

Basic Concepts of Supervision in the Perspective of Islamic Education

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ABSTRACT

Improving learning and all learning systems is the main goal of supervision. Not only how individual teachers, but all components of education in it participate in the process of supervision and evaluation. However, teachers seem to be the object of supervision results that must fulfill all points in the supervision instrument, administration, in addition to being a good educator in the classroom. Tension in the face of supervision is a new problem in the educational environment. Whereas it is not a restraining and demanding thing that is the purpose of supervision activities, but rather further learning improvement.

1. Introduction

Improving learning and all learning systems is the main goal of supervision. Not only how individual teachers, but all components of education in it participate in the process of supervision and evaluation. However, teachers seem to be the object of supervision results that must fulfill all points in the supervision instrument, administration, in addition to being a good educator in the classroom. Tension in the face of supervision is a new problem in the educational environment. Whereas it is not a restraining and demanding thing that is the purpose of supervision activities, but rather further learning improvement. Improving better teaching methods, in order to create a comfortable and conducive learning situation (Sahertian, 2008). In fact, when facing supervision, learning conditions are disrupted, because in the teacher's room, teachers are busy preparing for supervision and leaving the study room.

Supervision is the same as observation. But supervision is professional in its implementation and approach. In the academic field, supervision has clearer rules and is contained in an instrument sheet that is truly in accordance with the tasks that must be carried out by educators. Supervision process are more than just coming, seeing, watching and commenting.

A supervisor must be knowledgeable, and everything he does must be based on scientific knowledge. He must be familiar with education at large, learning this century and learning methods he must master. Because the main mission in educational supervision is to provide support, assistance, services for educators to improve themselves, improve teaching methods and administrative completeness in order to make reforms to achieve optimal learning quality. By always inviting cooperation to all components in schools in developing the quality of education, competence and professionalism (Sumarto, 2020).

2. Literature Review

Supervision comes from two English words, that is super and vision. Super which means above and vision which means to see, still the same with inspection, inspection, supervision and assessment in the sense of the activities undertaken by the superiors of the people who has high level of education. In the context of the supervision raised by Arikunto, the follow-up of

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supervision is not to take the proper act of punishment and appropriate reward for each creature as Shihab pointed out, but what Arikunto has intended as a logical consequence (followup) of supervision activities (viewing, screening, inspection, supervision) (Arikunto, 2004).

Leading person and directly responsible for the development and progress of students should be improved their professional skills in learning so that a supervision is required by the principal. With regards to the goals and functions of supervision that have been discussed previously, the following are presented various kinds of educational supervision tasks. Where the headmaster has the task of leading the entire implementation of learning and teaching activities in school.

2.1 Basic Concept of Academic Supervision

Academic supervision is a series of activities that help teachers develop their ability to roar the learning to process (Daresh, 1989). The academic supervision also means a practical reflection of the teacher's performance assessment in the academic supervision is to see the real conditioning of the performance teachers fits to answer the Misluse questions: what actually happened in the classroom? What do the teachers and students actually do in the kelals? Which activities of the Skeselluruhan do ALM activity of that class mean to teachers and students?, what has the teacher done in achieving the objectives of akdademik?, what are the strengths and disadvantages of teachers and how to develop them?. Based on the answers to these questions will be obtained information about the teacher's poverty in the study of the teaching. But saltu things that need to be asserted here, that after conducting the performance assessment should continue the implementation of academic supervision by conducting further tidank in the form of academic supervision program and perform properly (Prasojo & Riyanto, 2011).

3. Methodology

This research is a qualitative study with the type of application or applied research aimed at providing enlightenment on a social symptom that is becoming a public spotlight. The goal is to help people have the knowledge and understanding of the nature of the problems they are facing, so that they can overcome them. With this understanding, the community can control its condition and environment (Raco, 2010). In other words, this research is intended to provide enlightenment to the principal or head of a madrasah over the condition of the teacher who still needs improvement or quality improvement of the learning process.

4. Results and Discussion

Etymologically, the word supervision comes from the words 'Super' and 'Vision', which means top and vision. So that when combined is a vision from above. This implies understanding something seen from above, or seeing something by someone who is in a higher position. Thus supervision is an activity that can only be carried out by those who are higher (Subari, 1994).

In terminology, supervision is coaching to help teachers. This assistance is intended for educational components to improve the learning process in improving the competence and quality of learning (Daryanto, 2006). Supervision means, assistance, service, providing direction, assessment, coaching, self-development, improvement (Shulhan, 2013).

There are two aspects of supervision, namely: 1) Academic supervision, is in the form of professional assistance for educators to improve the quality of teaching and learning activities or providing guidance to improve student learning outcomes. Academic supervision is divided into two, class supervision and clinical supervision. The focus of classroom and clinical supervision is educators, teachers. 2) managerial supervision which is a supervisory activity of managers or principals, how to develop the potential of their subordinates in improving the quality of education and evaluating their performance (Sriwahyuni et al., 2019).

4.1 Supervision in the Perspective of Islamic Education

Supervision in Islam is termed the word '*Al-Musyarafah*', in cognate language terms with the word *syaraf* which relates to an honorable position. '*Al-Musyarafah*' is defined as supervision by people who are in the upper scope and have an honorable position (Siddik et al., 2006). Educational supervision in the perspective of Islamic education is supervision activities in general but based on Islamic values. The values applied in Islamic supervision are '*Muqawwun*' (empowerment). This serves as an

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empowerment of all elements of education in schools. The lack of optimization of one of the elements can reduce the quality, reduce the effectiveness of learning implementation. However, it is very important that everyone works in accordance with their fields, there are no intersections and overlaps. Optimal empowerment facilitates the course of learning improvement (Supradi, 2019).

In the perspective of Islamic education, the definition of supervision refers to the Quran and Hadith. In the Indonesian Big Dictionary (KBBI) supervision is "su_per_vi_si" which is defined as the main supervision or supreme control. Supervision or observation in the Quran as follows:

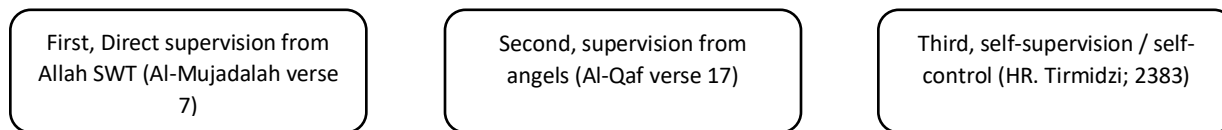


Chart 1. Definition of supervision (Source : Author, 2023)

Work that is clearly directed from beginning to end with strict control is something that Allah loves. From the description of the verses and hadiths, it can be seen that supervision in the Islamic perspective first starts with the willingness of self-awareness, believing that Allah is watching us. So that our every move is not alone, but two, not three but four, the rest of which there is Allah who is always with us. So that it can be our boundaries in making decisions and making us always be careful.

The basic capital in supervision is obedience to Allah and strong piety. Piety becomes a fence of fraud. One time misuse of performance can bring down all the work. So the piety of all parties must continue to be a guideline. Supervision in an Islamic perspective emphasizes a humanistic approach, not just filling in data on paper, not just demanding maximum work. It is more about the approach and input of Islamic values.

4.2 Purpose of Supervision

The focus of the goal in educational supervision is how to achieve educational goals effectively. Being the main task of the principal and supported by educators and education personnel. The implementation of supervision must be thorough and specific. Must be planned and carried out according to what is really important. So that it is easier to find things that make educational reforms (Sriwahyuni et al., 2019).

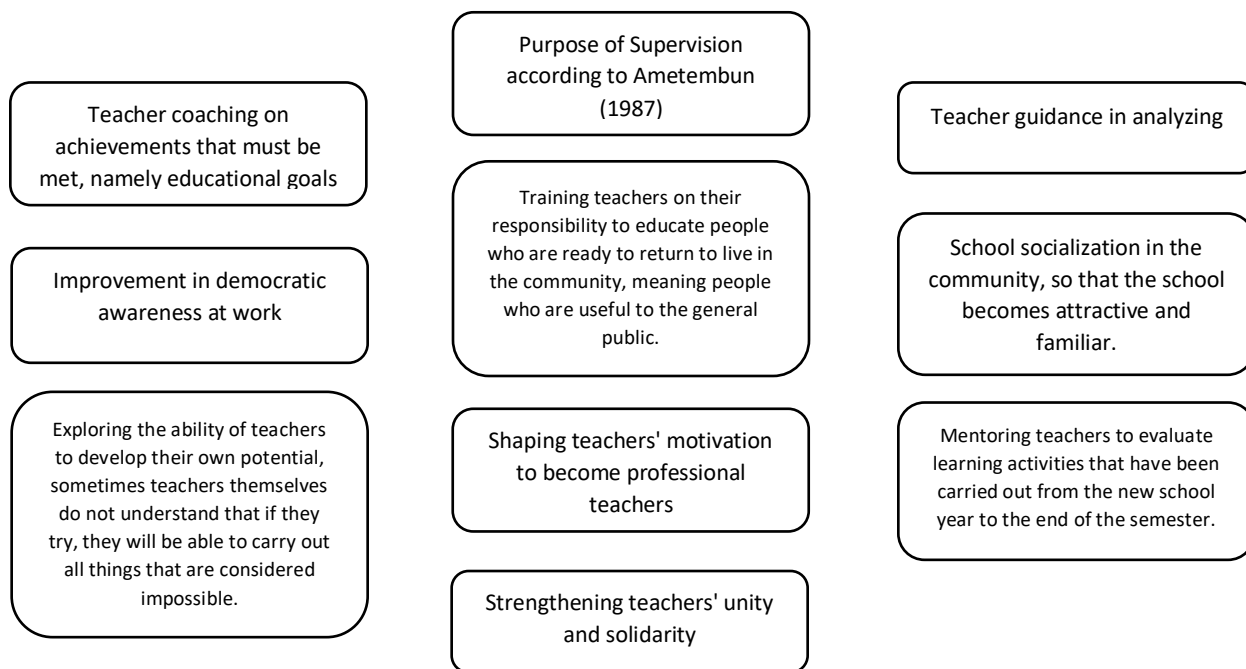


Chart 2. The purpose of supervision according to Ametembun (1987). (Source : Author, 2023)

The purpose of educational supervision is the assistance provided to teachers in improving learning activities better in the classroom, in dealing with students. This assistance and service is an effort to develop optimal learning quality and the quality of educators who are truly potential, namely a professional teacher (Sahertian, 2008).

The concrete purpose of supervision nationally is to help teachers to: A) Explore educational goals B) Educate students from the learning activities they have done and felt. C) Know how to use modern tools and learning media. D) evaluation of student learning outcomes and evaluation of teachers from teaching. E) adapt to a new place F) School Development (Maunah, 2019).

4.3 The Function of Supervision

Educational supervision is an activity in directing teachers and other employees in making learning improvements, providing reinforcement, controlling and assessing teaching and learning activities, promotion grades, reviewing learning methods, teaching materials, learning media and final learning assessments. Educational supervision is something that must exist and be carried out. Various opinions regarding the function of supervision are as follows:

- According to Ametembun, the functions of supervision consist of: research, improvement, assessment, improvement (Ametembun, 1987).
- According to Pidarta, divides the function of supervision into two parts, namely:
 - 1) The main function, supervision is the provision of assistance in schools and being a representative of the government to improve the quality of learning in meeting educational goals. It also provides assistance to facilitate learning for students;
 - 2) Additional functions, namely providing assistance to students and also providing guidance to educators in a more optimal performance both in the classroom and as related to the community in general as citizens in their environment. It is expected that educators are not only capable in the classroom but can also be pioneers in the community as drivers of progress (Pidarta, 1986).

5. Conclusion

From the description above, it can be concluded that the basic concept of supervision in an Islamic perspective is as follows. Educational supervision is the provision of services and assistance in supporting teachers' efforts in carrying out learning towards improvement. The provision of these services is carried out in a sustainable time and applied to all elements of education. So that it is expected to achieve educational goals. Optimal learning, professional educators and maximum learning outcomes.

Educational supervision in the perspective of Islamic education is guidance, direction, service, assistance to educators and education personnel in schools based on Islamic values that prioritize the empowerment of all components of education. The purpose of supervision is to provide support in the form of services and assistance in improving the quality of learning both teachers, students, and learning systems. The main function of supervision is evaluation to improve learning issues that affect the teaching and learning process in the classroom.

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