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Implementation of Academic Supervision of Madrasah Supervisors in Improving the Quality of Islamic Education Learning in Gowa Regency

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KEYWORDS	ABSTRACT
Academic Supervision; Madrasah Supervisor; Learning Quality.	This study aims to explore the implementation of academic supervision by Madrasah supervisors in Gowa Regency to improve the quality of Islamic Religious Education (PAI) learning. Academic supervision is a solution to improve teacher competence, but its implementation is still considered low. This research method involves interviews, observation, and documentation studies. The results showed that academic supervision planning is the primary responsibility of madrasah supervisors, with the Academic Supervision Plan (RPA) as a critical instrument. The initial year meeting involved PAI teachers in preparing an academic supervision work plan, creating a collaborative spirit. Evaluation and analysis of supervision results and follow-up are still a challenge. Time constraints are a bottleneck, and immediate feedback is given after supervision, but comprehensive follow-up has not yet been fully implemented. This research implies that academic supervision needs to be carried out through planned, systematic, and local culture-based stages, such as "table sitting." Values such as deliberation, mutual respect, mutual reminding, mutual glorification, and cooperation are expected to enrich the implementation of academic supervision and improve the quality of PAI learning in madrasas.

Introduction

Education is one of the essential pillars of nation-building. A good education will give birth to the next generation of the nation who are intelligent and competent in their fields. Quality education is expected to produce superior human resources and be able to compete in the era of globalisation. However, the quality of education in Indonesia today is still far from expectations. According to the results of the Program for International Student Assessment (PISA) survey released by the Organization for Economic Co-operation and Development (OECD) in 2022, Indonesia ranks 69th out of 81 countries,

or the bottom 12 countries with low literacy rates (Messman et al., 2024). Therefore, education is increasingly prioritised and quality improved.

Zaini Hidatyat argues that the quality of education is a benchmark for the success of an educational process that can be felt by the community, starting from inputs and educational processes that occur to outputs (output products) of an educational process (Abdillah et al., 2022). Quality improvement requires new ideas that come from an intelligent mind, always contain different parts from those that existed before, and produce more perfect, practical, and accessible so that they are more attractive (Ferdinan & Nurhayati, 2019).

Indonesia's low education quality is attributed to the human resources and institutions involved in it. According to Hoesny's research on problems and solutions in improving teacher competence and quality, UNESCO data in the Global Education Monitoring Report 2016 shows that education in Indonesia ranks 10th out of 14 developing countries. The quality of teachers in Indonesia is ranked 14th out of 14 developing countries, or the last rank (Hoesny & Darmayanti, 2021) in developing the quality of education (Ferdinan & Nurhayati, 2019).

The quality of learning depends mainly on the quality of the educator or teacher. A teacher must be proficient in choosing the right learning approach (Ferdinand, 2023). However, with the situation and conditions of classes, students, and subject matter to be delivered, teacher competence in learning in madrasah is still considered low. The 2020 Teacher Competency Assessment (AKG) showed low scores of professional competence and pedagogic competence (Mursidin et al., 2023). Teachers not only teach but also educate, so special skills are needed. Therefore, improving teacher competence is a focus for the future.

Improving the quality of education is supported by qualified professional teachers who can perform their duties. It functions well in preparing quality human resources through a quality learning process. (Ferdinand, 2016). Efforts to improve the quality of educational resources through coaching teachers must be carried out continuously. Technical assistance in the form of academic supervision is one way to continuously improve teacher capacity. However, academic supervision by madrasah supervisors is still considered low in effectiveness, as revealed in the 2020 madrasah supervisory assessment (Mursidin et al., 2023). Therefore, it is necessary to improve the quality of academic supervision to support the improvement of teacher professionalism.

Academic supervision is a series of activities that help teachers develop the ability to manage the learning process to achieve learning objectives. So, academic supervision does not assess teacher performance in managing the learning process but helps teachers develop their professional abilities.

The implementation of adequate supervision must be pursued more deeply to improve performance for those who play a role in education, such as the teacher and an implementer in the educational process (Safitri et al., 2023). Academic supervision by the principal involves three stages. First, planning involves setting goals, schedules, and approaches. Second, the principal supervises the planning, implementation, and

evaluation of teacher teaching using individual and group techniques with a collaborative approach. Third, supervision follow-up includes analysis of evaluation results and teacher skills and attitudes, carried out through supervision results meetings with a collaborative approach and support for subject field training such as learning device development seminars (Habsyi & Wahid, 2023). The teacher's main task manifested in teaching and learning activities, is a form of teacher performance (Karsiyem & Wangid, 2015).

Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform of the Republic of Indonesia Number 21 of 2010, which has been amended by Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform Number 14 of 2016, outlines the authority of school/madrasah supervisors in improving the quality of education. However, implementing academic supervision still shows low assessment scores, especially in academic and managerial supervision. Therefore, it is necessary to improve the performance of madrasah supervisors to support the supervision quality improvement program.

Director General of GTK Regulation Number 4831/B/ HK.03.01/2023 outlines the role of school supervisors in implementing the Free Learning policy in education units. Academic supervision competence is the primary key that madrasah supervisors must possess. However, preliminary observations show discrepancies between regulations and the implementation of academic supervision by madrasah supervisors in the Gowa District. Technical assistance in the form of academic supervision should be carried out collaboratively by the head of the madrasah and the supervisor of the madrasah to improve the quality of learning. Academic supervision in education aims to develop better learning and teaching situations through coaching and improving the teaching profession.

In improving the quality of education, the role of supervisors of education units becomes crucial. Therefore, developing supervisors to carry out supervisory duties correctly and with national standards is absolute. Improving teacher professionalism should be the focus of educational supervision activities. Through the results of the analysis of the implementation of academic supervision, follow-up is needed that can have a tangible impact on improving the learning process and achieving the ultimate goal of learning.

Based on these facts, madrasah supervisors must carry out academic supervision optimally as civil servants with absolute supervisory duties. School/madrasah supervisors act as an interface between policy and implementation and, therefore, must be able to think conceptually and be good implementers. Madrasah supervisors must be able to build governance and quality culture in education units through adequate and effective education supervision.

Directorate General of Teachers and Education Personnel, Each supervisor of education units, both in groups and individually, must prepare an academic supervision program plan consisting of an annual supervision program, semester supervision program, and academic supervision plan, which includes aspects of coaching, monitoring, assessment and professional bilat of teachers.

Overall, the results of educational supervision activities should provide tangible benefits in developing madrasahs and improving teachers' professional performance. By looking at the facts, the reality of academic supervision of madrasah supervisors and the quality of learning of Ag Education teachersThe competence of supervision of supervisors and heads of madrasahs in Gowa Regency is uneven. The existence of a madrasah head who is minimal in supervising causes problems not to be adequately resolved. Follow-up results of academic supervision need to be improved to have a tangible impact on the learning process in Madrasah.

Based on these conditions, madrasah supervisors can develop coaching programs to develop teacher teaching skills or improve teacher professionalism. This is based on the consideration that the supervision carried out without follow-up activities has no meaning (Hartanto & Purwanto, 2019).

Initial observations show a correlation between foundation owners' appointment of madrasah heads without competency selection and low supervision performance. The role of the Foundation is enormous in selecting the head of the madrasah in Gowa Regency, and this affects the quality of academic supervision.

Based on these facts, it seems that the implementation of academic supervision of madrasah supervisors in the Gowa Regency has not reached the ideal concept expected. Therefore, further research is needed to explore these problems.

Research Methods

The type of research used is field (field Research). According to Dedy Mulyana, field research is a type of research that studies phenomena in their natural environment Dedy Mulyana, 2004. Field research intensively studies social units' backgrounds and interaction circumstances, individuals or groups. For this reason, the primary data is from the field, so the data obtained is based on reality regarding the phenomena in the research location.

Results and Discussions

Academic Supervision Planning in Improving the Quality of PAI Learning

Planning academic supervision is the primary responsibility of madrasah supervisors. The stages of planning preparation are involved systematically, ensuring that supervision activities run optimally. In addition, document-based planning is critical to ensuring supervision is planned, systematic, and based on concrete evidence. Interviews with supervisors and madrasah heads confirmed the importance of document-based academic supervision planning.

In this context, the Supervision Work Plan becomes a critical aspect. This plan, including the academic supervision plan, is considered the obligation of every supervisor. Preparing academic work planning is an essential step as a reference in carrying out supervisory duties. The supervision program, which involves annual programs, semester programs, and the Academic Supervision Plan (RPA), is the leading guide in supervising.

However, the superintendent of Madrasah Gowa District faces limitations in planning. Some supervisors face obstacles, such as health problems and other activities,

which cause delays in preparing supervision plans. To overcome these challenges, some supervisors use the Bimlat program as a tool in planning, mainly if the activities to be accommodated are too much. This reflects efforts to remain efficient and effective in planning academic supervision amidst the limitations that may be faced.

Some of the highlights of academic supervision planning identified involve:

1. Formulation of Supervision Objectives

Madrasah supervisors in the Gowa District have generally formulated supervision objectives in their planning. This objective is essential to provide direction for implementing supervision activities and focus on relevant aspects.

2. Supervision Schedule:

Madrasah supervisors generally make a schedule for the implementation of supervision before going to the field. This schedule is presented to the madrasah for supervision, allowing teachers to prepare.

3. Supervision Approaches and Techniques:

In supervision planning, supervisors use direct, indirect, and collaborative approaches. They also choose supervision techniques such as class visits, observations, workshops, and group meetings, which are tailored to the needs and focus of supervision.

4. Academic Supervision Instruments:

Madrasah supervisors have developed academic supervision instruments, although most use adapted instruments. This instrument is used to identify the profile of teachers' abilities in planning and implementing learning.

Madrasah supervisors realise the importance of supervision instruments in facilitating and improving the effectiveness of the supervision process. Although most of the instruments result from adaptation, there have been attempts to adapt the instruments to the specific needs of the madrasa. Teachers, madrasah heads, and deputy madrasah heads for curriculum are involved in planning academic supervision. The goal is to develop a more qualified plan and generate a task commitment to improve the quality of Islamic Religious Education learning in madrasas.

Madrasah supervisors try to ensure that their approach and techniques meet the objectives and aspects to be supervised. Involving teachers in planning is expected to create commitment and support for improvement programs carried out by supervisors. Although some supervisors still use the previous year's supervision program, efforts to create an organised schedule and compile academic supervision instruments significantly improve madrasas' learning quality. Nevertheless, the implementation of academic supervision by madrasah supervisors in the Gowa Regency demands the application of duties, responsibilities, and complete authority to supervise the technical aspects of education and administration. In this framework, the academic supervision process includes a series of activities, such as coaching, monitoring, and performance appraisal, as well as mentoring and professional training of teachers. Although academic supervision coaching focuses on improving teacher competence, this program's realisation level varies.

Academic Supervision Construction

Construction is carried out through the help of professionals to the teacher to improve competency.

The results of the observations show variations in the implementation of coaching, especially related to the management of students.

Academic Supervision Monitoring:

Monitoring is scheduled, focusing on content standards and learning processes.

Supervisors carry out active monitoring activities using monitoring instruments and interviews.

Teacher Performance Appraisal:

a. Teacher performance assessment (PKG) is carried out using a variety of approaches and methods, including authentic approaches.

b. The realisation of PKG varies; some supervisors involve madrasah heads and teachers, while others rely on madrasah heads.

Teacher Professional Guidance and Training

1. Guidance and professional training of teachers experience obstacles, mainly due to lack of activity in teacher group activities.

2. Mentoring and training programs are not always fully realised due to busyness, lack of motivation, and support facilities.

Although Gowa District madrasah supervisors are generally actively involved in various aspects of academic supervision, challenges such as the low activity of teacher group activities are obstacles to achieving the goals of coaching and improving the quality of education. Therefore, further efforts are needed to motivate teachers and increase participation in mentoring and training activities.

Participation of PAI Madrasah Teachers in Gowa District in Planning

The active participation of Islamic Religious Education (PAI) teachers in planning academic supervision programs in Madrasah Gowa Regency is recognised as a crucial factor that contributes significantly to improving the quality of learning. In this case, the supervisor is more of a facilitator who invites and accommodates teacher input regarding aspects of learning that require exceptional guidance and attention.

At the beginning of each school year, a strategic meeting is initiated involving the head of the madrasah, the deputy head of the madrasah for curriculum, and PAI teachers. This meeting has a clear purpose: to prepare an academic supervision work plan. The involvement of PAI teachers in this planning stage is not only a formal step but also a clear recognition of the subject's specific role in improving the overall quality of learning.

Interviews with relevant stakeholders showed that madrasah supervisors in Gowa District have generally succeeded in developing an academic supervision planning program. This awareness of the importance of planning is reflected in concrete efforts to improve the quality of learning. The fact that PAI teachers actively contribute input and provide support for implementing improvement programs shows a robust collaborative spirit in achieving common goals.

Thus, academic supervision planning in Gowa Regency is specifically directed to improve the quality of Islamic Religious Education learning. Madrasah supervisors strive to ensure that all relevant parties, including PAI teachers, are involved in this planning process to achieve optimal results.

Although most madrasah supervisors in Gowa District have successfully developed academic supervision plans, there have been cases where some supervisors still use the previous year's supervision program documents that have not been updated for the current year. The main factor is the reason for being busy with other activities, but they stated they still have the previous supervision program. Nevertheless, the focus is maintained, with the aim of academic supervision still formulated by most supervisors, covering aspects of coaching, monitoring, assessment, teacher guidance and training.

Evaluation and Analysis of Academic Supervision Results

Based on data from academic supervision instruments that have been implemented, the next step is to analyse them. The analysis is carried out to identify the strengths and

weaknesses of teachers, including problems and contributing factors so that the priority of improvement needed can be determined. Improvement efforts based on the analysis results aim to help teachers improve the quality of learning. At this stage, supervisors must show high self-confidence to foster teachers' strong confidence in their competencies. Data analysis of the collected academic supervision results is the basis for providing input/feedback and planning follow-up to improve teacher performance in the learning process.

An overview of the implementation of the evaluation of the results of academic supervision by the supervisor of the madrasah of Gowa District, as outlined by the author, reveals some information. Nurbiah's informant stated that the evaluation of the results of the supervision program was carried out in at least three things, namely 1) evaluation of teacher coaching results, 2) evaluation of SNP monitoring results, and 3) evaluation of teacher performance appraisal. All of these programs require an evaluation report as a mandatory step taken by every supervisor to assess the success of the implementation of the academic supervision program.

However, Informant Ismail HR said that limited time was an obstacle in evaluating the results of the supervision program. Although recognised as necessary, sometimes the evaluation cannot be done thoroughly. Additionally, some supervisors have difficulty analysing the supervision results and drawing up follow-up plans.

In addition to information from interviews, data from observations and documentation studies show that most of the supervisors of Madrasah Gowa Regency have not evaluated and analysed the results of the implementation of academic supervision. Thus, it can be predicted that their planning is not entirely based on the aspects found during the supervision process.

Feedback and Follow-up on Academic Supervision Results

Feedback is, in essence, a comment on a work outcome, in this case, the learning process. Feedback can be given in writing or orally, directly to the teacher. In academic supervision, follow-up supervision results are essential in improving the learning process. Supervision follow-up can be in the form of evaluating supervision results and concrete follow-up.

Various opinions from informants reveal that supervision feedback is given immediately after supervision is implemented. Gathering newly supervised teachers aims to provide direct feedback, praise, and suggestions for improvement. However, there are also differences of opinion regarding the feedback methods used, such as verbal or verbal feedback, which is considered more effective.

Informant St. Nursiah explained that reflection or feedback is carried out immediately after supervision to get completeness in the implementation of supervision activities. This helps to find out the weaknesses and shortcomings of teachers in learning activities. Follow-up is carried out immediately after supervision by gathering teachers who have been supervised and conveying the strengths and weaknesses of each teacher.

Recognition from a teacher shows that feedback is given after supervision is done by gathering teachers supervised in one room. The supervisor presented his findings, both strengths and weaknesses of teachers. While there are concerns about the number of deficiencies teachers might feel ashamed of, the feedback has positive value because it motivates improvement.

However, the conclusion of all the information shows that most madrasah supervisors have not carried out follow-up supervision results, which is an essential stage in implementing academic supervision. Reflection after supervision activities is

considered the end of the supervision series, whereas evaluation and analysis of supervision results and comprehensive follow-up are essential elements in achieving improvement.

Research Implications and Findings

This research provides theoretical implications that to improve the quality of learning, academic supervision needs to be carried out by madrasah supervisors through the stages of planning, implementation, analysis and feedback, follow-up, and reporting.

The uniqueness of this study lies in the supervision technique by madrasah supervisors, which can be done with a local wisdom approach, referring to the icon "abbulo sitting." A'bulo sitting, derived from the Makassar language, meaning "a stick of bamboo," is an allusion to a group that is one taste, cooperates, and is one in the same way. The philosophy of a'bulo sibatang shows strong unity and togetherness, illustrated through the many bamboo segments.

In the technical context of supervision, the concept of a'bulo sibatang integrates values such as empo sipatangarri, sipakatau, sipakainga', sipakala'biri, and assamaturuk. Empo sipatangarri represents deliberative activities where people gather to give suggestions together. This is based on the principle of deliberation advocated in Islam.

1. Sipakatau reflects the value of mutual respect, emphasising the need to respect each individual. This is in line with Islamic teachings on respecting and respecting others.
2. Sipakainga' means reminding each other not to commit crimes or deviant acts. In academic supervision, this value emphasises the importance of reminding each other in carrying out supervision activities.
3. Sipakala'biri' or mutual glorification between fellow employees and superiors, teaches to realise the strengths and weaknesses of each individual. This aligns with Islamic teachings on the importance of glorifying each other.
4. Assamaturuk shows the importance of togetherness, unity of mind, and cooperation to achieve common goals. In the context of implementing academic supervision, this refers to the need to think and work together to achieve a better quality of learning.

Implementing the principles of a sitting culture is expected to be internalised in implementing academic supervision. Mutual respect, reminding, glorifying, and working together can improve the madrasah's learning quality.

By integrating local cultural values in the implementation of academic supervision, it is hoped that madrassas can achieve Islamic learning goals more effectively and harmoniously.

Conclusion

From the field research conducted, it was revealed that education is one of the essential pillars of building a country. Quality education is expected to produce the next generation who are intelligent and competent in their respective fields to compete in the era of globalisation. However, Indonesia's education quality is still far from expectations. Based on the results of the Program for International Student Assessment (PISA) survey released by the Organisation for Economic Co-operation and Development (OECD) in 2022, Indonesia ranks 69th out of 81 countries, or in the bottom 12 countries with low literacy rates. Implementing the principle of sitting culture can be an internalisation material in implementing academic supervision. Mutual respect, reminding, glorifying, and working together can improve madrasas' learning quality.

Thus, improving the quality of education in Indonesia requires efforts to improve infrastructure and resources, severe attention to the planning of academic supervision, and the application of the principles of sitting culture in the educational process.

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