

**Supervision Planning at Islamic Education Institutions: Google Scholar Library Studies and Mendeley's Reference Manager**

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**ABSTRACT:** *Supervision management is an important quality control mechanism to ensure education quality; this article provides an overview of the research findings concerning supervision management within Islamic education institution. This article divides the research findings broadly in two categories; "supervision planning", supervision implementation and evaluation". A qualitative approach used to understand the phenomena that occur, the data collected by reviewing and analyzing the literature sources using google scholar and Mendeley reference manager. The content analysis used to analyze supervision planning, implementing, and evaluating, which interprets as a method of analyzing the contents of the result. The research findings are; 1) supervision planning carried out with establishing the object, describing the purpose, needs identification, establishing the right indicator, determining an instrument, implementing, and following up 2) Implementation of supervision in Islamic Education Institutions using observation, managerial skill, using individual or group techniques, assessment and evaluation skill, and communication skills. For further research recommended, discuss the implementation of the supervision use Closed Circuit Television (CCTV) or integrated e-learning website.*

Manajemen supervisi merupakan mekanisme kendali mutu yang penting untuk menjamin mutu pendidikan; Artikel ini memberikan gambaran tentang temuan penelitian tentang manajemen supervisi di lingkungan

institusi pendidikan Islam. Artikel ini membagi temuan penelitian secara luas menjadi dua kategori; “Perencanaan supervisi”, pelaksanaan supervisi dan evaluasi”. Pendekatan kualitatif digunakan untuk memahami fenomena yang terjadi, pengumpulan data dilakukan dengan mereview dan menganalisis sumber pustaka menggunakan google scholar dan pengelola referensi Mendeley. Analisis isi digunakan untuk menganalisis perencanaan, pelaksanaan, dan evaluasi pengawasan yang diartikan sebagai metode menganalisis isi hasil. Temuan penelitian adalah; 1) Perencanaan supervisi dilakukan dengan menetapkan objek, mendeskripsikan tujuan, mengidentifikasi kebutuhan, menetapkan indikator yang tepat, menentukan instrumen, melaksanakan, dan menindaklanjuti 2) Pelaksanaan supervisi di Lembaga Pendidikan Islam dengan observasi, keterampilan manajerial, menggunakan individu atau teknik kelompok, keterampilan penilaian dan evaluasi, dan keterampilan komunikasi. Untuk penelitian selanjutnya disarankan membahas pelaksanaan supervisi menggunakan Closed Circuit Television (CCTV) atau website e-learning terintegrasi.

**Keywords:** *Supervision Management, Islamic Education, Google Scholar, Library Studies, Mendeley.*

## INTRODUCTION

Education has the aim of developing capabilities and forming the noble character and civilization of the nation in the context of developing the intellectual life of the nation; Education aims to develop the potential of students to become people of faith and devotion to God Almighty, to have good morals and to be responsible citizens. Education defined as a conscious effort undertaken by the family, community, and government through guidance, teaching, or training activities in school and out of school for life (Mohd Yusuf Ahmad, 2013). In the Indonesian context, there are still many problems that need to be resolved to improve its quality. Indonesia needs to carry out a systematic reformulation of many influencing factors, namely politics, social economy, and culture of Indonesia (Ira, 2015). These influencing factors must be conditioned to participate in

becoming a supporter and reinforcer to improve the quality of Education Together.

Indonesia consists of several religions and ethnic groups is also a challenge, uniting hopes from all citizens is not an easy thing that can be completed in a short time, but it takes a long time to be able to find the ideal form that is most suitable for use in national Education. Among the Education that is involved in national Education in Indonesia are the Islamic Education and all forms of institutions that shelter it.

Islam is the majority religion in Indonesia, in terms of Education its has characteristics that are not owned by other religions. The models and forms of Islamic Education Institutions range from traditional to modern. According to Ibrahim Bafadhhal, Islamic Education Institutions are divided into three types, namely formal, non-formal, and informal Islamic Education Institutions. Formal education institutions are structured and tiered education channels consisting of Primary Education, Secondary Education, and Higher Education. While non-formal education institutions are education channels outside of formal Education carried out in a structured and tiered manner. This non-formal educational institution is provided for residents who have not had the opportunity to attend or complete Education at certain levels in formal Education. Simultaneously, informal education institutions are Education whose scope is more directed at families and communities. Family education is first and foremost education. The family is the first educational institution, where students first receive Education and guidance from their parents or other family members (Bafadhhol, 2017).

In its current development, Islamic Education still requires serious efforts to continue to adapt and adapt to the times, the problems that arise must be faced, especially with the rapid development of information technology (Yaqin, 2016). Islamic Education Institutions must also continue to improve the quality of their services to play a role and are aligned with other Education in progress. To achieve this goal, indeed, it cannot be separated from all stakeholders' support and trust. Public trust in Islamic Education is based not only on mere transactional considerations, but moral and religious considerations are also dominant (Abrori, MS, & Hadi, MS 2020) so that education providers need to strengthen morality and religious teaching educational process.

Islam is very concerned in Education and all its elements, especially teachers who play the most crucial role in Education. Teachers are a critical factor in the progress of Education, their role is

enormous in educating students in schools/madrasah, teachers are the most dominant element that can change the quality of Islamic Education. Therefore, mainstreaming teachers' quality and all matters related to them is a must to advance and improve the quality of Islamic Education. To ensure that the teacher can work according to what is expected, proper planning is needed and truly carries out the control function properly. This function is carried out to improve quality and maintain all Education system functions by expectations and the direction set.

Proper supervision of teacher performance is closely related to the achievement of the goals of Education itself. Lots of research results that prove the effect of supervision on improving teacher performance and motivation. As an example of Sharif's research proving the influence of school principals' managerial competence and academic supervision on teacher performance (Syarif, 2011). Research also reveals the same thing; academic supervision significantly influences teacher performance and motivation (Hardono, Haryono, 2017; Rifaldi Muhammad Aldi, 2014; Ruhayat, 2017; Virgana, 2015). Consistent with the results of previous studies, the results of other studies from 2017 to 2020 provide evidence that academic supervision is related and influences teacher performance and motivation (Calorina & Hasbullah, 2020; Hasanati, Akram, & Irwan, 2017; Mujahidin, 2017). Some of the research results above show the importance of teachers' supervision to improve their performance in carrying out their assignments. Because of the importance of supervision for teachers and Islamic Education Institutions, researchers are interested in exploring planning, implementing also evaluating the supervision of Islamic Education Institutions.

## LITERATURE REVIEW

### *Supervision*

Supervision terms found from the words "super" and "vision: which means seeing the whole from above. Supervise is a means of reviewing what has been done in the organization concerning one's superiors' duties and responsibilities to improve performance. Grammatically, the term supervision is at the same meaning as inspection or examination provided by superiors against subordinates. The term supervision refers to a process from an experienced person to appropriate training and teaches a subordinate (teacher or school principal). Supervisors must be committed professional, serious for a person has chosen supervisor as a long-term career. Supervision is one of the control functions in management whose function provides

guidance and direction for the program objective. Therefore, Supervision is very important to ensure the learning process by following the vision, mission, and objectives of the school/madrasah organization. Supervisors should understand that the primary purpose of Supervision is to help improve to fit the objectives set, helping teachers to see education objectives, using methods, and guiding students correctly.

Supervisors have an important role related to the quality of teachers, Soetopo explained that the supervisor's role is 1) as a teacher's assistant, 2) as an expert advisor, 3) as an observer and 4) as a supervisor or assistant (Soetopo, 2006), besides that the supervisor in carrying out the task must have authority and have practical skills about the technicalities of Supervision (Purwanto, 2007). Supervisors must have many theoretical and technical skills to ensure their ability to carry out the task of helping teachers. The theoretical and practical skills of the supervisor are gathered in the competency dimension.

The supervisor competency dimension consists of personality competence, managerial Supervision, academic Supervision, educational evaluation, research development, and social competence (Permendiknas No. 12 of 2007). These six competencies are further elaborated in the supervisor competency points that are expected to make the standard skills of supervisors in Islamic Education Institutions, of course, with additional adjustments to Islam's characteristics and its legal basis.

Supervisors' skills in carrying out their tasks determine the achievement of supervision objectives. Supervisors must find problems, use the correct research paradigm, formulate problems, have methodological skills, data analysis skills, and skills in making conclusions and follow-up. Supervisors must also take the initiative to solve problems faced by schools and teachers. Planning and assessment skills are closely related to the supervisor's objective conceptual ability to make operational plans such as supervision objects, supervised institutions, time, standards applied, and the assessment reference format used. Besides the supervisor's primary ability is the ability to make observations, this ability can make observations carefully of an object (supervise). Observation is an activity to collect data by observing and recording conditions, processes, and research objects (Awangga, 2007).

The supervisor's technical activities are 1. Arranging the supervisory work program for each semester and each year at the school he is developing; 2. Carry out the assessment, processing, and analysis of student learning outcomes/guidance and teacher abilities;

3. They are collecting and processing data on educational resources, learning processes/guidance, a school environment that affects the development of student learning/guidance outcomes;
4. Carry out a comprehensive analysis of the analysis of various factors of educational resources as material for school innovation;
5. Provide guidance, assistance, and guidance to teachers about the quality of learning/guidance to improve the quality of the process and student learning/guidance;
6. Carry out assessments and monitor the implementation of education in the target schools ranging from the admission of new students, the implementation of learning, the implementation of examinations to the release of graduates / granting of diplomas;
7. Compile reports on the results of Supervision in the target schools and report them to the Ministry of Education and Culture, school committees, and other stakeholders;
8. Assess the results of Supervision of all schools as study material to determine the supervisory program for the following semester;
9. Providing assessment materials to schools in the context of school accreditation;
10. It is providing advice and consideration to the school in solving problems faced by schools relating to education administration.

## **METHOD**

Based on the literature review's and descriptions, this article focuses on the conceptual framework of education management in Islamic educational institutions. This article uses a qualitative approach to the type of literature study research through the focus of this research framework. A qualitative approach used to understand the phenomena that occur, namely the supervision planning, implementation and evaluation.

Hence, the data collected by reviewing and analyzing the literature sources under the research theme using google scholar and Mendeley reference manager. These data sources get from internet searching using the keyword "perencanaan supervisi". The data consist of a journal, book, and other relevant document. The content analysis used to analyze supervision planning, implementing, and evaluating, which interprets as a method of analyzing the contents of result, novelty, and implication for further research.

## **FINDINGS AND DISCUSSION**

### **Supervision Planning**

Bruno Ismail's dissertation revealed that centralized planning of supervision in the Middle East could not accommodate the technical implementation unit; before conducting supervision, the supervisor

was equipped with technical ability to supervise its implementation using supervision instruments. Bruno also explained the problems faced, namely topographical conditions, limited supporting transportation, supervisory competence, recommendations were to plan supervision to pay attention to topography and continue to improve supervisory resources, implementation of adequate supervision was reflected in the improvement of teacher capacity (Bruno, 2014). In general, in areas that are difficult to transport, it is indeed faced with transportation and topographic problems, but planning with detailed analysis accompanied by efforts to find the best solution and its implementation can be used to deal with this problem.

Other research related to supervision planning was carried out by Aris Sukarno and Yetti researching clinical supervision at one vocational school; clinical supervision planning was done by involving teachers actively and openly using 5W + 1 H analysis, implementing it by changing teachers' teaching behavior, teachers making devices learning, not using copy-paste from the previous year, using cooperative learning (Aris Sukarno and Yetti, 2015). The involvement of teachers in the planning process will ensure the focus of the problems faced by the Education supervisor because the teacher is the object and also the subject of supervision. Analysis by asking what problems are faced, how to overcome them, and when and where supervision is carried out provides a broader perspective on supervisors' problems.

Subsequent research was carried out in elementary schools, namely SDN 6 Putatsari Grobogan; supervision planning was carried out by compiling a supervision schedule, compiling learning plans, and compiling a list of supervised teachers. Implementation is carried out with class visits and supervision instruments, while follow-up is carried out with discussions between supervisors and teachers (Sugiyanti, S., & Narimo, S. 2016).

Planning is the first function of management, but if it is associated with supervisory planning skills means discussing the details of the implementation of the plan itself. Proper planning must meet several criteria, and these criteria are; have a firm knowledge of the job, leave a margin of error and not plan too tight deadline, know human resources, plan flexibility (James M.Black, 1975). James also wrote fault of supervisor indicator, over-optimistic or over-estimate, failed to check the fact and communications faulty. So it can be concluded that the first mistake possible from the supervisor himself failed to diagnose the problem. Effectiveness planning is indispensable

to keep all objectives leading to a particular focus, so it is necessary for effective strategic management. Planning skills are the ability to make plans based on the facts, appropriate, and relevant considerations. Supervision planning skills mean skills in making the schedule for supervision, indicators used as the keywords for supervision, assessment, and ability to use the latest information technology. The excellent planning is half of the success; *the more* a detailed supervision plan, object, a technique used, and purposes, then it would be more accurate achieved results. Complex planning shall contain an instrument that will be used. Accompanied indicators detailed include purpose, object, and technical.

Implementation of planning activity must be made with regard to the previous track record, effectiveness, and efficiently using the principle of cultural, philosophical, psychological, social, and supervisee background (Piet A. Sahertian, 2000). Supervisors advise using effective planning strategy consist of time planning, setting target data, handly changes in the organization and gaining reciprocity (James, 1975, p32). In the Islamic education institution, the supervisor identifies the learning problems, analyzes the problem, formulate the solution ways, implementation of the solution facing the problems, and evaluates all processes. There are phases of needs identification that should be undertaken; money, time, and instrument will be used. The supervisor can use cause and effect diagram flow charts, Pareto charts, and scatter diagrams to identify. Universally, James noted five fundamentals of planning consist of establishing the objective, describe the project framework, the right plan, action, and follow up. Supervisor must develop any question as what must be done?, why must it be done?, when should it be done?, who should do it? dan where should it be done? (Hilgert, 1972).

In the planning process, supervisor advises understanding the work area well, mastering the planning method, able to create a supervision schedule, interpret the education/academic calendar, charts, know the standards of facilities and infrastructure, educators, administration and management, mastering the assessment methods, able to use information and communication technology primarily related to the planning and assessment. Based on the discussion above, supervision planning carried out with establishing the object, describing the purpose, needs identification, establish the right indicator, determine an instrument, implementation, and follow up.

### **Supervision Implementation**

The next process of supervision management is the implementation of supervision; this implementation is a concrete step from the planning that has been made previously. This implementation is very related to all objects, methods, and objectives of supervision that have been set. At this implementation stage, the supervisor carries out checking, assessing, and comparing with existing standards. Therefore, implementing this supervision is closely related to the supervisor's ability to observe, using supervision technique, assess, and communicate with managed objects.

### **Using The Observation Ability**

Observation is the action or process of closely observing or monitoring, so observation skills are the skills needed to observe and collect data correctly. Observation is the supervising observation process to find a match and a discrepancy between the plan and results that have been achieved. Supervisors must be able to use the five senses for diagnosis, especially vision, know and master educational standards, know the government standards imposed, master observation tools, have excellent communication skills, and understand the elements form a problem.

The use of the observation is very important for supervisor, by the observations directly as well as indirect supervisor could know what needs to be improved or something that can be developed by teachers. Observing would directly give constructive experience for supervisors and teachers (davys, a.M. , & beddoe, 1.2016 ), with experience it is certainly supervisory skills getting better because experience solve the problems in learning.

### **Using Appropriate Supervision Technique**

The techniques that can be used in individual supervision a) class room visitation, namely class visits conducted by supervisors or principals to see how teachers teach in class, the aim is to obtain actual data of the situation during the teacher teaching class, b) class observations, i.e., observations made by the school principal or supervisor to the class while the learning process occurs. Class observations are made directly, and some are indirect (through audiovisual equipment), the purpose of this observation is to obtain objective data. Supervision/supervision, according to Sofyan, must be holistic, which includes self, internal, and external supervision (Harahab, 2002). Likewise, the ability to make experiments and demonstrations as Peterson said that teachers could carry out unique

methods with demonstration practices (Peterson, 1965 ); therefore, the supervisor must give a concrete example. Moskowitz also said that this example was needed to prevent mistakes (David Jacobsen, 1989).

### **Using Managerial Ability**

Salabi reveals that skill leads a superintendent or the school principal influenced factors determining activities for the success of the management, and the implementation of education services in Islamic schools should be (salabi, a.2015). According to nasution, there are seven characteristics of effective school principal leadership: ( 1 ) have a clear vision, ( 2 ) have hope high evaluation achievement; ( 3 ) how and provide feedback positive and constructive, ( 4 ) to promote the use of time efficiently, ( 5 ) the capability of several sources learning, ( 6 ), monitor students progress both individually and of the group ( 7 ), evaluating and improvement on an ongoing basis in ( nasution, 2016).

Supervisor and the school principal should be having the clear vision and high hopes. As the leader of the need to serve, help, and meet and utilize the resources that are effectively and efficiently ( afiful ikhwan, 2019). In reality, this supervisor's skill lead is capability maximizing school resources, either physical or non-physical, to achieve the educational objective.

Technical skills required for supervisors are leadership skills, group process skills, human relations, administration and evaluation. Technical skills needed are the ability to answer the question how the supervision process is carried out. Supervisors must be able to; 1. Awaken the spirit of cooperation; 2. Formulating common goals; 3. Planning together; 4. Creating shared responsibilities; and 5. Assess, revise and improve together as well. Supervisors must understand their roles and responsibilities, be able to develop and use authority and carry out human relations, can foster effective communication and human relations with subordinates, managers and fellow supervisors, can analyze problems and make decisions well, and can analyze themselves and develop themselves especially his leadership style and personality.

### **Using Assessment and Evaluation Instruments**

To ensure that the supervision program is carried out correctly, evaluation by the supervisor is needed, evaluation is the determination of the congruence between performance and objectives (Daryanto, 1999). the notion of evaluation can solely be interpreted as a professional consideration for evaluating something. According to the

process, evaluations are of two kinds; first, evaluation includes the collection (collection) and collation (comparing) information or data about the characteristics (attributes) that are relevant and important about the situation; second, includes value judgments based on information collected (Ametembun, 1981). Related to evaluation, some terms are still in one field of meaning with evaluation, namely measurement and assessment, the evaluation must go through measurements which are usually quantitative and then followed by qualitative judgments.

Evaluation of academic supervision can be observed on aspects of teaching methods, methods used, and methods of teacher evaluation of students. This observation is direct about the aspects observed so that observation has advantages compared to the observation tool for evaluation compared to other tools. Observations aimed at evaluation can be identified by diagnosing a disease that can be done in a clinical, differentiation / direct, physical, and physical way (Busono, 1988). Evaluation is describing, obtaining, and presenting data and information that is useful for assessing alternative decisions. Supervisors need to eliminate personal error and halo effect factors and use a systematic approach to secure objectivity. Evaluation relates to planning, process, and final results that need to be known; the ending is the decision/recommendation and improvement that must be done. In this process, the supervisor needs to understand that the quality of evaluation is influenced by the appropriateness of the data collected and the supervisors themselves' perceptions, experiences, and skills. Appropriate information in the evaluation will guarantee the evaluation; on the contrary, the more biased the data used in the evaluation, the results will be more distorted.

Experts say that evaluating cognate words with measurements and judgments must be measurements in evaluations that end with assessments. Indeed, evaluation cannot be carried out if it is not measurable; evaluation is a combination of the two, which then ends with a professional decision. According to Amat Mukadis, measurement is a procedure of determining numbers to represent the number of characteristics (attributes) possessed by subjects in a population or sample (Amat Mukadis, 2003). Supervisors can determine how far the evaluation of the program and supervision activities can be carried out and whether the planning process's expected results can be achieved.

Supervisors also must know the substance of the evaluation of supervision which according to Burhanuddin there are six types; 1)

planning, 2) the supervision approach used, 3) the paradigm of supervision used, 4) application of skills, 5) evaluation objectives, and 6) expected feedback targets (Burhanuddin, 2007), The purpose of this evaluation is 1) knowing the level of program implementation, 2) knowing the success of the program, 3) as input for planning, 4) providing a feasibility assessment and 5) conducting coaching (Rohiat, 2018). According to Suharsimi, preparations for evaluating included the preparation of instruments, instrument validation, determination of the number of samples, and equalizing evaluators' perceptions before data collection (Suharsimi Arikunto, 2007). Of course, this preparation must be adjusted to the object's characteristics to be evaluated; therefore, the most appropriate evaluation tool used in the supervision of the education sector is the checklist even though there are still many other techniques, but the checklist is the most used.

Therefore, the supervisor needs to evaluate what he has done himself, from planning, implementation to follow-up supervision, whether it has improved the learning process. If it has not been achieved, the supervisor must re-plan repairs to be carried out, both when conducting academic supervision and managerial supervision. In the evaluation phase, the supervisor makes a grid, evaluation sheet, knows the evaluation standard, compares variables (between planned components and what has been done), interpersonal communication, and has rational, emotional, and spiritual intelligence. The assessment techniques can be used; eye and ear, regular classroom and school observation, official record, teacher and student work product, third-party review, written open-ended survey, check, Delphi and nominal group (Glickman, 1981). After the assessment and identification, the supervisor notes and rerun the planning process as a follow-up plan to object. Supervisors are advised to use tools as affinity diagrams, impact analysis charts, management by objective (MBO), Gantt Chart dan Program Evaluation and Review Technique (PERT).

### **Using Communication Ability**

Supervisor communication skills aim to establish acceptance and to motivate action (effendi 1998). Supervisor also need to understand the interaction of symbolic who has with him five elements such as 1 ) self-concept, 2 ) on works or anything men 3 ) an object, 4 ) social interaction and 5 ) joint action (alex sabour, 2006). The performance of teachers influenced many factors, these are interpersonal communication and supervise (muniarsih djuniadi, rahardjo.2016).

Establish communication at school is a process of building harmonious among residents school. School principals had a role as a

central controller of communication, both internal and external (mada sutapa, 2006). Supervisor and the school principal is crucial controls communication skills that are good with an object supervise. It needs to connect to good supervisory communications so that right from the beginning, collect information from the teacher, listening to opinions of teachers, sensitive to what is going on, provide guidance and follow up. Supervisors also team to find teachers as well as the operation.

## CONCLUSION

The excellent planning and implementation of supervision will guarantee the success of supervision at Islamic Education Institutions; detailed planning is done by looking at and fixing the problems faced by principals and teachers. Conceptual and technical abilities such as using planning, observation, and communication tools, actively support supervision implementation. Based on the discussion in the previous chapter, the conclusion is; 1) supervision planning carried out with establishing the object, describing the purpose, needs identification, establishing the right indicator, determining an instrument, implementing, and following up, 2) Implementation of supervision in Islamic Education Institutions using observation, managerial skill, communication skills, using individual or group techniques, assessment and evaluation skill, and communication skills. The supervisor can supervise with; 1) find out the level of implementation of the program, 2) find out the success of the program, 3) analyze and obtain input for next planning, 4) provide a feasibility assessment, and 5) provide guidance both directly and indirectly.

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