



## Implementing of Supervisors as the Agent of Change in Islamic Education in Indonesia: Case Study of Islamic Religious Education Supervisors in Kuningan Regency

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### Abstrak

Artikel ini bertujuan untuk mengungkap pelaksanaan peran pengawas sebagai agen pendidikan agama Islam, dan pelaksanaan pengawasan, serta dampak pelaksanaan pengawasan terhadap kinerja guru pendidikan agama Islam. Penelitian ini merupakan penelitian lapangan (field research). Untuk mengumpulkan data lapangan digunakan metode observasi, wawancara, dan dokumentasi dengan analisis data deskriptif kualitatif yang diuraikan secara sistematis, faktual, dan cermat, kemudian data disimpulkan secara induktif. Sampel diambil dengan purposive sampling dan data dianalisis dengan analisis kualitatif. Sampel penelitian adalah 25 pengawas di Kabupaten Kuningan Jawa Barat. Hasil kajian menunjukkan bahwa peran pengawas pendidikan agama Islam di Kabupaten Kuningan sudah baik, meskipun belum optimal. Hubungan antara pelaksanaan supervisi dan pemberian bimbingan kepada guru di sekolah sudah baik tetapi belum optimal. Selain itu, banyak sekolah yang dibina untuk supervisi, dan pelaksanaan supervisi berdampak signifikan terhadap kinerja guru pendidikan agama Islam. Dampak yang ditunjukkan antara pelaksanaan supervisi terhadap kinerja guru adalah positif. Karena keterbatasan penelitian ini, diharapkan penelitian lain dapat menggali aspek-aspek yang belum dibahas. Proses pelaksanaan profesionalisme guru berupa evaluasi diri melalui penilaian kinerja guru merupakan temuan baru pengawas PAI Kabupaten Kuningan yang memiliki nilai positif dalam menjalankan tugas pengawasan..

**Kata Kunci:** 1 atau lebih kata atau frase yang penting, spesifik, atau representatif bagi artikel ini

**PELAKSANAAN PENGAWAS SEBAGAI AGEN PERUBAHAN PENDIDIKAN ISLAM DI INDONESIA**  
(Studi Kasus Pengawas Pendidikan Agama Islam di Kabupaten Kuningan)

### Abstract

This article aims to reveal the implementation of the supervisor's role as an agent of Islamic education, and the implementation of supervision, as well as the impact of the implementation of supervision on the performance of Islamic religious education teachers. This research is field research (field research). To collect field data, observation, interview, and documentation methods were used with the analysis of qualitative descriptive data which were described systematically, factually, and carefully, then the data was concluded inductively. Samples were taken by purposive sampling and data were analyzed by qualitative analysis. The research sample was 25 supervisors in Kuningan Regency, West Java. The results of the study show that the role of supervisors for Islamic religious education in Kuningan Regency is good, although not optimal. The relationship between the implementation of supervision and the provision of guidance to teachers in schools is good but not optimal. In addition, many schools are fostered for supervision, and the implementation of supervision has a significant impact on the performance of Islamic religious education teachers. The impact shown between the implementation of supervision on teacher performance is positive. Due to the limitations of this study, it is hoped that other studies can explore aspects that have not been discussed. The process of implementing teacher professionalism in the form of self-evaluation through teacher performance assessment is a new finding of the Kuningan Regency PAI supervisor which has a positive value in carrying out supervisory duties.

**Keywords:** Peran pengawas, Pelaksanaan pengawasan, Dampak pengawasan

## Introduction

Islamic education has an important role in shaping the character and equipping Muslims with deep religious knowledge. In Indonesia, as a country with a majority Muslim population, Islamic education is an integral part of the national education system. However, to ensure the quality and effectiveness of Islamic education, there needs to be effective supervision and the role of supervisors as agents of change who play a role in improving Islamic education in Indonesia.

The importance of supervisory implementation has been widely studied by researchers. The most important things in the context of education include providing certainty for the quality of education (Hajani, Padang & junior, 2022; Sutisna, 2022). The supervisory board conducts monitoring, evaluation, and coaching of educational institutions to ensure that the established educational standards are met. As agents of change, supervisors have a responsibility to drive innovation and improvement in the Education system (Jannah, 2020; Satyawati, 2020). Supervisors can provide advice, training, and guidance to teachers and educational institutions to improve teaching methods, curriculum, and school management. Supervisors also play a role in building partnerships with various relevant stakeholders, such as government, educational institutions, communities, and parents (Musdalipa et al., 2021). Through this partnership, supervisors can advocate for the interests of education, strengthen cooperation, and encourage synergies in efforts to improve the quality of education. In this case, the principal has a role as educational supervision.

The task of educational supervision or school supervisor is to ensure that the learning process takes place properly and in accordance with the established educational standards. This includes classroom observation, curriculum development, teacher training, and monitoring of learning

programs. The task of school supervisors is to supervise education to ensure that learning programs run effectively and efficiently (Rahman, 2021). Other observers stated that educational supervision aims to ensure that the learning process runs in accordance with the established educational standards (Juliana, Yusrizal & Niswanto, 2021)

Some of the duties of educational supervision or school superintendents that are often carried out include classroom observation, curriculum development, teacher training, and monitoring learning programs. School supervisors should monitor teacher performance and provide constructive feedback to improve the quality of learning in the classroom (Rachmawati, 2016). School supervisors should assist in the development of curricula that are in accordance with educational standards and ensure that the curriculum is well implemented (Slameto, 2016; Nirvana, 2019). School superintendents should provide training to teachers to improve their skills in teaching and managing classes (Maru'ao, Wau & Matondang, 2016). School supervisors must ensure that learning programs in schools are in accordance with educational standards and provide good results (Nur, 2010).

School supervisors are also responsible for ensuring that schools follow applicable rules and regulations (Joni, Djailani & Ibrahim, 2016). This includes ensuring that the school has the necessary documents, such as school work plans and financial statements, as well as ensuring that all administrative procedures are carried out correctly. In addition, school superintendents also play a role in evaluating overall school performance. They must analyze data and information about school performance, including student test results and graduation rates, to ensure that the school is achieving its goals. According to Selamet (2017), evaluating school performance is one of the main tasks of school supervisors. This evaluation is

conducted to identify the strengths and weaknesses of the school in achieving goals and provide recommendations to improve performance. According to Hartono, Udin & Riyanto (2022) school principals as educational supervisors are obliged to integrate religious and social attitudes.

In carrying out the duties of educational supervision or school superintendent, it is important for school superintendents to have adequate competence. According to Larasati, Wiyono & Supriyanto (2020), some of the competencies required by school supervisors include: knowledge of educational principles and curriculum, ability to analyze data and make decisions, ability to provide feedback, ability to work with various stakeholders, and ability to develop training programs for teachers.

The implementation of supervision in Indonesia has been running for decades. However, there are still some challenges faced in its implementation. One of the main challenges in implementing supervision in Indonesia is the lack of consistency in its implementation. This can be caused by various factors such as lack of supervision, lack of resources, and lack of commitment from leaders to carry out supervision consistently (Rawung et al., 2020). Things that need to be avoided in supervision tend to be more controlling and reprimanding, rather than coaching and providing constructive feedback. As a result, the supervision carried out is not effective in improving teacher performance. Training and skill development of supervisors can also lead to ineffective supervision: One of the things that is often overlooked in the implementation of supervision in Indonesia is training and skill development for supervisors. This can hinder the supervisor's ability to carry out supervision duties properly.

Supervision can be inconsistent in the performance of its duties due to inconsistency. Consistent supervision requires adequate resources, such as time, energy, and budget (Nurfatah & Rahmad,

2018). However, sometimes the resources available are limited, so supervision cannot be carried out consistently. The implementation of consistent supervision also requires commitment from organizational leaders or supervisors' direct supervisors (Darma, Julkifli & Rianti, 2022). If leaders do not provide enough support, supervisors may feel less motivated to exercise supervision consistently.

Search results related to the implementation of supervision being ineffective can be caused by several factors, including: lack of managerial skills and experience, namely Supervisors who do not have adequate managerial skills and experience may not be able to provide clear direction and motivate employees in an effective way (Lisna & Munastiwi, 2020). As a result, employees may feel confused or unmotivated to improve their performance. In supervision activities, supervisors should avoid not giving effective feedback. Unclear or untimely feedback can make employees feel frustrated and unmotivated to improve their performance (Oktaviani & Rofii, 2018). Supervisors who do not provide effective feedback may also not understand teacher needs and preferences, which can hinder performance improvement efforts.

Supervisors who do not set clear and measurable goals will make teachers feel confused about what is expected. This can hinder performance improvement efforts because teachers do not have clear guidelines on what they need to achieve. Therefore, effective supervision must consider these factors and work closely with employees to develop a clear and measurable performance improvement plan. Effective supervision should provide clear and timely feedback, monitor employee performance regularly, provide adequate support, and set clear and measurable goals to improve employee performance.

## Method

This research uses a qualitative approach, Muhajir (1996) qualitative approach is a research strategy and technique used to understand society, problems or symptoms in society by collecting as many in-depth facts as possible, data is presented in verbal form not in the form of numbers. This approach is used by the author because the subject of this dissertation research study is "Implementation of the Role of Supervisors as Agents of Change in Islamic Education in Indonesia" (Case Study of PAI Supervisors of Kuningan Regency). The field research method is to identify problems or issues that want to be researched in the implementation of supervision. This can be done by conducting initial observations or interviews with parties involved in supervision. Through the field research method, researchers expect to catch unexpected events or events.

This research is field research, using qualitative analysis. Therefore, the data collected in this study is in the form of information in the form of information and not in the form of numbers. Qualitative analysis is considered more appropriate in this study, because this analysis is expected to be more likely to develop this research in order to gain a deep understanding. In accordance with its purpose, qualitative research is aimed at understanding social phenomena from the perspective or perspective of participants. Participants are people who are interviewed, observed, asked to provide data, opinions, thoughts, and perceptions. The primary data sources of this study are; Supervisor of elementary school Islamic education at a school in Kuningan district, Elementary school Islamic education teacher, and school principal.

PAI supervisors in Kuningan district number 25, consisting of 13 PAI supervisors at the kindergarten / elementary / sdlb level, with a total of 228 kindergartens and 658 elementary schools, PAI supervisors at the junior high / SMPLB

level totaling 9, with a total of 93 schools and 3 supervisors of high school / SMALB / SMK with a total of 27 high schools and 35 vocational schools. This number includes 2 PAI Provincial Disdik supervisors. Kuningan Regency, whose area is very large, even its geographical location, which is mostly mountainous, is an obstacle in terms of transportation.

## Result and Discussion

### 1. The Role of PAI Supervisors in schools

The concept of the role of supervisors in this study is the main function and task of PAI supervisors in improving the quality of education and the preparation of educational programs by supervisors on the quality of education in Kuningan Regency.

Several statements from informants indicate that PAI supervisors have had the role expected by teachers in schools. Namely partners / partners educators, as innovators, as consultants and as motivators. The success of teachers in academic aspects is also inseparable from the supervision activities carried out by supervisors. This can be seen from the frequency of visits by supervisors and the presence of school supervisors to supervise or guide at KKG can be said to be good, because in one semester supervisors can make 2 to 3 visits.

One of the ways I do to improve the quality of schools is by supervising the performance of principals and teachers on a regular basis. The results stated that supervisors conduct supervision with the aim of ensuring that teachers and principals are able to provide a quality learning experience for students. In addition, supervisors have been able to provide feedback to principals and teachers on their performance. The supervisor has also provided suggestions to improve or improve the quality of learning in the school. The role of the supervisor is very important to provide an evaluation of the Institution.

The results of supervision activities carried out by supervisors, based on the

results of research, supervisors have provided advice to school principals in developing better work plans and education policies. The supervisor provides advice and advice to develop an effective and efficient curriculum, as well as assists the principal in managing human resources in the school.

Overall, the role of supervisors is very important in improving the quality of schools. By supervising, assisting principals in developing education policies, and facilitating professional development programs for teachers, supervisors can ensure that the quality of learning in schools can be improved and students can achieve better learning outcomes.

## 2. Implementation of Supervision in Schools

The findings show that the relationship between the implementation of supervision and coaching teachers in schools is good. Several statements from the interview results show that so far PAI supervisors have carried out the role as expected by the guidance teachers in the school. The success of teachers in academic aspects is also inseparable from the supervision activities carried out by supervisors. This can be seen from the frequency of good supervisor visits. The presence of school supervisors to supervise or guide KKG can be said to be quite good, because in one semester supervisors can visit 2-3 times or even more.

Supervisors as partners / co-workers of teachers in improving the success and quality of education in schools, through good discussion and communication between teachers and supervisors, are open and always ready to serve every complaint faced by teachers, as well as partners in helping teacher difficulties. While the teacher as the main actor and spearhead of learning activities that interact directly with students in the learning process. Teachers are the leading implementers of children's education in schools. The success or failure of efforts to improve the quality of education is largely determined by the

abilities of teachers. Given the importance of the role of teachers in efforts to improve the quality of education, it is appropriate if the ability of teachers is improved through continuous coaching programs through supervisory activities. School visits and classroom observations are techniques for a supervisor in the implementation of supervision at school.

Supervision has been well implemented based on cooperation between supervisor and teacher. Supervision has been implemented and does not eliminate the function of supervision . One of the main functions of supervision is to improve the quality of learning in the classroom (Ngole & Mkulu, 2021; Mujiati, Suriansya & Effendi, 2019). The results of supervision reveal that teachers teach effectively, students learn well, and subject matter is delivered appropriately and accurately.

Supervision also serves to ensure that teachers follow applicable rules and regulations (Chi-kin Lee, Ding & Song, 2008; Assunção Flores & Gago, 2020). This includes ensuring that the school has the necessary documents, such as school work plans and financial statements, as well as ensuring that all administrative procedures are carried out correctly. The supervisor's results on compliance with regulatory rules can be declared good, which is characterized by all documents being complete.

Developing curriculum: Supervision also serves to develop a curriculum that suits the needs of students and the community. This includes ensuring that the curriculum includes relevant and up-to-date material and follows national and international standards.

## 3. Impact of Supervision Implementation

The results of the interview related to the implementation of supervision, that the principal believes supervision is one of the most important tools in improving performance and also all teachers in the school. Through the implementation of supervision, the principal can monitor the

quality of learning provided by teachers, and provide constructive feedback. In addition, the principal can also identify areas that need improvement or improvement, so as to take appropriate steps to improve the quality of learning in the school.

The headmaster also stated that supervision can also help in managing teacher performance effectively. By conducting supervision in a planned and periodic manner, you can find out the abilities and needs of each teacher, and provide the necessary support to improve performance. This can help to ensure that all teachers in the school can provide a quality learning experience for students. Not only that, supervision can also help in improving the relationship between me and teachers at school. Another advantage of supervision is being able to interact with teachers more closely and build positive working relationships. This can help to strengthen the work team in the school, and increase the motivation and morale of teachers in achieving common goals.

Overall, the headmaster believes that the implementation of supervision can help the principal's performance in managing the quality of education. By conducting supervision in a planned and periodic manner, it can ensure that teacher performance in schools can be improved, as well as create a better learning environment for students.

Teacher performance is a component of human resources that must be fostered and developed continuously in order to prepare a generation that not only has skills and expertise in their respective fields but also has noble morals, meaning that teacher performance has an important role in improving the quality of education. This is also stated by Lestari & Putra (2021) that no matter how good and complete the curriculum, infrastructure factors and teacher competence are obstacles to the quality of education quality development.

Supervision activities have also been able to improve teacher performance based

on observations by the principal. Supervision can help improve teacher performance by providing constructive feedback on the quality of their teaching (Tuytens & Devos, 2017; Lee, Idris & Tuckey, 2019). Supervision can also help teachers develop new skills and knowledge through the training and support provided. Teacher performance needs to be improved because it has responsibility in the formation of students' abilities and mentality, for that problems related to teacher performance both seen from physical and psychological aspects need to be the attention of supervisors as supervisors and motivators. This is in accordance with what was conveyed by the results of an interview with the head of the PAI Cilimus KKG that through various activities and meetings always provide motivation to work professionally as a teacher.

The success of schools in improving the quality of education is closely related to the ability of supervisors to carry out supervision to their teachers such as providing assistance in the form of guidance, coaching and services that can advance teacher performance in carrying out their duties. In addition, supervisors as supervisors must be able to develop the creative potential of the teachers they foster both through training, workshops on education.

The results of the interview proved that the principal believes that effective supervision can improve the quality of learning. Supervision can help teachers to improve and improve the quality of teaching, as well as provide inspiration and motivation to improve teaching skills (Lalupanda, 2019). Thus, supervision can help improve student achievement, and make schools a better institution in providing quality education.

## Conclusion

The results showed that the implementation of the supervisory role has been carried out well. The results show that

supervisors have carried out their supervision optimally. There is renewal as the role of innovators and discussion and openness that acts as partners. The frequency of supervision is still not optimal in coaching teachers. The implementation of supervision is only carried out by means of class visits, class observations, group coaching in collaboration with KKG, workshops and seminars. The implementation of supervision has a significant impact on teacher performance. Teachers can already take advantage of maximum guidance from supervisors. The implementation of supervision of teacher performance is positive with the implementation of supervise.

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