



## Empowerment of Supervisors for Achieving Madrasah Innovation: A Case Study at Mts Laboratory in Jambi City

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### Abstract

This study aims to explore and analyze the empowerment of supervisors in supporting the achievement of innovation at MTS Laboratorium Kota Jambi. Educational supervisors have a central role in encouraging change and innovation in madrasahs. Supervisors are no longer expected to focus only on administrative functions; they are now expected to be able to act as agents of change by guiding principals and teachers in implementing innovative programs. Through the qualitative descriptive case study method, this study is expected to provide a comprehensive understanding of the empowerment of supervisors to achieve innovation at MTS Laboratorium Kota Jambi. The results of the study will provide strategic recommendations for the development of a more adaptive and innovative educational supervision system in madrasahs.

*Keywords: Supervisors, Madrasah Innovation, Educational Supervision*

### Introduction

Madrasahs are not only expected to provide high-quality academic education but also to instill moral and spiritual values. The Ministry of Religious Affairs (Kemenag) encourages continuous innovation within madrasahs to produce globally competitive students with strong Islamic character.[1]

MTS Laboratory in Jambi City strives to be an example of implementing this innovation. However, challenges such as limited funding, resistance to change, and bureaucratic complexities often hinder the development of innovation in schools. Without effective supervision, innovations

in madrasahs risk stagnating or not being optimally implemented.[2]

The supervisors at MTS Laboratory in Jambi City are expected to foster synergy between educators, students, and other stakeholders to achieve better educational quality. However, carrying out this role requires adequate support and an efficient and adaptive supervisory system.

Despite various challenges, madrasah supervisors have significant opportunities to support innovation, one of which is through the utilization of technology. Information technology allows supervisors to monitor and evaluate remotely, especially in the context of online or hybrid

learning. Additionally, collaboration with universities and other educational institutions can enrich the innovation within madrasahs.[3]

Laboratory in Jambi City is an exploration of how the role of supervisors can be optimized to foster continuous innovation in madrasahs. In the context of Islamic education, madrasahs are not only responsible for delivering high-quality academic instruction but also for nurturing students' moral and spiritual development. The Ministry of Religious Affairs (Kemenag) has long recognized the need for innovation within madrasah education to ensure that students are globally competitive while maintaining a strong Islamic character. However, the traditional educational models often face obstacles such as limited resources, resistance to change, and complex bureaucratic processes, which impede the implementation of these innovations. This research aims to address the gap by focusing on how effective supervision can facilitate the transformation of madrasah education.

A novel approach of this study lies in its emphasis on the empowerment of supervisors, a role that has traditionally been undervalued in the process of educational innovation. At MTS Laboratory in Jambi City, the supervisors are tasked with not only overseeing academic performance but also encouraging collaboration among educators, students, and other stakeholders. This role, however, can only be effective if supported by a robust and adaptive supervisory system. The research highlights how supervisors can act as key enablers of innovation by fostering an environment conducive to change, particularly in the face of challenges such as resistance to innovation and the complexity of educational administration. Empowering supervisors to take on this leadership role in innovation is

a critical step toward improving the quality of education in madrasahs.[4]

The study also introduces the state-of-the-art use of technology in the supervision process, offering a contemporary solution to the challenges faced by madrasah supervisors. With the advent of digital tools and online learning platforms, supervisors at MTS Laboratory in Jambi City can now remotely monitor and evaluate teaching practices, making the supervision process more flexible and efficient. Moreover, leveraging technology allows supervisors to track progress and provide timely feedback to educators, especially in hybrid or online learning environments. In addition, the study underscores the potential for collaboration with universities and other educational institutions, further enriching the innovation process. This approach, integrating technology and collaboration, represents a forward-thinking strategy to overcome traditional barriers and to advance madrasah education into the modern era.

### **Method**

This study aims to explore and analyze the empowerment of supervisors in supporting the achievement of innovation at MTS Laboratory in Jambi City. Therefore, this research focuses on identifying the strengths, weaknesses, opportunities, and threats in the process of empowering supervisors to achieve sustainable innovation.

The research method used in this study is qualitative descriptive with a case study approach. This approach was chosen because it allows the researcher to gain a deep understanding of the dynamics of supervisor empowerment in achieving innovation at MTS Laboratory in Jambi City. The qualitative descriptive design focuses on depicting real situations and the social context that influences the innovation process in educational institutions. The

research subjects include education supervisors, the head of MTS, and teachers at MTS Laboratory in Jambi City. The selection of these subjects is based on their relevance to the empowerment and innovation process.

Data collection was carried out using several techniques, including interviews, observations, and documentation. The collected data will be analyzed using a thematic analysis approach. The researcher will identify key themes emerging from the interviews and observations, and match them with the SWOT analysis framework (Strengths, Weaknesses, Opportunities, Threats). Through this analysis, the researcher can interpret the data holistically and generate an in-depth understanding of the supervisor empowerment conditions at MTS Laboratory in Jambi City. As Nasution explains, thematic analysis helps researchers identify significant patterns and relationships in qualitative data.[5]

## Results and Discussion

### *Strengths of Supervisors in the Empowerment Process to Drive Innovation at MTS Laboratory in Jambi City*

This study identifies several strengths possessed by supervisors at MTS Laboratory in Jambi City in the empowerment process aimed at promoting educational innovation within the institution.

#### a. Ability to Guide and Train Teachers in Competency Development

One of the key strengths of the supervisors at MTS Laboratory is their role in providing direct guidance and training to teachers to enhance their professional competencies. This improvement in competencies is crucial for creating high-quality learning processes. As Suryani, a supervisor, explained, supervisors play a vital role in helping teachers understand

how to manage innovative classrooms and adapt to the latest developments in curriculum and teaching methods. Suryani emphasized that "supervisors who actively provide regular training to teachers help create a conducive atmosphere for the professional development of educators." [6]

Moreover, the ability of supervisors to design training programs tailored to the specific needs of the school is another important strength. As Ramdani explained, supervisors are responsible for identifying the training needs of teachers and aligning the content of the training with the school's context and student needs.[7] This is essential because without relevant and structured training, innovation efforts tend to be less effective. The supervisors at MTS Laboratory in Jambi City have successfully supported this effort through routine training programs, which not only enhance teachers' technical skills but also encourage them to adopt more innovative teaching approaches.

#### b. Managerial Skills in Implementing Innovative Programs

Another strength of the supervisors at this school lies in their managerial skills. In their role, supervisors must possess strong management abilities in order to effectively oversee the implementation of innovative programs. According to Supriyadi, a supervisor with strong managerial skills can develop structured plans for implementing innovations, ensuring the coordination of all elements within the school to work together toward achieving educational goals.[8] At MTS Laboratory in Jambi City, these managerial skills enable supervisors to manage the innovation process effectively, from planning to evaluation. This managerial strength helps maintain the consistency of innovations and ensures that all components of the school's education

system understand and support the program.

c. Support in the Use of Educational Technology

Supervisors at MTS Laboratory also play a critical role in supporting the adoption of educational technology as part of the innovation efforts. This support is particularly relevant in today's educational context, where technology has become an essential element in creating an interactive and adaptive learning environment. According to research by Putri and Rahma, supervisors who proactively support the use of educational technology can encourage teachers to integrate technology into their teaching processes.[9] At MTS Laboratory, supervisors have acted as facilitators, guiding teachers to use digital tools, learning applications, and other online platforms that align with the needs of students and the curriculum.

***Weaknesses in Empowering Supervisors that May Hinder the Achievement of Innovation at MTS Laboratory School in Jambi City***

In the process of empowering supervisors at MTS Laboratory School in Jambi City, several weaknesses have been identified that hinder efforts to achieve innovation optimally. Based on the research findings, these weaknesses are related to budget constraints, the lack of adequate professional training, and resistance to change within the organizational structure. These three factors are interrelated and impact the effectiveness of supervisors in driving educational innovation in the school environment.

1. Budget Constraints for Empowerment

Budget constraints are a major weakness in the empowerment of

supervisors at MTS Laboratory School in Jambi City. As with many other educational institutions, the allocation of funds for activities aimed at improving supervisors' competencies is often insufficient to support training and ongoing development programs.[10] According to Lestari, one of the main obstacles to implementing innovation in schools is the lack of financial support to provide the necessary infrastructure and resources for supervisors and teachers.[11] These budget limitations prevent supervisors from having adequate access to the latest technology and educational management training, which are essential to support learning innovation.

2. Lack of Ongoing Professional Training

The second weakness is the lack of continuous professional training for supervisors. Supervisors who are not equipped with the latest training tend to struggle in understanding the innovative approaches required in educational management. According to Ramdani, training for supervisors should focus on enhancing competencies related to change management and the implementation of innovation so that they can adapt to the dynamic developments in the education sector.[12] Supervisors at MTS also face difficulties accessing external resources to learn from best practices implemented in other schools.

3. Resistance to Change in Organizational Structure

Resistance to change in the organizational structure is another weakness that hinders innovation at MTS Laboratory School in Jambi City. According to Anwar, a work environment that does not support change makes it difficult for supervisors to introduce innovations in school management.[13] This includes the unpreparedness of some stakeholders to accept significant changes, both in terms of

teaching methodology and managerial structure.

### ***Opportunities Available for Supervisors in Supporting and Expanding Innovation at MTS Laboratory School in Jambi City***

In the effort to support and expand innovation at MTS Laboratory School in Jambi City, school supervisors have several strategic opportunities that can be leveraged. These opportunities include advances in educational technology, inter-school collaboration networks, and government policy support that increasingly emphasizes the importance of innovation in education. This research finds that taking advantage of these opportunities can help supervisors optimize their role as change agents and enhance the quality of teaching at the school.

#### **1. Advances in Educational Technology as an Innovation Opportunity**

One of the greatest opportunities available to supervisors at MTS Laboratory School in Jambi City is the advancement of educational technology. This technology allows for the development of more interactive and digital-based learning methods, which can be integrated into the supervision process. Technologies such as e-learning platforms, classroom management apps, and tech-based learning media can be utilized by supervisors to drive more dynamic learning innovations that are relevant to current needs. According to Hartanto, rapidly evolving technology opens opportunities for supervisors to update their supervisory methods and improve efficiency in educational management.[14]

#### **2. Inter-School and Supervisor Collaboration Networks**

Another opportunity available to supervisors is the creation of inter-school collaboration networks that allow them to

share best practices and develop innovations together. Such collaboration enables supervisors to expand their horizons in applying effective learning and school management methods. According to Purwanto, inter-school collaboration serves as a platform for sharing information and learning to support the success of innovation in schools.[15] At MTS Laboratory School in Jambi City, this collaboration network can be realized through regular meetings with other schools to discuss challenges and solutions in implementing innovations.

#### **3. Government Policy Support**

Government policy support is also a significant opportunity for supervisors in driving innovation. Pro-innovation educational policies, such as training programs for developing supervisor competencies and additional funding allocations for the implementation of educational technology, create opportunities for supervisors to expand innovation within the school environment. According to Suryana, the government plays an important role in supporting innovation efforts through policies that accommodate the needs of schools and supervisors to continue growing.[16]

### ***Threats That May Affect the Effectiveness of Supervisor Empowerment and Innovation at MTS Laboratory School in Jambi City***

The empowerment of supervisors and the implementation of innovation at educational institutions like MTS Laboratory School in Jambi City face several threats that could hinder the effectiveness of the supervisors' role as change agents. These factors have significant implications for the success of empowering supervisors in driving sustainable innovation and positively impacting the quality of education at MTS Laboratory School.

One of the main threats in the process of supervisor empowerment[17] and innovation implementation is the limitation of resources. These limitations include the lack of funds for supervisor training, insufficient supporting facilities, and limited access to modern technology. According to Yuniarto (2020), without adequate resource support, the process of empowering supervisors tends to be suboptimal, and the expected innovations are difficult to realize due to the lack of necessary facilities and supporting devices. At MTS Laboratory School in Jambi City, budget constraints can prevent supervisors from implementing sustainable empowerment initiatives.[18]

Additionally, limited access to technology becomes a major barrier for supervisors in implementing innovation.[19] Without adequate access to technology, supervisors find it difficult to support digital-based learning and use effective learning tools. As a result, this limitation hinders supervisors' efforts to adapt to the continuously evolving field of educational technology.

Resistance to change is another threat faced by supervisors in carrying out their innovative tasks.[20] At MTS Laboratory School in Jambi City, some supervisors may require further training in the use of educational technology tools to provide more relevant guidance to teachers. Without sufficient competence, supervisors will not be able to give effective direction, or may even hesitate in supporting the innovation that is actually needed in the school.

## Conclusion

Study at MTS Laboratory School in Jambi City, it can be concluded that the empowerment of supervisors at MTS Laboratory School has had a positive impact on driving innovation within the madrasah. With proper empowerment,

supervisors are able to improve teaching quality and school management through their roles as mentors, quality controllers, and change agents.

However, despite the improvements in performance, there are challenges that need to be addressed, such as budget constraints, resistance from staff, and a rigid organizational culture. These challenges need to be overcome to allow for comprehensive and sustainable supervisor empowerment, so that supervisors can continue driving innovation within the school.

This study also identifies opportunities for further empowerment through specialized training programs, the adoption of new technologies, and stronger collaboration with other educational institutions and stakeholders. By leveraging these resources, supervisors can better support the creation of an innovative school environment, ultimately enhancing the quality of education.

This research contributes significantly to the understanding of how empowering supervisors can support the achievement of innovation in education, particularly within the context of madrasah institutions. It enriches the literature on educational management with a focus on the role of supervisors as change agents and provides strategic recommendations for educational institutions to maximize the potential of supervisors in fostering innovation. The findings also offer valuable insights for policymakers in education to design programs that better support the empowerment of supervisors, thereby creating a more creative and innovative educational environment.

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