supervision, ensuring a significant impact on the educational process. Thus, the role of supervision in this context is vital for enhancing the quality of Islamic Religious Education at MTs As'adiyah No. 60 Lattimu.

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1. INTRODUCTION

The current educational landscape presents several challenges, particularly concerning the quality of education. This issue is reflected in the rising unemployment rates, which affect both the youth and older segments of the population. A significant number of individuals are unable to secure employment, not because of a lack of job opportunities, but due to a mismatch between the education they have received, and the skills required by the labor market. As a result, these individuals struggle to compete in the workforce, often unable to meet the necessary qualifications. This systemic issue is a direct consequence of the low quality of education, which leads to an underprepared workforce and subsequently impacts the overall economic growth of a nation. Indeed, the quality of education is deeply intertwined with the economic development of a country (Mulyasa, 2017).

Identifying the root causes of this issue is complex and multifaceted. It is not merely a matter of a single factor but rather a culmination of systemic challenges that are difficult to address in isolation. However, schools and madrasahs, as the core institutions responsible for shaping the educational experience, play a pivotal role in influencing educational quality.

As such, the responsibility lies in improving the management and delivery of education at these institutions, especially in terms of teaching quality. The quality of teaching is crucial, and it can be significantly improved through continuous professional development, support, and supervision. According to Purwanto (2015), educational supervision is a planned activity that aims to assist teachers in performing their jobs more effectively, ultimately improving the overall educational process.

Educational supervision serves as an essential mechanism for enhancing teaching practices and ensuring that educators can adapt to the ever-changing demands of the educational environment. This includes guidance in delivering effective lessons, using instructional media, and applying diverse teaching methods. In the context of a rapidly globalizing world, the competition among nations to develop human resources has intensified. Countries are striving to improve the quality of education by enhancing the qualifications and competencies of teachers. To this end, educational institutions often organize various programs, such as workshops, training, and seminars, to foster the professional development of educators.

At MTs As'adiyah No. 60 Lattimu, the role of supervision is integral in maintaining and improving the quality of education, particularly in the field of Islamic Religious Education. Despite regular supervision efforts by school leaders and education inspectors, there remains a gap in the quality of education provided. The supervision process aims to ensure that teachers' performance aligns with educational standards and improves the teaching and learning environment. However, it is apparent that there are discrepancies between the supervision conducted and the expected outcomes in terms of education quality. This raises important questions regarding the effectiveness of the current supervisory practices and their role in fostering improvements in educational outcomes.

In this article, the author will explore the role of educational supervision in improving the quality of Islamic Religious Education at MTs As'adiyah No. 60 Lattimu, particularly from the perspective of both educational supervision and da'wah strategies. This discussion will involve examining the methods, approaches, and challenges faced by educational leaders in implementing effective supervision. By doing so, the article aims to provide a comprehensive understanding of the factors influencing the quality of Islamic Religious Education and offer potential solutions for enhancing educational practices at the institution.

2. METHOD

The research methodology refers to the systematic approach used to collect data to achieve specific objectives. The term *methodology* is derived from the Greek word *methodos*, which means a path or way, emphasizing the procedures followed to meet research goals (Creswell, 2014). This study utilizes a qualitative approach, as it seeks to explore the natural, real-life phenomena of educational supervision and the quality of Islamic Religious Education at MTs As'adiyah No. 60 Lattimu. The qualitative research method is grounded in postpositivism, focusing on understanding the natural context of the subject under study (Denzin & Lincoln, 2018). The field research approach, as defined by Creswell (2014), allows for an in-depth exploration of the issues at hand without manipulating variables, providing insights into the practices and challenges of educational supervision.

This research is descriptive, meaning it seeks to provide a comprehensive account of the role of educational supervision in enhancing the quality of Islamic Religious Education (Sugiyono, 2015). Descriptive research aims to identify and describe characteristics of phenomena without establishing causal relationships (Creswell, 2014). By employing this method, the research investigates the behaviors, attitudes, and practices of both teachers and students in relation to the supervision process. The findings are expected to provide a

detailed understanding of how supervision influences educational quality in this context, rather than focusing on isolated variables or comparisons. As Neuman (2014) explains, descriptive research captures a snapshot of real-world phenomena to generate insights for future action.

Data collection for this study involves a combination of observation, interviews, and documentation. Observation allows for a direct examination of the educational practices in their natural setting (Cohen, Manion, & Morrison, 2018). Interviews are conducted with teachers and school administrators to gather their perspectives on the educational supervision process, providing deeper insights into the challenges and strategies implemented in the institution (Patton, 2015). Documentation of existing records, such as reports and meeting notes, supplements the data and provides further context to the study (Bowen, 2009). Data analysis is conducted using a combination of inductive, deductive, and comparative methods. Inductive reasoning involves moving from specific observations to broader generalizations, while deductive reasoning applies existing theories to interpret specific findings (Silverman, 2016). Comparative analysis is used to identify patterns and differences, contributing to a well-rounded understanding of the research topic (Yin, 2018).

3. RESULTS AND DISCUSSION

3.1. Results

a. Role of Supervision in Improving the Quality of Islamic Education at MTs As'adiyah No. 60 Lattimu, Bola District, Wajo Regency

Based on the supervision process above, the role of educational supervision in improving the quality of Islamic education at MTs As'adiyah No. 60 Lattimu, Bola District, Wajo Regency can be described as follows:

According to Sirajuddin, supervision or the supervisor conducts visits by informing the Madrasah in advance so that Islamic education teachers, such as teachers of Islamic History (SKI), Fiqh, Aqidah, and Al-Quran Hadith, can prepare adequately. With such preparation, the quality of Islamic education increases. The supervisor visits the class through several stages: initial meetings, classroom observations, and feedback observation. If any issues are found in the teaching of Islamic education, the supervisor's role is to provide alternative solutions.

The main task of a school supervisor is to provide various alternative solutions to problems in teaching, assess, and coach by performing supervisory functions, both academic and managerial supervision. Supervisory activities are efforts to foster and improve in-service education, which is a service provided by educational institutions for teachers who already hold positions.

The primary aim of educational supervision is to improve teaching and learning situations and the broader educational environment. More specifically, the goal of supervision is to help develop better teaching and learning situations, including Islamic education at MTs As'adiyah No. 60 Lattimu, Bola District, Wajo Regency.

Theoretically, the implementation of supervision, which enhances the professional teaching abilities of teachers, plays a significant role. Educational supervision is an activity that can be designed to improve teachers' professional skills. With the improvement in the professionalism of Islamic education teachers, the quality of Islamic education will also improve.

It can be concluded that educational supervision is one of the key educational activities aimed at improving and developing better teaching and learning situations,

including improving the quality of Islamic education at MTs As'adiyah No. 60 Lattimu, Bola District, Wajo Regency.

Therefore, with systematic and planned efforts, educational supervision plays a significant role in improving the quality of Islamic education at MTs As'adiyah No. 60 Lattimu, Bola District, Wajo Regency.

b. Forms of Supervision Implemented by Supervisors at MTs As'adiyah No. 60 Lattimu, Bola District, Wajo Regency

According to Sirajuddin, the head of MTs As'adiyah No. 60 Lattimu, Bola District, Wajo Regency, the forms of educational supervision implemented by the supervisor include the following:

- 1) Guidance on Teacher's Teaching Activities: Supervisors guide teachers to ensure that the educational objectives are successfully achieved. In this activity, the supervisor focuses on making students knowledgeable, skilled, and morally upright.
- 2) Guidance on Teaching Models: Supervisors provide guidance on whether the teaching model being used by the teacher is appropriate or not. The supervisor offers direction or corrections based on the teaching methods used.
- 3) Guidance on the Use of Teaching Media: Supervisors guide teachers in utilizing various teaching media, such as audio, visual, and audiovisual media.
- 4) Guidance on Teaching Methods: Supervisors provide guidance on teaching methods to ensure that teachers use them correctly. Proper use of teaching methods makes the learning process more enjoyable.
- 5) Helping Teachers Identify Learning Difficulties: Supervisors assist teachers in identifying learning difficulties by employing classroom, group, and individual management techniques.
- 6) Improving Educational Quality: It is the responsibility of every educator to improve the quality of education. This includes teachers fostering students' overall development and creating a conducive learning environment
- 7) Assisting in Classroom Management: Supervisors help teachers manage their classrooms by explaining learning objectives, assigning tasks, and encouraging student engagement in the learning process.
- 8) Organizing and Coaching Teachers: Supervisors organize and coach teachers by motivating them, enforcing discipline, offering consultations, and helping solve teaching problems.
- 9) Equipping Teachers with Evaluation Systems: Supervisors help teachers develop and implement proper evaluation systems, including making assessments, preparing tests, and setting learning standards.

Supervision Programs

The supervisor must prepare both a semester and monthly program, all of which are part of the annual program. These programs serve as guidelines for the supervisor's activities and responsibilities in educational monitoring.

- 1) Annual Program for School Supervisors: The annual program consolidates the semester and monthly programs and includes class visits and educational development activities such as training and seminars.

- 2) Semester Supervision Program: This program is a summary of the monthly programs. It includes planning for school/class visits, the time schedule for supervision, the data collection instruments, and the approach methods.
- 3) Formulation of Goals and Programs: Supervisors aim to improve and enhance the management of Islamic education in schools. Supervisory programs typically have ideal goals and achievable targets. These goals address educational/professional aspects such as curriculum, teaching, assessment, and extracurricular activities, as well as administrative aspects such as school administration, staffing, and student management.

Classroom Observation Stage

This stage occurs while the teacher is conducting a lesson or activity. It is focused on the teaching behaviors previously agreed upon in the initial meeting. Supervisors focus their observation on the teacher, students, or their interaction.

In this phase, the supervisor assesses the teacher's ability to lead the class, mastery of the subject matter, and classroom management. Based on interviews, the supervisor provides guidance in lesson planning, teaching methods, and assessment standards, contributing to the improvement of teaching quality.

c. Da'wah Strategy and Its Implementation in Educational Supervision at MTs As'adiyah No. 60 Lattimu, Bola District, Wajo Regency

Da'wah is an extraordinary activity, shaping individual quality and certainly yielding rewards when performed sincerely and in accordance with Islamic law. A person's duty in da'wah is to join a da'wah group working to uphold the religion of Allah. However, often da'wah groups are unable to carry out their da'wah activities effectively, resulting in limited progress in terms of recruitment and influence within the community. One of the main factors contributing to the failure of da'wah groups is the lack of knowledge and ability to implement effective da'wah strategies.

The da'wah strategies carried out in the educational supervision at MTs As'adiyah No. 60 Lattimu are as follows:

1) Da'wah through Speech

This involves da'wah performed through oral communication, such as lectures, sermons, discussions, advice, and so on. The lecture method is a highly effective strategy used by principals and teachers to improve educational supervision. It is also frequently employed by da'wah preachers in events like study circles, Friday sermons at mosques, and religious gatherings. In terms of quantity, oral communication (lectures and others) is already widely utilized by da'wah preachers in society. In the future, oral da'wah could benefit from modern communication theories by extending it through broadcasting publications, such as radio programs.

2) Da'wah through Actions

Da'wah bil hal refers to da'wah performed through direct actions, where the activity is carried out by setting an example and engaging in real charitable deeds. For example, actions that yield tangible benefits, which can be experienced by teachers as the objects of da'wah. Prophet Muhammad's actions, such as building the Quba Mosque upon his arrival in Medina and uniting the Ansar and Muhajirun, are considered practical examples of da'wah bil hal. Today, this form of da'wah can be implemented through real actions, such as the establishment of Islamic schools, universities, and pesantren (Islamic boarding schools).

3) Da'wah through Writing

Da'wah bil qalam refers to da'wah carried out through writing, including skills in writing for newspapers, magazines, books, and online platforms. The reach of this form of da'wah is broader than oral communication, and its methods do not require specific time commitments. At any time and place, the target audience can engage with the content. Da'wah bil qalam requires special writing skills, which are then distributed through printed media. This type of da'wah may include articles on Islam, Islamic legal Q&A, religious stories, short religious fiction, religious poetry, published sermons, pamphlets, books, and more.

The general purpose of da'wah is to change the behavior of the target audience (mad'u) so that they accept and practice Islamic teachings in their daily lives, covering personal, family, and social aspects. This ensures a life filled with divine blessings and salvation from the punishment of hell.

General goals must be formulated into more operational objectives that can be evaluated for their success. Examples include the level of steadfastness, trustworthiness, honesty, reduced immorality, unemployment rates, and more. These objectives help clarify the direction and activities to be implemented in da'wah, such as who the target audience is, the methods used, and so forth.

Supervision is an effort to provide services to teachers, both individually and in groups, to improve teaching and curriculum. Supervisory activities can be conducted through personal meetings with supervised teachers or group meetings to discuss findings from the supervision process. The goal of supervision is to provide support and assistance to improve the quality of teaching, which ultimately enhances student learning outcomes. It not only improves teaching abilities but also develops the teacher's potential.

The primary issue in implementing supervision in the context of basic education is how to shift from a corrective mindset to a constructive and creative attitude. This creates a situation where teachers feel safe and accepted as individuals capable of self-development. Therefore, supervision should be carried out based on objective data and facts.

The implementation of supervision as an oversight activity based on objective data and facts is an independent area of work within the educational system. There are four interconnected systems in education, as illustrated in Figure 1. These systems do not only relate to each other but also overlap, and at times, certain parts of the system do not fall within the scope of other systems. The oversight system is depicted with a dashed line, while the other systems are represented by solid lines, indicating that while supervision is independent, it still interacts with the other systems.

Supervisory activities are mandatory for ensuring quality in educational practices. These activities are carried out by school principals and supervisors as they provide guidance to teachers. This is necessary because the teaching-learning process, which is central to education, involves interactions between teachers and students that aim to achieve specific goals. Supervisory activities are essential to improving teachers' performance in the learning process.

What comes to a teacher's mind when hearing that tomorrow the school supervisor will be conducting classroom supervision? Classroom supervision involves a series of activities in which the supervisor will observe various aspects of teaching, including the preparation of classroom administration, teaching weaknesses, and providing advice on teaching practices and general teacher behavior.

The presence of supervisors or school principals conducting class supervision is often viewed as an intimidating task for teachers. Teachers may feel anxious about their weaknesses being exposed, despite years of teaching experience. However, many teachers acknowledge that there are things they should have done but have not yet maximized.

On the other hand, supervisors or principals may also feel confused when carrying out classroom supervision. There is a sense of discomfort when observing teachers, as they are aware of the teachers' feelings under scrutiny. Some supervisors or principals may not fully understand the challenges that arise during classroom supervision, or they may feel that they are not more capable than the teachers in terms of teaching practices. These two major issues continue to arise in schools. Unfortunately, neither side attempts to address the underlying problems. Teachers may feel embarrassed to reveal the challenges they face during supervision, while supervisors or principals maintain a distance, preserving their authoritative image.

3.2. Discussion

The role of educational supervision in improving the quality of Islamic education is crucial, as it aims to enhance both teaching quality and the overall educational environment. At MTs As'adiyah No. 60 Lattimu, Bola District, Wajo Regency, educational supervision plays a pivotal role in strengthening the professional abilities of Islamic education teachers, which ultimately elevates the quality of Islamic education provided to students.

As stated by Sirajuddin, a supervisor's role is multifaceted, involving visits, classroom observations, and providing feedback. These activities are central to identifying issues in the teaching process and offering alternative solutions. The aim is to improve teachers' professional skills, which can be achieved through continuous assessment and guidance. This aligns with the theory of constructivism, which emphasizes the importance of active learning and reflection in improving educational practices (Vygotsky, 1978). By allowing teachers to reflect on their teaching methods and receive constructive feedback, supervisors help them enhance their effectiveness in the classroom.

Educational supervision is not merely an evaluative process but a developmental one. Theoretical frameworks such as Kirkpatrick's Four-Level Training Evaluation Model (1994) suggest that the effectiveness of any educational intervention, including supervision, can be assessed through four levels: reaction, learning, behavior, and results. In the context of MTs As'adiyah, supervisors' guidance on teaching models, methods, and media use enhances teachers' pedagogical skills, which can lead to improved student engagement and learning outcomes.

The forms of supervision implemented at MTs As'adiyah, such as guidance on teaching methods, classroom management, and evaluation systems, resonate with the teacher development model proposed by Richards and Farrell (2005). This model advocates for continuous professional development through the provision of feedback, peer support, and ongoing training. Supervisors not only assess teachers' performances but also actively contribute to the development of their teaching practices, ensuring that educational objectives are met effectively.

Furthermore, the incorporation of da'wah strategies in educational supervision at MTs As'adiyah emphasizes the importance of moral and spiritual development in the educational process. Da'wah through speech, actions, and writing serves as a form of transformational leadership (Bass, 1985), where educators and supervisors model values and behaviors that encourage students to internalize Islamic principles. This holistic approach, blending academic instruction with spiritual guidance, aligns with the Islamic educational philosophy, which aims to cultivate both intellectual and moral development in students (Al-Attas, 1980).

The integration of these strategies in the supervisory process reflects the idea that supervision is not just about monitoring but also about fostering growth, reflection, and improvement. Educational supervision at MTs As'adiyah is designed to provide teachers

with the tools they need to succeed while ensuring that Islamic educational values remain at the core of teaching practices. This approach not only improves teaching methods but also enhances the overall learning environment, creating a more effective and holistic educational experience for students.

In conclusion, educational supervision at MTs As'adiyah plays a vital role in improving the quality of Islamic education by providing continuous support, feedback, and professional development opportunities for teachers. The integration of da'wah strategies within the supervision process adds a moral and spiritual dimension to the educational experience, ensuring that both academic and ethical standards are upheld. By fostering a culture of reflection and growth, supervision at MTs As'adiyah contributes significantly to the improvement of Islamic education in the region.

4. CONCLUSION

Based on the discussion of the implementation of supervision for teachers in the field of Islamic studies, the author can draw the following conclusions and findings regarding the implementation of educational supervision:

First, the role of educational supervision is crucial in supporting the improvement of the quality of Islamic education at MTs As'adiyah No. 60 Lattimu, Bola District, Wajo Regency. Educational supervision is an educational activity aimed at improving and developing better learning environments, ultimately contributing to the enhancement of the quality of Islamic education.

Second, the forms of supervision implemented by the supervisor to improve the quality of Islamic education at MTs As'adiyah No. 60 Lattimu, Bola District, Wajo Regency include: (a) guidance on teaching activities to ensure the achievement of educational objectives, (b) guidance on teaching models, (c) the use of teaching media, (d) assisting teachers in identifying learning difficulties, (e) improving the quality of education, (f) classroom management, (g) organizing and coaching teachers, and (h) equipping teachers with evaluation systems.

Finally, the supervision strategy has been proven effective through classroom visits that apply the principles, characteristics, behaviors of supervisors, and the approach from the clinical supervision model. This is evident from the general implementation of the supervision process, which has contributed to the improvement of teaching quality at the school.

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