

Model Supervision Deep Development Of Learning Quality Islamic Boarding School in Jambi City

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Abstract. *This research aims to describe the application of the academic supervision model to supervisors in developing Islamic religious education teachers in Pondok Jambi City Faith Islamic Boarding School and Jambi City As'ad Islamic Boarding School. This research is a qualitative research with a phenomenological approach. The subject of this research is the supervisor, chairman Madrasah, teachers and students at the Nurul Iman Islamic Boarding School, Jambi City and As'ad, Jambi City. Data collection The techniques used are observation, interviews and documentation. Processing technique and data analysis through data reduction, data presentation, and verification or withdrawal. Conclusion The research results show that the implementation of academic supervision supervisor of the Nurul Iman Islamic Boarding School in Jambi City and the As'ad Islamic Boarding School in Jambi City From a planning aspect, a monitoring program has been included because The supervisor has carried out planning before carrying out supervision activities by making agreement with the madrasah personnel who will be supervised so that they prepare themselves. However, that is The teacher development aspect has not gone well, so have many aspects of assessment. These are the results of the implementation of the supervisor's academic supervision on development of Islamic religious education teachers in Pondok The Nurul Iman Islamic Boarding School in Jambi City and the As'ad Islamic Boarding School in Jambi City are not yet optimal so they still need to be done improved, especially in the development and assessment aspects.*

Key Words: *Model Supervision, Deploiment, Learning Quality*

INTRODUCTION

Islamic education is universal and should be directed towards make people aware that they are functioning servants of God serve Him. So the aim of Islamic education is to make people aware in order to realize self-servity to Allah SWT. both individually or jointly. Thus, the concept of Islamic education is not allowed and is not separated from the concept of Godhead. Islamic boarding schools are educational institutions that have experienced a long history in Indonesia. His work in educating the nation's children has given birth to many generations Great Muslim scholars, warriors and leaders have been recorded in history. Call Just Buya Hamka, K.H. Wahid Hasyim, Mukti Ali, M. Nastir and K.H. Saifuddin Zuhri, and others, they are great figures who were born from Islamic boarding schools.¹ At its inception, Islamic boarding schools are educational institutions that have accommodation for students have a domicile far from the existence of the Islamic boarding school. This is considering the

learning system a full day (full day) to study religious knowledge, so activities. The learning is arranged in such a way - from waking up to going back to sleep known and supervised by the pilots. The religious sciences studied include: others are Sufism, Al-Qur'an, Tauhid, Arabic and Fiqh. So it is not surprising that Islamic boarding schools was established with a purpose other than to strengthen one's personality by cultivating good morals good but can also produce cadres of ulama or preachers.

The existence of Islamic boarding schools is still believed by the Muslim community Indonesia has an important role as a broadcaster for Islamic preaching in Indonesia Indonesia. With its existence tested over time, it still survives Until now, even outside of the Islamic boarding school, education has flourished increasingly modern. It cannot be denied that there were also Islamic boarding schools that experienced problems when they were first established progress and glory in its time, but over time it recedes and experiences setbacks. This is because education at the Islamic boarding school does not prepare the students competent and mature as a generation that can continue the cadre formation relay. This shows that there are weaknesses that occur in terms of learning in it. It is necessary to understand that the sustainability of the Islamic boarding school is greatly influenced by leader figures such as kyai who are considered to have extensive religious knowledge, teaching skills and expertise full of authority, and other things as support. By Therefore, it is very effective if learning must pay attention to cadre formation Serious. Likewise, Islamic boarding schools must be able to respond to the needs and challenges of the times can be stated in the education system, curriculum, infrastructure and methods used. With the hope that the students who study will have a lot of insight into increasingly advanced and developing.

The function of Islamic boarding schools is as institutions that teach the basics of religion in everything kinds of branches. What is especially important is knowledge related to Arabic, Shari'a sciences, Al-Quran and Hadith sciences as well as deepening the science of Kalam, Tawhid and so on. However, new responses to the function of Islamic boarding schools have changed during Islamic boarding schools has been faced with new challenges in modern times and has become modern education. This ultimately changed the function of Islamic boarding schools in general to give birth and promote personality of a Muslim so that he can be useful

for today's modern society through educational, religious, social functions and improving the economic aspects of Islamic boarding schools²

The education supervisor is the main figure besides the teacher who is given responsibility full responsibility and authority to carry out assessments and guidance on techniques education and administration. School supervisors and schools are covered by a number of legal bases, such as Law of the Republic of Indonesia Number 20 of 2003 and Government Regulation Number 19 of 2003-2005 is the latest legal basis that confirms the existence of functional officials That. Apart from that, Decree of the Minister for Administrative Reform Number 118 of 1996 regarding the Functional Position of School Supervisors and their Credit Scores (refined by Decree Number 091/2001) and Decree of the Minister of Education and Culture Number 020/U/1998 (refined by Decree Number 097/U/2001) is a determination supervisor as a permanent functional official until now. If you look at the number Existing regulations and legislation related to education are apparently The existence of the school supervisory law is beyond doubt. As such, there are none for any reason and by anyone who marginalizes and minimizes the existence of supervisors school³

Supervision activities put primary attention on assistance that can improve This professional ability is reflected in the teacher's ability to provide learning assistance to students, resulting in changes in academic behavior towards students educate. The main goal of supervision is to improve learning. Supervision is carried out by supervisors constructively and creatively by encouraging teacher initiative to actively participate in creating a conducive atmosphere that can generate an atmosphere of creativity students in learning. A supervisor in carrying out professional duties carried out by the principal, supervisor or supervisor will be of higher quality if carried out based on the principle of supervision⁴

The existence of supervisors in school educational institutions is to provide encouragement and assistance to teachers in completing all types and forms problems that arise in the implementation of teaching, and become partners in working with teachers implementation of learning, but the reality in the field is different from that desired. The requirement to become a supervisor is to have taught and been a head schools to be able to provide guidance according to needs, because with the experience they have can provide a

² Nenden Maisaroh dan Yani Achdiani, "Tugas dan Fungsi Pesantren di Era Modern", *Sosietas: Jurnal Pendidikan Sosiologi*, Vol. 7 No. 1 (2017), <https://doi.org/10.17509/sosietas.v7i1.10348>

³ Zulkarnain, (2014). *Peran Pengawas Sekolah dalam Meningkatkan Mutu Pendidikan*. Cet. I; Jakarta; Balai Kencana hal 7

⁴ Daryanto dan Rachmawati Tutik. (2015). *Supervisi Pembelajaran Inspeksi Meliputu: Controlling, Correcting, Judging, Directing Demonstration*. Cet. I; Yogyakarta: Penerbit Gaya Media. Hal 5

solution. At education field and teaching requires a supervisor (supervisor) who can dialogue and help personal and professional growth so that everyone experiences personal and professional improvement⁵

Field review of monitoring patterns and systems carried out at Islamic boarding schools, especially at Islamic boarding schools in Jambi province. As is known, the supervisor's task in carrying out assessments and coaching is not a simple task light, because it's not just about coming to visit school without any follow-up. Task Assessing and developing requires the ability to accurately view conditions Islamic boarding school, sharpness of analysis and synthesis, accuracy in providing the necessary treatment as well as good communication between Islamic boarding school supervisors and every individual at the school. The meaning of coaching itself is providing direction, guidance, examples and suggestions implementation of education in Islamic boarding schools. With these capabilities it is hoped Supervisors at Islamic boarding schools can become harmonious working partners with the school within advancing the schools they support, no longer being a "supervisor" looking around mistakes of teachers and heads of institutions

METHOD

This research is field research with a qualitative approach phenomenology. Moleong⁶ states that qualitative research is intended to examine phenomena about things experienced by research subjects Descriptive data in the form of written or spoken words from people and their behavior observed. This research was carried out at the Nurul Iman Islamic Boarding School in Jambi City and the As ad Islamic Boarding School in Jambi City . The data source in this research was obtained through supervisors, madrasa heads, teachers and students at the Nurul Iman Islamic boarding school in Jambi City and the As'ad Islamic Boarding School in Jambi City. The data collection methods used were observation, interviews, and documentation. The instruments used to collect data in the field are interview guide, checklist, and related documents. The data obtained are processed and analyzed through several stages, namely data reduction, data presentation, and verification or drawing conclusions.

RESEARCH RESULTS AND DISCUSSION

⁵ Aqib, Z.ER. (2008). *Membangun Profesionalisme Guru dan Pengawas Sekolah*. Cet. I; Bandung: Yrama Widya..hal 187

⁶ Moleong, L.J. (2012). *Metodologi Penelitian Kuantitatif*. Bandung: Remaja Rosdakarya hal 56

The supervisor is a functional official who is given responsibility for implementing its supervisory duties in each educational unit. The supervision process carried out by supervisors can run well if supported by various kinds of competencies. One of the most important competencies for a supervisor to have is academic supervision competency. Academic supervision competency is an ability that supervisors have in guiding teachers in learning activities, such as guiding teachers/ustaz in developing syllabus, compiling lesson plans, guiding teachers in using learning methods and media. Several things were discovered related to the implementation of supervisory academic supervision competencies at the Boarding School Nurul Iman Islamic Boarding School, Jambi City and As ad Islamic Boarding School, Jambi City, namely:

First, the supervisor's ability to guide teachers in preparing the syllabus and lesson plans. The process of implementing supervisory academic supervision competencies, especially in guiding teachers prepare the syllabus and lesson plans through 3 stages, namely planning, implementation and assessment. At the planning stage it is already considered good because it is before the supervisor arrives to the school in advance there is notification and an agreement on the time regarding implementation This supervision is then conveyed to the teacher to prepare all learning tools including the syllabus and lesson plans in preparation for guidance. Will However, the problem of coaching at school has not gone well because sometimes supervisors visit schools so that there is no guidance carried out either maximum. There is also sometimes an assessment of teachers' learning tools checked and sometimes not checked.

Second, the supervisor's ability to guide teachers in using the method learning. The process of implementing supervisory academic supervision competencies, especially in The aspect of guiding teachers in using learning methods can be seen from three aspects aspects, namely planning, implementation and assessment aspects. In the planning aspect, the average is good because the supervisor first makes an agreement regarding the determination time to visit the madrasah so that the teachers prepare themselves well. However, the implementation aspect is sometimes disappointing because supervisors when visiting The class only monitors the teacher in teaching, does not provide guidance on how to do it The use of such methods is also the case in the assessment aspect.

Third, the ability of supervisors to guide teachers in using media learning. The process of implementing supervisory academic supervision competencies, especially in matters of guiding teachers in using learning media The Nurul Iman Islamic Boarding School in Jambi City can be described as having three stages implementation of supervisory academic

supervision competencies, namely the planning, implementation, and the assessment or evaluation stage. In relation to planning to guide teachers in using learning media have been carried out, but in implementation still limited. This can be seen when carrying out academic supervision activities, supervisors only monitor teachers and rarely provide guidance to teachers, especially those involved use of learning media. Supervisors' efforts to develop teachers' abilities are directed towards problems faced by teachers currently and in the future. However, some obstacles that limit the implementation of supervisory activities at the Pondok Nurul Iman Islamic Boarding School, Jambi City and As'ad Islamic Boarding School, Jambi City, namely: first, procurement of personnel, facilities, and funds needed for the implementation of a good supervision program; second, ability So far, government finances have not supported the supervision service program for para teachers and other personnel; and third, lack of training for supervisors

The lack of active supervisors makes supervision the most important obstacle in implementing supervision, because the target of supervision activities is the teachers. Constraint Another problem faced is teachers who are not proactive so supervisors cannot provide guidance and assistance with the problems they face, as long as the teachers are not actively providing input to the supervisor about the problems faced in learning. Lack of socialization and low teacher competence Understanding this new curriculum certainly makes it very difficult to implement the curriculum 2013 and independent curriculum. Although basically the 2013 curriculum is very good, even better than Education Unit Level Curriculum and teachers can focus more on making plans Learning Program and implementation of learning, but the model is different from The Education Unit Level Curriculum requires time for teachers to understand well and implement it in classroom learning. The role of supervisors in improving the quality of the learning process or the quality of education at the Nurul Iman Islamic Boarding School in Jambi City and the As'ad Islamic boarding school in Jambi City can be seen from several aspects as follows: Curriculum aspects. In an effort to improve the quality of the learning process at the Nurul Iman Islamic Boarding School, Jambi City, there are several steps carried out by supervisors, namely:

- a) seeking teaching staff, people who really are master the material so that the goals to be achieved can be realized;
- b) strive learning materials contained in the curriculum according to time, ability and student development;

- c) strive for learning materials in accordance with demands, community needs and development;
- d) and strive for teachers as bearers curriculum masters teaching methods and teaching strategies thereby creating an effective learning situation that is exciting, full of seriousness, and able to encourage student creativity.

Aspects of staff and student quality. In improving the quality of learning especially in the aspect of improving the quality of personnel and students, supervisors have make several real efforts to realize this. In terms of manpower supervisors have provided guidance to teachers with an intensive, encouraging structure teachers to carry out good teaching practices, socialization and routine coaching carried out for certain fields of study so that they are expected to be better trained, both from in terms of mastery of the material and the learning process. In the student aspect, supervisor trying to improve teachers' skills in using learning tools. Supervision and evaluation aspects. Supervisors have attempted to assist teachers at the Nurul Iman Islamic Boarding School in Jambi City and the As'ad Islamic Boarding School in Jambi City in carrying out self-evaluations to find weaknesses and strengths, existing challenges and opportunities; compile quality improvement program in accordance with existing supporting capacity based on self-evaluation, monitor implementation and evaluate the results achieved; and be a liaison schools in seeking support from various interested parties (stakeholders) to develop programs to improve the quality of education.

Efforts made by supervisors to improve the quality of the learning process needs to be maintained. Therefore, comprehensive cooperation and sincerity are necessary in depth from all elements of education, both government, teachers, parents of students, and all elements of society are very necessary in improving the quality of output education at the Nurul Iman Islamic Boarding School, Jambi City and the As'ad Islamic Boarding School, Jambi City. Supervisors in carrying out their main role as supervisors are required to be researchers who can collect data about the teaching and learning process, analyze it and draw conclusions. The main role as a school principal as a supervisor must be research in conducting planned classroom observations, be a good listener for various problems that teachers convey to him, and tries to always following problems and ideas in the field of education, especially regarding processes learning at the Nurul Iman Islamic Boarding School in Jambi City and the As'ad Islamic boarding school in Jambi City. The supervisor's role is as a resource person by acting as a consultant for teachers requires facilitators and helpers who can meet the needs and difficulties of teachers and search together. In this condition, supervisors must treat teachers as partners, not as subordinates, and should be able to motivate students teachers to be creative,

innovative for renewal in implementing the learning process in class. Through this innovative activity in carrying out the learning process in the classroom for teachers, expected to improve the quality of education.

CONCLUSION

The results of the analysis and discussion show that the implementation of supervision academic supervisors at the Nurul Iman Islamic Boarding School in Jambi City and the As'ad City Islamic boarding school from the aspect of planning the supervision program are considered good because The supervisor has carried out planning before carrying out supervision activities with make an agreement with the madrasah that will be supervised so that it can be carried out preparation. However, from the aspect of teacher development it has not gone well regarding the assessment aspect. In this way, the results of the implementation of the supervisor's academic supervision in developing Islamic Religious Education teachers at Islamic Boarding Schools Nurul Iman Jambi City and As'ad Islamic boarding school in Jambi City are not yet optimal so they still need to be improved.

Especially in the aspects of coaching and assessment. Inhibiting and supporting factors for the implementation of internal supervisory supervision development of Islamic Religious Education teachers at the Iman Islamic Boarding School in Jambi City and the As'ad Islamic Boarding School in Jambi City. Inhibiting factors include: a) procurement of personnel, facilities, necessary for the implementation of a good supervision program; c) lack of training towards supervisors, apart from this, teachers are not trained in implementing K13 and the independent curriculum; d) there are still teachers who do not pay attention to the RPP, and e) teachers still do not understand K13 and the independent curriculum. As for factors Support includes ongoing classroom visit supervision and supervisory giving Teachers' work enthusiasm to be able to work optimally.

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