ISLAMIC EDUCATION SUPERVISION TECHNIQUES AT AL-FALAH ISLAMIC BOARDING SCHOOL, KRUI, WEST COAST, LAMPUNG

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Abstract:

Islamic education plays a strategic role in shaping the character and morals of the younger generation, with pesantren (Islamic boarding schools) being one of the key institutions. However, efforts to improve the quality of learning in pesantren face various challenges, particularly in the implementation of ineffective educational supervision. Preliminary research findings indicate that the pesantren under study lacks a structured and systematic supervision system. This is due to supervision that is considered to not meet the expected standards, which consequently impacts the quality of education, leading to less optimal learning outcomes. This study aims to identify effective supervision techniques to enhance the quality of learning in Islamic educational institutions. Using a qualitative approach through a case study method, this research was conducted at Pesantren Al-Falah in Krui Pesisir Barat Lampung. Data were gathered through in-depth interviews and participant observation, which were then analyzed using content analysis techniques to identify key themes related to supervision techniques. The findings classify supervision techniques into two main categories: individual supervision and group supervision. The study emphasizes the importance of active participation from leaders and supervisors to support the optimal implementation of supervision techniques. Furthermore, integrating supervision techniques with Islamic educational values is necessary to build a culture of sustainable learning. Therefore, implementing a structured, integrated, and Islam-based supervision program can significantly improve educational quality, while also serving as a reference for the development of future supervision policies.

Keywords: *School supervision, Islamic education, quality improvement.*

INTRODUCTION

Islamic education has a central role in building the personality and morality of the younger generation (Rozi & Fajry, 2022). In Indonesia, Islamic boarding schools are traditional Islamic educational institutions that have become centers of learning and deepening of religious values for thousands of students (Maghfiroh et al., 2024). However, the challenge of improving the quality of Islamic boarding school education, especially through effective educational supervision, is still a major concern. Educational supervision is not just administrative supervision, but a process of supporting the professional development of educators. In Islamic education, supervision ideally integrates local religious and cultural values to create a conducive learning environment. This approach aims to ensure that education does not only focus on the transfer of knowledge, but also on character formation that is in line with Islamic teachings.

Previous research has shown that appropriate supervision techniques can improve the quality of teaching and learning. However, specific studies related to effective supervision in the context of Islamic boarding schools are still limited. This study aims to fill this gap by identifying supervision techniques that can improve the quality of education in Islamic boarding schools. The research approach uses a qualitative method with a case study at the Al-Falah Krui Pesisir Barat Lampung Islamic boarding school. Through in-depth interviews and participant observations, this study explores the practice of supervision by principals and supervisors and the challenges they face in implementing it.

From the results of the data during the pre-survey observation and conducting interviews at the Al-Falah Krui Pesisir Barat Lampung Islamic boarding school, it was less structured and systematic in the implementation of the actual quality of education which was categorized as not being in accordance with expectations. Many principals do not fully understand the importance of supervision in improving the quality of education. Therefore, this study also aims to provide recommendations for the development of a more effective supervision framework. The integration of Islamic values in educational supervision is the main focus of this study. This is important to build a culture of sustainable learning according to religious teachings. Thus, it is hoped that educators will be more motivated, and students can receive quality education.

This study also discusses the differences between individual and group supervision techniques. Individual supervision techniques, such as direct observation and classroom visits, allow for in-depth evaluation of the teaching and learning process. Meanwhile, group supervision techniques, such as collective discussions and joint training, can improve collaboration between educators. The active role of Islamic boarding school leaders in supervision is the key to success. Proactive leaders can create a supportive environment for educator development. This study emphasizes the importance of leadership involvement in implementing effective supervision to improve the quality of education.

The results of this study are expected to provide a significant contribution to the development of Islamic education in Indonesia, especially in the Al-Falah Islamic boarding school in Krui Pesisir Barat Lampung. By identifying effective supervision techniques, it is hoped that a better supervision model will be formed for Islamic boarding schools, not only to improve the quality of learning but also to support the professionalism of educators. In addition, the findings of this study can be a reference for policy makers in formulating educational policies that support better supervision. This policy has the potential to have a positive impact on the quality of education in Islamic boarding schools and other Islamic educational institutions.

This study also offers practical recommendations for principals and supervisors in Islamic boarding schools to implement supervision techniques that have been proven effective. Thus, it is expected that the quality of education in Islamic boarding schools can continue to improve.

This study provides new insights into the importance of educational supervision in Islamic education, especially in Islamic boarding schools. Through this study, it is expected that a culture of sustainable and quality learning will be created in Islamic educational institutions in Indonesia, especially in the Al-Falah Krui Pesisir Barat Lampung Islamic boarding school.

RESEARCH METHODS

This study uses a descriptive qualitative approach to explore the phenomenon of educational supervision in Islamic educational institutions, especially the Al-Falah Krui Pesisir Barat Lampung Islamic boarding school. This approach was chosen because it allows researchers to explore the experiences, views, and practices carried out by principals and supervisors in implementing supervision. This study uses a case study design focused on the Al-Falah Krui Pesisir Barat Lampung Islamic boarding school. With this approach, researchers can gain in-depth insight into the supervision techniques applied and the challenges faced in each institution.

The location of the study is the Al-Falah Krui Pesisir Barat Lampung Islamic boarding school. The study population includes principals, supervisors, and educators involved in the supervision process at the Islamic boarding school. The selection of locations and participants was carried out purposively, considering variations in the supervision practices applied. Data were collected using two main methods: in-depth interviews and participant observation.

Interviews were conducted with principals, supervisors, and educators to explore information about the supervision techniques used, their impacts, and the obstacles faced. The semi-structured approach allowed researchers to explore themes that emerged during the discussion. In addition, the researcher also conducted direct observation of supervision activities in Islamic boarding schools to understand the context and interactions between supervisors and educators in real practice.

The data collected were analyzed using content analysis techniques. This process began with transcription of interviews and observation notes. Next, the researcher identified the main themes that emerged, which were then categorized based on individual and group supervision techniques. To ensure the validity and reliability of the data, the researcher applied triangulation by combining data from observations and interviews. Discussions with colleagues were also conducted to ensure accurate data interpretation and obtain additional input. Throughout the study, research ethics were upheld. Participants provided informed consent before interviews or observations were conducted. The identities and personal data of participants were kept confidential to protect their privacy. The researcher is also committed to presenting the results of the study honestly and transparently.

With this method, the study is expected to provide an in-depth understanding of effective supervision techniques in the context of Islamic education. In addition, this study aims to provide relevant recommendations to improve the practice of educational supervision in Islamic boarding schools in the future.

RESULTS AND DISCUSSION

To facilitate the principal in carrying out supervision activities, supervision techniques are needed. Experts differ in formulating the stages of supervision techniques, but basically they remain the same. Broadly speaking, supervision techniques are divided into two parts, namely:

Individual Techniques

Individual techniques mean supervision carried out individually. Activities carried out include: When conducting class visits, the principal visits the class and observes the way the teacher teaches. In other words, seeing what shortcomings and weaknesses need to be addressed. Conducting observation visits involves the task of observing teachers demonstrating how to teach certain subjects. Inspection visits can be conducted at the school itself or through visits to other schools. Teaching teachers how to examine and resolve problems directly with 4,444 students. Guiding teachers in matters relating to the implementation of the school curriculum. Including: Organizing semester events, creating event units, organizing activities. Classroom Management, Implementation Techniques - Origins of Learning Assessment Techniques, Use of Media, Teaching and Learning Process. , and organizing student activities in areas outside the school. (E & Afriansyah, 2019)

The role of individual supervision techniques in improving the quality of learning in schools. Individual supervision techniques, such as class visits, observations, and face-to-face meetings, are very important in helping teachers identify and overcome challenges in the teaching process. Efficiency of individual supervision. This technique provides an opportunity for principals to provide personal and in-depth guidance, so that the solutions offered are more specific to the needs of each teacher. The emphasis on methods such as unannounced class visits and planned observations allows supervisors to evaluate the teaching process objectively and ensure effective curriculum implementation. The importance of the supervisor's ability to choose the right technique

based on the situation, goals, and needs of the teacher. This approach not only improves teacher performance but also strengthens the professional relationship between teachers and principals. In this case, it underlines the challenges of implementing individual supervision, such as the principal's limited time and resistance from some teachers to direct evaluation. Thus, a more structured strategy is needed to ensure that this technique is effective and positively received by all parties. The importance of making important contributions to the education literature, especially in understanding and applying individual supervision techniques to improve the quality of education (Desy A. K. Sembiring, 2023).

Basic concepts and applications of educational supervision. The importance of supervision as a strategic tool to improve the quality of the teaching process, as well as a mechanism for professional development for educators. Faturrohman systematically explains various supervision techniques, including individual supervision such as class visits and direct observation. He highlights how these techniques can help principals or supervisors in providing personal guidance to teachers. By providing constructive feedback, individual supervision is considered effective in addressing specific problems faced by teachers in the teaching process. His practical and applicable approach can directly apply supervision techniques in the context of everyday education. The importance of developing positive professional relationships between supervisors and teachers, as a basis for creating a conducive learning environment. However, the challenges of educational supervision, such as time constraints, the number of supervisors, and resistance from some teachers to evaluation, provide important insights that supervision is not only technical but also requires a good managerial and interpersonal approach, especially for principals and supervisors, who want to improve the quality of learning through effective supervision (Pupuh Faturrohman, 2015).

From the above opinion, researchers can draw conclusions that individual supervision techniques have a strategic role in improving the quality of learning in schools, such as class visits, direct observations, and face-to-face meetings, are effective in helping teachers identify and overcome specific challenges in the teaching process. Such as: Effectiveness and Focus on Teacher Needs: the importance of individual supervision techniques in providing specific and in-depth guidance to teachers. Individual supervision can provide constructive feedback to improve teacher performance and solve specific learning problems. trengthening Professional Relationships: the importance of professional relationships between supervisors and teachers. Individual supervision, when carried out with a good approach, not only improves teacher competence but also creates a conducive learning environment. This relationship is the basis for creating positive interactions in educational supervision. Implementation Challenges: there are obstacles such as limited time for the principal, inadequate number of supervisors, and resistance from some teachers to direct evaluation. Therefore, a structured, managerial, and interpersonal-based supervision strategy is needed so that supervision can be received positively. Contribution to Educational Quality: individual supervision makes a significant contribution to educational literature and practice. With good integration, this technique not only improves the quality of learning but also becomes a strategic tool for teacher professional development, in accordance with the needs of the times.

Types of Individual Supervision Techniques; Class Visits, A class visit is a training method where the head of an educational unit brings in a lecturer or trainer to observe the learning process in the classroom. The goal is to help the lecturer or trainer overcome problems in the classroom. How to carry out a class visit: Lecture visits will be conducted based on individual requests, with or without pre-registration depending on the purpose and type of problem. Lecturers or trainers, Already have instruments or comments & The purpose of the visit must be clear. Stages of Class Visits: Preparation stage. At this stage, the supervisor plans the time, targets, and methods of observation during the class visit, Observation stage during the visit. At this stage, the supervisor observes the learning process taking place, Final stage of the visit. At this stage, the supervisor and the lecturer or instructor make an agreement to discuss the results of the observations, The last stage

is the follow-up stage.

Class Visit Criteria; Have specific goals, Reveal aspects that can improve the abilities of the lecturer or instructor, Using observation instruments to obtain objective data, There is interaction between the instructor and the coachee so that an attitude of mutual understanding arises, The implementation of class visits does not interfere with the learning process anda Its implementation is followed by a follow-up program. Classroom Observation: Classroom observation is a careful observation of the learning process in the classroom. The goal is to obtain objective data on aspects of the learning situation, difficulties faced by instructors and trainers, and to improve the learning process. In general, the aspects observed are; Efforts and activities of teachers or instructors and students in the learning process, use of educational media, variation of teaching methods, use of appropriate materials and media, use of appropriate materials and methods, students' mental reactions in the teaching and learning process. Implementation of Classroom Observation; Preparation, implementation, closing, assessment of observation results and follow-up. Supervisor: ready with observation instruments, mastering the problems and objectives of supervision, and observation does not interfere with the learning process.

Individual Meetings: Individual meetings are meetings, discussions, dialogues, and exchanges of ideas between supervisors, instructors, and instructors. The purpose is to: Provide opportunities for further development of the instructor or trainer's position by solving the difficulties faced, develop better educational content, improve weaknesses or deficiencies in the instructor or trainer, eliminate or avoid all prejudices. Types of Individual Meetings: Swearingen (1961) classifies four types of individual meetings (dialogues) as follows; Classroom-conference, namely individual dialogues carried out in class when students are leaving the class (break), Office-conference, namely individual dialogues carried out in the head of the Education Unit's room or the lecturer or trainer's room, which have been equipped with assistive devices that can be used to provide information to the lecturer or trainer, Causal-conference, which is an informal individual dialogue, which is carried out by chance meeting with a lecturer or trainer. d) Observational visitation, which is an individual dialogue carried out after the supervisor has conducted a class visit or class observation.

Inter-Class Visits: Inter-class visits occur when an instructor or trainer visits another class in the Education Unit. The goal is to exchange learning experiences. How to conduct a class visit; Planning is needed, you must choose the lecturer or instructor you want to visit, decide which instructor to visit, provide all necessary equipment, the supervisor must monitor this event closely, is there any follow-up after the class visit, for example personal discussions, reviews, giving certain assignments?, immediately contact the education unit or class of the teacher or trainer concerned, depending on the situation and circumstances, prepare for the next class visit.

Self-evaluation: Self-evaluation is an objective self-evaluation carried out by oneself. This requires honesty with oneself. Self-assessment options include; List of views and opinions conveyed to students when evaluating their work or activities. Usually in the form of closed or open questions that do not require source attribution, analysis of work test units, record student activities in a notebook, will students work individually or in groups? (Prasojo).

Group Techniques

Group techniques are support provided in a group. Activities that you can do include; the principal will carry out his duties based on the plan that has been prepared. Including holding regular meetings with teachers. In this case, meetings will be held as part of the supervision activities, Group discussions can be done by forming groups of teachers who come from similar subjects. In each discussion, the supervisor or principal provides direction, guidance, advice, or suggestions as needed, providing in-service training, such as through training courses for teachers in certain fields. Because training is often carried out at the center or region, the role of the principal is to manage and guide

the implementation of follow-up training results, thus, supervision techniques are very important for the principal to master, without mastering the techniques in the implementation it will not run well. Thus, a principal will not be effective in his supervision activities before mastering the techniques in the field of supervision. Supervision techniques will make it easier to achieve the targets of the goals that have been set, therefore the application of supervision techniques is a manifestation of the progress of the school to develop (Education, Quality, Education, & National, 2008) (E & Afriansyah, 2019).

According to Gwynn (1961), there are 13 group supervision techniques that are commonly used to improve the effectiveness of learning and education management. These techniques include: Committee - Forming a working group to complete a specific task. Group Work - Cooperation between individuals to achieve common goals. Laboratory and Curriculum - Experiments or research that focus on curriculum development and evaluation. Guided Reading - Reading activities targeted to improve understanding and analytical skills. Learning Demonstration - Practical presentation of learning methods or strategies to illustrate best practices. Field Trip - Field activities for direct learning experiences. Lectures or Research - Formal learning through lectures or structured learning. Panel Discussion – Exchange of ideas between a group of experts to discuss a topic. Library – Utilization of information sources as a medium for learning and research. Professional Association – Membership in an association that emphasizes professionalism and networking. Supervision Bulletin – Periodical magazine containing information about educational supervision. Lecturer or Instructor Meeting – Discussion forum to share learning experiences, problems, and solutions. Workshop or group conference - activities aimed at training, discussion, and general competency development.

CONCLUSION

This study identified various supervision techniques that were effective in improving the quality of education at the Al-Falah Krui Pesisir Barat Lampung Islamic Boarding School. It was found that both individual and group supervision techniques played an important role in supporting the professional development of educators. Individual supervision techniques, such as classroom visits and personal meetings, allow supervisors to provide direct feedback tailored to the specific needs of each educator. Meanwhile, group supervision techniques, such as group discussions and joint training, play a role in encouraging collaboration and knowledge sharing among educators, which are essential for collective professional development.

The results of the study also confirmed that the active involvement of Islamic boarding school leaders in the supervision process is a key factor in achieving better quality education. In addition, the integration of Islamic values in supervision practices not only creates a conducive learning environment but also supports the formation of students' characters. Therefore, the development of a structured and comprehensive supervision framework is very important for Islamic educational institutions. This framework should focus on improving educator competence while reflecting the principles of holistic Islamic education.

This study recommends that principals and supervisors in Islamic boarding schools adopt supervision techniques that have been proven effective, while continuing to adapt their supervision practices to the learning needs of students in the modern era. In addition, this study is expected to provide significant contributions to the development of Islamic education in Indonesia and become an important reference for policy makers in formulating more progressive education policies in the future.

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