SUPERVISION OF SCHOOL SUPERVISORS
BASED ON SPIRITUAL APPROACH
(An Initial Draft)

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Abstract

Madrasas are Islamic educational institutions that have a major role in developing Islamic education that is growing. This of course cannot be separated from the role of the government which regulates its governance, including by implementing supervision of its implementation as an effort to improve the quality of learning. School/madrasah supervisors have an important role in providing enlightenment and directing schools/madrasas so that they can run optimally. The purpose of this study is to design and develop a model for supervising school supervisors based on a spiritual approach so that the role of supervision is not only oriented to the right or wrong of a job but as a companion who can guide schools/madrasahs towards improvement in instructional based on a spiritual approach.In the data collection process, library research methods were used and data collection was taken from the theory of educational supervision and Islamic teaching sources in order to obtain a spiritual-based supervision model that could be implemented in the supervisory activities of school/madrasah supervisors. The draft that has been compiled is then discussed involving experts consisting of lecturers and school/madrasah supervisors who are distributed via google form. The results of this study indicate that the supervisory model of school/madrasah supervisors based on a spiritual approach consists of: 1) supervisory duties as a mandate from Allah swt, 2) supervisor duties as a charity, 3) supervisor duties as the obligations of knowledgeable and knowledgeable people, 4) supervisor duties as the recipient of the baton of the struggle of the Prophet Muhammad.
Keywords: supervisor, spiritual, education

Abstrak

Madrasah adalah Lembaga pendidikan Islam yang memiliki peran utama dalam mengembangkan pendidikan berciri khas Islam yang semakin berkembang. Hal ini tentu saja tidak terlepas dari peran serta pemerintah yang mengatur tata kelolanya diantaranya dengan menerapkan supervisi pelaksanaannya sebagai upaya untuk meningkatkan mutu pembelajaran. Pengawas sekolah/madrasah punya peranan penting dalam memberikan pencerahan dan mengarahkan sekolah/madrasah agar bisa berjalan dengan maksimal. Tujuan penelitian ini ada lah untuk merancang dan mengembangkan model supervisi pengawas sekolah berbasis pendekatan spiritual sehingga peran supervisi tidak hanya berorientasi kepada benar salah sebuah pekerjaan akan tetapi sebagai pendamping yang bisa membimbing sekolah/madrasah menuju perbaikan secara instruksional berbasis pendekatan spiritual. Penelitian ini menggunakan Langkah-langkah design and development atau sebuah rancangan dan pengembangan model supervisi pengawas sekolah/madrasah. Dalam proses pengambilan data digunakan metode library research dan pengumpulan data diambil dari teori supervisi pendidikan dan sumber-sumber ajaran Islam sehingga diperoleh model supervisi berbasis spiritual yang bisa diimplementasikan dalam kegiatan supervisi pengawas sekolah/madrasah. Rancangan yang sudah disusun kemudian di diskusikan yang melibatkan para ahli yang terdiri dari dosen dan pengawas sekolah/madrasah yang disebarkan melalui google form. Hasil penelitian ini menunjukkan bahwa model supervisi pengawas sekolah/madrasah berbasis pendekatan spiritual terdiri atas : 1) tugas pengawas sebagai

amanah dari Allah swt, 2) tugas pengawas sebagai amal jariyah, 3) tugas pengawas sebagai kewajiban orang berilmu dan berpengetahuan, 4) tugas pengawas sebagai penerima tongkat estafet perjuangan Rasulullah saw.
Kata kunci : pengawas, spiritual, pendidikan

INTRODUCTION

Supervision in education is assistance in the form of guidance, motivation, direction given from supervisors/principals to teachers and other school employees to develop potential and improve skills in carrying out teaching and learning activities. Supervision of school/madrasah supervisors is carried out not only to improve teaching abilities, but also to develop the potential of teacher quality. Because in addition to the supervisor's role in academic supervision, there are also factors that affect teacher performance, namely work motivation, work climate, and work discipline.[1]

As teachers' teachers, supervisors must develop plans to strengthen the implementation of the four teacher competencies, namely pedagogic competence, personality competence, social competence and professional competence. Therefore, supervisors are required to have a supervisory vision and mission that can be translated into goals and strategies for achieving them. The ineffectiveness of the implementation of supervision so far is due to the lack of clear vision and mission of the supervision carried out by the supervisor. The implementation of supervision also seems as long as it is carried out and does not refer to the needs of the teacher, causing a lack of teacher confidence in the supervisor to solve learning problems. The supervision program must refer to the vision, mission, goals and coaching strategies set by the supervisor.[2]

In carrying out activities in schools, a principal cannot stand upright and strong without the support of related parties. One of the parties who are very closely related to the school is the school supervisor. Through supervision activities carried out by a school supervisor to fellow subject teachers and also management supervision of school principals with peer supervision by prioritizing the principle of "Teaching and Learning" and sharing experiences with each other is one of the steps that can be taken. concrete ways to improve school empowerment.[3]

In the context of improving the quality of education in line with PP no. I9 (2005) regarding education quality standards, the role of supervisors of educational units, both schools/madrasahs, is very important in improving the quality of education in their target education units. Therefore, supervising supervisors in order to carry out academic and managerial supervisory duties absolutely

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[1]Getruida Calorina Naomi Orno dan Darmin Hasbullah, Pengaru Pelaksanaan Supervisi Akademik Pengawas, Motivasi Kerja, Iklim Kerja, dan Dispiplin Kerja Terhadap Kinerja Guru SMKN, *Jurnal Sipatokkong,* Volume 1, No. 1 (2020), h. 97.

[2]Slameto, Supervisi Pendidikan Oleh Pengawas Sekolah, *Jurnal Manajemen Pendidikan*, Volume 3, No. 2 (2016), h. 193-194

[3]Muhammad Hanief, Menggagas Teknik Supervisi Klinik Sebagai Upaya Peningkatan Mutu Pembelajaran, *Jurnal Vicratina,* volume 10, no. 2 (2016), h. 1.

must have supervisor competence. as mandated in Permendiknas No. 12 of 2007 that the scope of supervisor competence includes the following activities: (1) Planning academic supervision programs in the context of increasing teacher professionalism; (2) Carrying out academic supervision of teachers by using appropriate supervision approaches and techniques; (3) Following up on the results of academic supervision of teachers in the context of increasing teacher professionalism. Besides that, The position and role and existence of supervisors must be fostered so that the image of the supervisors of educational units, both schools/madrasahs, is improved as we expect. Supervisors must have more value than teachers and principals of schools/madrasahs both in terms of qualifications, competencies, and other dimensions so that their presence in schools/madrasas is truly coveted by the entire academic community. On the part of madrasa supervisors themselves are now increasingly faced with the challenges of demanding the quality of education that the community desires. The rapid demands for competency improvement and professional development in general should be responded to by school/madrasah supervisors properly. Especially when it is associated with the era of free trade which demands that the world of education in Indonesia be sensitive to the demands of international standard quality.[4]

The real role of supervisory supervision is to develop the curriculum that is being implemented in schools and improve the teaching process in schools and develop the abilities of all staff in the school. Supervision of supervisors also plays a role in providing motivation, encouragement, to improve teacher performance, both in terms of educational administration, learning tools, teaching and learning methods and strategies, and so on.[5]

In relation to this main task, of course, the implementation of supervision has a logical consequence that supervisors must make visits to the target madrasas to provide guidance, as well as monitoring and evaluation. In carrying out supervisory duties, a madrasa supervisor is often faced with various obstacles in the field, including: 1) the breadth of the target area or the distance from one madrasa to other madrasas in one fostered unit is too far, 2) geographical conditions are difficult to reach, 3) damaged road infrastructure conditions. so that it is very difficult to pass, especially during the rainy season, 4) the number of supervisors is still small, making the ratio of supervisors to the number of madrasas more than the provisions.[6]

In the implementation of supervision, supervision often experiences several obstacles / obstacles in the implementation of supervision, first, the supervisory organization factor due to the lack of recognition and awareness of the responsibilities of the supervisor and the failure to

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[4]Dedi Wandra, Sufyarma Marsyidin, Rifma, Peranan Supervisi Pengawas Madrasah Dalam Meningkatkan Mutu Pendidikan, *Jurnal Edukatif,* Volumen 3 Nomor 6 (2021), h. 2.

[5]Guntoro, Supervisi Pengawas dan Kepemimpinan Kepala Sekolah Sebagai Stimulus Dalam Meningkatkan Kinerja Guru, *Jurnal Ilmiah Iqra',* Volume 14 No. 1 (2020), h. 71.

[6]Sri Rahmiyati, Pemanfaatan Aplikasi *Google Form* Dalam Meningkatkan Pelaksanaan Supervisi Pendidikan Pengawas Madrasah, *Jurnal Pendidikan Madrasah,* Volume 4, No. 2 (2019), h. 2

determine the authority and responsibility of the supervisor. Second, on the part of supervisors, who are not prepared to become supervisors, the learning experiences gained during "preservice education" have not become sufficient provisions to carry out supervisory duties. Lack of knowledge and skills of supervisors than principals and other education leaders, will hinder the implementation of educational supervision. Third, the attitude of teachers towards supervisors is an important factor in the implementation of supervision. Teachers' impressions of supervisors are less democratic.

The initial research results from this study are in accordance with the results of research from Kartika Susilowati, Sarwi and Catharina Tri Anni[7]which shows that the intensity of the school supervisor's visit affects the relationship between the supervisor and the principal of his/her target school. The relationship is tenuous, there is no synergy between the two parties in efforts to improve the quality of education, the presence of supervisors who are still monitoring, looking for things that are not in accordance with the administration so that it still looks like an inspection, the lack of information and sharing of experiences from school supervisors causes the principal to still looking for solutions to problems in the management and administration of the school itself. This shows that the role of school supervisors is not optimal as part of one of the components of education.

RESEARCH METHODS

The model used in this research is Design and Development (D&D) or what is commonly called product design and development. In this study, the researcher makes a product design design that will be made according to the title or purpose. For more details, the D&D research model has several sequences of stages that need to be carried out as follows:

1. Problem Identification : (Identify the problem)

Problem identification is the initial stage of researchers to find out what problems are rife and can later find a solution. At this stage the researchers conducted interviews and collected information through the google form media which was distributed to several supervisors and madrasas as material for mapping problems in the supervisory process.

2. Describing the Objectives

After knowing the existing problems, at this stage the researcher must be able to formulate and describe the purpose of making the product. So that in the future in product evaluation, you can find out whether the product's goals have been achieved or not. In this study, researchers created and developed a spiritual-based supervision design in schools/madrasahs.

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[7]Kartika Susilowati, Sarwi, Catharina Tri Anni, Pengembangan Model Supervisi Manajerial Pengawas Sekolah Berbasis Kesejawatan, *Educational Management,* Vol. 6, No. 1 (2017), h. 81.

3. Product Design and Development (Design & develop the artifact)

The design of the implementation of spiritual-based school/madrasah supervision is designed according to the needs identified from the previous initial stage, namely the problem identification process. This design is then developed using a theoretical approach from relevant experts and sources of Islamic teachings so that it can be implemented by supervisors.

4. Product Trial (Test the artifact)

The trial is the stage where the spiritual-based supervision design has been completed. This trial can be carried out on research subjects, namely school/madrasah supervisors and other interested parties.In this trial, you will get assessment data on the products that have been made. With this assessment, it will facilitate the evaluation stage.

5. Evaluation of Test Results (Evaluate testing results)

The evaluation stage is the stage of correcting or changing product deficiencies if they are found to be lacking. This stage will be based on expert assessments of the products that have been tested. After the evaluation stage is complete, the product can be disseminated or communicated to other wider parties.

Of the five steps above, the researchers in this study only carried out until the 3rd (three) stage, namely product design and development. This is done so that researchers can focus on the 3 initial stages which will later be developed again until the 5th stage.

Research Subjects and Techniques

The subjects of this study were school and madrasa supervisors. Data collection techniques used by researchers using the questionnaire method. This questionnaire is through online media in the form of google forms which are distributed to school and madrasa supervisors to obtain data or information on research subjects on the products to be made and product assessments.

RESEARCH RESULT

In accordance with the first stage of implementing design and development research, namely problem identification, there are some data obtained by researchers taken from the results of questionnaires / google forms distributed to 5 schools / madrasas and 10 school / madrasa supervisors in South Aceh as follows:

1. The first problem: in the supervisory process, it was identified that the supervision process was only a visit without any coaching and problem solving activities faced by schools/madrasahs. Supervisors only come 1 (one) time in a month and even then only to fulfill administrative supervision obligations.

2. The second problem: supervisors do not have good competence in the supervision process,

even for the preparation of school/madrasah accreditation there is no assistance that can direct schools/madrasas to be ready administratively and functionally, this has implications for the unpreparedness of schools/madrasas in school/madrasah accreditation visitation process.

3. The third problem: there is a communication distance between the principal/teacher and the school/madrasah supervisor so that the supervision process from the supervisor at the school/madrasah is only administrative by looking for school documents without any direction from the supervisor for the school/madrasah improvement process.

Based on the identification of the problems mentioned above, the researcher then carried out the second stage, namely determining the purpose of making this design which refers to solving the problems that have been found, namely making a design for the implementation of the supervision of madrasa school supervisors using a spiritual approach. This design was made not without reason, because it is also based on the culture of the religious people of South Aceh and is known as the Veranda of Mecca. This design was also developed using various theoretical approaches from various theories of educational supervision, the main tasks of school supervisors,

Spiritual-Based Supervision Design

Based on the pyramid triangle above, it is interpreted that a madrasa school supervisor has the following duties:

There are five steps of supervision development that can be carried out by school/madrasah supervisors, namely: (1) creating harmonious relationships between supervisors and schools/madrasahs. This harmonious relationship can be done by building comfortable communication so that the school/madrasah can position the supervisor as a discussion partner and they can tell all the problems they face in carrying out activities at the school/madrasah, (2) needs analysis. At this stage the supervisor should really be able to identify and map the problems faced by the school, not only to find the required documents but also to explore the problem to the root

of the problem faced by the school/madrasah, (3) the implementation of supervision (develop strategies and media. At this stage the supervisor should carry out supervision of the process of activities carried out by the school as well as design what strategies can be carried out during supervision and use various media (especially when the supervision process is carried out online)), (4) assess the success of academic supervision. At this stage, the supervisor must really provide an objective assessment of the results of the supervision carried out and provide an authentic assessment of the obstacles and successes that have been carried out and will be carried out by the school/madrasah, and (5) improvement of the academic/revision supervision program .

Supervision design must also be prepared in accordance with the supervision theory regulated by the government, namely that supervision activities cover at least aspects of the activity, namely: 1) Asking the feelings of the principal and teachers in general or their impressions of the teaching being carried out, then the supervisor tries to provide reinforcement. . 2) Analyzing the achievement of teaching objectives. Here the supervisor together with the principal and the teacher identify the difference between the planned teaching objectives and the achieved teaching objectives. 3) Analyzing the target skills and main concerns of teachers. Here the supervisors together with the principal and teachers identify the key skills and concerns that have been and have not been achieved. so that he freely sees and interprets it himself. 4) The supervisor asks the feelings of the principal and teacher after analyzing the skill targets and their main concerns. 5) Summarizing the results of what has been obtained during the supervision process. 6) Encourage principals and teachers to plan the following exercises as well as to set the next plan. 7) examine the completeness of the school/madrasah documents and provide examples and directions on the completeness of the school/madrasah documents required in particular for the preparation of school/madrasah accreditation. 8) bridging schools/madrasahs with external parties who have competence in developing the quality of schools/madrasas such as universities that have tarbiyah and education study programs,

This design of supervision based on a spiritual approach is also designed using the approach of Islamic teaching sources consisting of sources of Quranic teachings, Hadith and the history of Islamic Education. In the Quran, it is explained a lot how the supervision process is carried out, namely by using the Quranic verse in Surah Ali Imran verse 159. In this verse there are at least a few lessons that supervisors can do when carrying out the supervision process in madrasa schools, namely:

a)   Be gentle with the principal and teachers who are his mentors

b)   Do not be arrogant, rude, and arrogant in the process of carrying out supervision. This of course will cause a distance between the school/madrasah and its supervisor. The process of supervision by supervisors that is based on task oriented (fulfillment of tasks) alone will

cause the supervisory process to become rigid and not lead to overall improvement.

c) Understanding each other's duties. In this section the Quran Surah Ali Imran verse 159 provides an understanding that the fulfillment of each task is a must, so that when supervisors, principals, teachers understand their respective duties well, the fulfillment of the quality of education must run well too.

d) Pray for each other. This verse also teaches that praying for fellow Muslims is something that is recommended, especially in carrying out interrelated tasks between supervisors and schools/madrasas, there should also be a spiritual attachment to each other by praying for each other.

e) Discuss when there is a problem. In this verse it is also taught that every human life in carrying out its daily activities of course there are problems faced and consultation is the solution. In this aspect, supervisors and principals/teachers must always discuss all the problems encountered in the process of improving the quality of education so that the problems faced do not become hidden problems and without solutions.

f) Be serious in carrying out the task. This paragraph also explains that supervisors and school principals/teachers must actually carry out supervision activities as a means for improvement. Being serious here also means that the process of supervision activities is not only interpreted as a routine activity as a report for supervisors and schools/madrasahs but is also interpreted as a continuous improvement process.

g) Trust in Allah. This verse explains that when all activities have been carried out properly, it must also be accompanied by an attitude of tawakkal to Allah swt. Tawakkal is not just the surrender of all affairs to Allah swt without being accompanied by effort, but must be done with all the efforts that can be done and then the final result is submitted to the provisions of Allah swt.

CONCLUSION

Supervision of school/madrasah supervisors is an improvement effort carried out by parties legally appointed by the Ministry of Education and Culture and the Ministry of Religion of their fostered schools/madrasas. Recent supervision activities have only been interpreted as a process of ceremonial visits carried out to fulfill administrative tasks. In the end, these activities did not have a real impact on improvements in schools/madrasahs, so it was necessary to design their implementation using a spiritual approach. This design was compiled based on the main tasks of the supervisor, which was accompanied by an explanation of each task and equipped with an Islamic teaching source approach.

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