



# THE TRANSFORMATION OF SUPERVISORS' ROLES IN ENHANCING THE QUALITY OF ISLAMIC EDUCATION IN ASSISTED SCHOOLS IN TEMPE DISTRICT, WAJO REGENCY

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## ABSTRACT

This study aims to examine the transformation of supervisors' roles in enhancing the quality of Islamic education in assisted schools in Tempe District, Wajo Regency. The research employs a qualitative phenomenological approach through field research, utilizing interviews, observations, and documentation as data collection techniques. The findings indicate that efforts to strengthen the quality of Islamic education in assisted schools within Tempe District, Wajo Regency, are oriented toward ensuring that the educational process adheres to both internal and external quality standards. The study highlights the crucial role of supervisors in enhancing academic and administrative quality, positioning them as key partners in the development of assisted schools. Furthermore, the transformation of supervisors' roles is realized by shifting their function from external entities responsible for oversight to internal stakeholders who provide structured guidance and support in improving the quality of Islamic education.

**Keywords:** The role of supervisors; quality strengthening; Islamic education

## 1. INTRODUCTION

The implementation of Islamic education is a highly dynamic process encompassing pedagogic, andragogy, and heutagogic dimensions, with a set of quality benchmarks that must be met. This aligns with its overarching purpose, which is to establish an educational system capable of integrating all components of Islamic education—such as learning objectives, resources, strategies, media, and evaluation—into a cohesive and mutually reinforcing systemic framework (Adisel et al., 2022, p. 298). Strengthening the quality of Islamic education is a fundamental necessity to ensure its maximum contribution to student development. This process reflects the spirit of the Indonesian national constitution, which emphasizes the importance of educating the nation, as articulated in the Preamble to the 1945 Constitution (Wajiyah & Hudaidah, 2021, p. 98).

The imperative to enhance the quality of Islamic education holds significant importance in the context of national and state life. Quality Islamic education is essential for nurturing students who are not only intellectually competent but also morally and ethically grounded—a critical need in light of the increasingly complex social challenges faced by modern society. Furthermore, high-quality Islamic education ensures a correct understanding of religious teachings, thereby mitigating the risk of their misuse for harmful purposes such as radicalism and extremism. By improving the quality of Islamic education, students can be equipped with relevant and adaptive life skills, enabling them to evolve into a capable generation capable of sustaining the nation's development.

Despite its significance, Islamic education continues to face various fundamental challenges, particularly in terms of implementation quality. As noted by Rahmawati et al. (2023, p. 55), Islamic education remains weak in quality, largely due to curricula that fail to equip students with the necessary competencies. This issue is evident in the implementation of Islamic education in assisted schools in Tempe District, Wajo Regency. The existing curriculum often lacks relevance to contemporary needs, as it tends to focus excessively on theological aspects while neglecting the integration of science and technology, which are crucial in the digital era. Additionally, the quality of educators remains suboptimal, with many lacking adequate training to implement innovative and contextually relevant curricula. As a result, the approaches, methods, and techniques employed in Islamic education often remain conventional and non-interactive, leading to diminished student motivation and a lack of development in critical, creative, innovative, and constructive thinking skills.

To address these challenges, the role of supervisors is crucial in enhancing the quality of Islamic education in assisted schools in Tempe District, Wajo Regency. This aligns with the assertion by Ahmad Nurhuda et al. (2023, p. 36) that supervisors play a strategic role in strengthening the quality of Islamic education implementation through academic and managerial supervision. In the context of academic supervision, supervisors are responsible for ensuring that the implementation of Islamic education adheres to established quality standards. This involves conducting classroom observations, providing constructive feedback to educators, and identifying areas for improvement. Through effective academic supervision, the overall quality of Islamic education can be enhanced, which in turn positively impacts student learning outcomes.

From a managerial perspective, supervisors ensure that schools are well-managed, encompassing aspects such as administration, resource allocation, and compliance with policies related to Islamic education implementation. They assist school principals in making informed and strategic decisions that contribute to the advancement of educational institutions. By fulfilling these responsibilities, supervisors act as key agents of change in efforts to strengthen the quality of Islamic education. Their role ensures that the education provided not only meets academic standards but also remains relevant and responsive to the evolving demands of the modern era. In conclusion, the involvement of supervisors is indispensable in addressing the existing challenges and improving the quality of Islamic education. Through their dual focus on academic and managerial supervision, they can drive meaningful improvements in educational practices, ensuring that Islamic education institutions are better equipped to meet the needs of students and society.

## **2. METHOD**

This research adopted a field research approach, operating within a qualitative-descriptive research paradigm. This paradigm sought to understand phenomena based on the perspectives and experiences of research subjects within their natural contexts, utilizing narratives or words to explain and interpret the meanings behind specific phenomena, symptoms, and social situations (Marinu Waruwu, 2023, p. 2898). Qualitative research was particularly suited for exploring complex social realities, as it allowed for an in-depth understanding of participants' lived experiences and the contextual factors that shaped them. By focusing on individuals' subjective interpretations, this approach provided rich, detailed insights that quantitative methods might not have captured.

Data for this research were collected through structured interviews and participatory observations. Structured interviews were conducted to gather detailed and systematic information from participants, ensuring that the collected data aligned with the research objectives. Meanwhile, participatory observations enabled the researcher to immerse themselves in the natural setting of the research subjects, gaining firsthand insights into their behaviors, interactions, and environments. This combination of methods ensured a comprehensive understanding of the phenomena under investigation, as it captured both verbal accounts and observable actions.

The collected data were then processed and analyzed using the data processing and analysis techniques developed by Miles and Huberman, as cited by Rizaldy Fatha Pringgar and Bambang Sujatmiko (2020, pp. 319-320). This analytical framework consisted of three key stages: data reduction, data display, and conclusion drawing/verification. 1) Data Reduction: In this initial stage, the raw data were systematically organized and simplified through a process of elimination. Irrelevant or redundant information was removed, allowing the researcher to focus on data most pertinent to the research objectives. This step was crucial for managing large volumes of qualitative data and ensuring that the analysis remained focused and meaningful. 2) Data Display: The reduced data were then organized and presented in a structured format, such as matrices, charts, or narrative summaries. This stage facilitated the identification of patterns, themes, and relationships within the data, making it easier to interpret and derive meaningful insights. By visually or narratively displaying the data, the researcher could better understand the connections between different variables and phenomena. 3) Conclusion Drawing/Verification: In the final stage, the researcher drew conclusions based on the analyzed data, ensuring that these conclusions were consistent with the research objectives and supported by evidence. This process involved verifying the findings through cross-checking, triangulation, or comparison with existing theories and literature. The goal was to ensure the validity and reliability of the conclusions, thereby providing a robust response to the predefined research questions.

Through this systematic approach, the research aimed to provide a comprehensive and nuanced understanding of the phenomena under investigation. By combining qualitative methods with a rigorous analytical framework, the study sought to generate insights that were both contextually grounded and theoretically informed. This approach not only enhanced the

credibility of the research but also ensured that the findings were relevant and applicable to the broader social and educational contexts in which they were situated.

### **3. FINDINGS AND DISCUSSION**

The orientation toward strengthening the quality of Islamic education implementation in assisted schools in Tempe District, Wajo Regency is aimed at ensuring that the Islamic education process continues to adhere to established quality standards, both internal and external. According to Muhammad Hajar, quality enhancement efforts in assisted schools in Tempe District, Wajo Regency are consistently directed toward meeting the various quality benchmarks that have been established. The strengthening of quality entails continuous efforts to fulfill these benchmarks (Interview, November 12, 2024). In this context, quality enhancement is pursued through several strategic measures. First, improving educators' competence is a primary focus. Teachers receive periodic training to enhance their pedagogical skills and subject knowledge, enabling them to deliver more effective and engaging instruction to students. Second, upgrading school facilities and infrastructure is also prioritized. Assisted schools receive support in the form of building renovations, the provision of educational materials, and the procurement of adequate information technology to facilitate the teaching and learning process. Third, active participation from parents and the surrounding community is reinforced. Their involvement in school activities, such as school committee meetings and school development programs, contributes to creating a more conducive learning environment and supports students' academic success.

Through these quality enhancement efforts, schools in Tempe District are expected to consistently meet the predetermined quality standards. This process is not a one-time initiative but an ongoing effort that involves regular evaluation and strategic adjustments based on assessment outcomes. Continuous adherence to these quality standards is anticipated to have long-term positive impacts, including improved student academic achievement, the development of a more effective learning environment, and, ultimately, the overall enhancement of education quality in Wajo Regency. Quality serves as a key factor in maintaining an educational institution's appeal, ensuring it remains a preferred choice among various learning programs offered. This aligns with the assertion of Muh. Amir Jannatain (2015, pp. 29–35) that proportional education management fosters quality education, which is a critical necessity. This compelling social phenomenon should be a central discourse among educational institution managers in designing and implementing education management and development strategies. However, in practice, the reality often diverges from this ideal. In various regions, numerous educational institutions have experienced decline due to a loss of public trust. This situation necessitates a more rational and community-oriented approach from education managers. The declining public interest in certain educational institutions is not solely attributable to shifting values or weakening religious ties; rather, it is often the result of inadequate management that fails to proportionally address educational needs. Consequently, poor management leads to substandard quality across multiple educational dimensions, diminishing the institutions' ability to meet societal expectations effectively.

In line with the aforementioned statements, Suhartini Yunus emphasized that strengthening the quality of Islamic education in assisted schools in Tempe District, Wajo Regency is a strategic effort aimed at producing graduates who not only possess profound religious knowledge but also acquire skills and competencies relevant to contemporary developments (Interview, November 14, 2024). The implementation of a comprehensive and sustainable education quality assurance system is therefore of paramount importance, making it a priority in the administration of Islamic education in these assisted schools. This process includes routine evaluations of educational performance, internal quality audits, and accreditation by authorized institutions. The outcomes of these evaluations serve as a foundation for further improvements and development.

The critical role of supervisors in strengthening the quality of Islamic education in assisted schools in Tempe District, Wajo Regency highlights their function as essential partners in enhancing both academic and administrative quality. Senandariah reinforced this view, stating that the presence of supervisors greatly assists schools in improving the implementation of Islamic education. The various strategic roles undertaken by supervisors contribute significantly to the enhancement of educational quality (Interview, November 12, 2024). Based on the researcher's observations, supervisors play a crucial role in ensuring quality improvement in Islamic education within the assisted schools of Tempe District, Wajo Regency. As school partners, supervisors do not merely function as overseers; they also serve as mentors and facilitators in efforts to enhance both academic and administrative standards.

Supervisors are responsible for monitoring and evaluating the learning process in assisted schools. They provide constructive feedback to educators regarding effective teaching methodologies that align with the Islamic education curriculum. Additionally, supervisors facilitate the development of training programs for educators, ensuring that teachers possess the necessary competencies to deliver high-quality instruction in accordance with established standards. From an administrative perspective, supervisors assist schools in managing education administration efficiently and transparently. Their role includes providing guidance on school governance, encompassing planning, implementation, and evaluation of school programs. Furthermore, supervisors ensure compliance with applicable procedures and regulations, fostering a structured and well-organized learning environment.

Faridah further emphasized that the role of supervisors as school partners fosters productive collaboration for continuous improvement. Supervisors act as facilitators in the development of innovative programs that support the enhancement of Islamic education quality. They also coordinate quality improvement efforts with various stakeholders, including parents and the broader community, to ensure comprehensive support for schools (Interview, November 13, 2024). These findings underscore the significant role of supervisors in assisting assisted schools in Tempe District, Wajo Regency in achieving and maintaining high standards of educational quality, both in academic and administrative aspects.

Based on the researcher's observations, the role of supervisors in ensuring the quality of Islamic education in academic aspects can be identified through several key efforts. First, supervisors conduct classroom visits to directly observe the teaching and learning process, assessing instructional methods, educator-student interactions, and student engagement. These

observations enable supervisors to identify both strengths and areas for improvement in teaching practices. Second, supervisors evaluate the alignment of the curriculum with national educational standards and local needs, ensuring that the Islamic education curriculum provides both in-depth religious knowledge and the general competencies required by students. Third, supervisors identify professional development needs among educators and organize relevant training programs. They offer guidance on innovative and effective teaching strategies, including the integration of technology in the learning process. Finally, supervisors review the assessment systems implemented by schools to ensure that evaluation methods are objective, fair, and aligned with established standards. They also monitor student learning outcomes to assess the effectiveness of educational programs.

In terms of administrative oversight, supervisors undertake several initiatives to enhance the quality of Islamic education. First, they conduct periodic administrative audits to ensure that all school records and documents, such as financial reports, student attendance records, and academic records, are accurately and properly maintained. Second, supervisors evaluate the effectiveness of school management, including strategic planning, resource allocation, and program implementation, providing recommendations for improvement where deficiencies are identified. Third, they ensure that schools comply with all applicable educational regulations and policies, including accreditation requirements, health and safety standards, and regulations related to staffing and student welfare. Lastly, supervisors assist schools in developing and maintaining an efficient information system to support data management and reporting, enabling quick and easy access to critical information for informed decision-making.

Faridah emphasized that the presence of supervisors in overseeing the quality of Islamic education in assisted schools in Tempe District, Wajo Regency has a significant positive impact on both schools and educators, enhancing their performance to achieve the expected quality standards. Supervisors also function as consultants and partners, working collaboratively with internal and external stakeholders to identify challenges, develop solutions, and implement improvements (Interview, November 13, 2024). Through constructive dialogue and discussions, supervisors foster an environment that supports continuous quality enhancement in Islamic education. With their guidance, school principals and educators receive clear direction for improving their performance. Supervisors provide relevant training programs, conduct classroom observations, and offer constructive feedback to help educators identify their strengths and weaknesses, thereby encouraging innovation and improvement in teaching quality. Additionally, supervisors engage with all relevant stakeholders, including educators, administrative staff, parents, and the wider community. Through this collaborative approach, supervisors help identify challenges faced by schools and work towards finding appropriate solutions. The constructive discussions and dialogues facilitated by supervisors contribute to creating a learning environment that promotes continuous improvement in the implementation of quality Islamic education.

Ensuring the quality of Islamic education is an essential and continuous process that must be embedded within the educational system itself. As emphasized by Nur Khalisah Latuconsina (2004:32), the quality of Islamic education is highly dynamic, necessitating an ongoing quality assurance process based on several key considerations. First, societal demands regarding the role of Islamic educational institutions are constantly evolving, often at a rapid pace, whether

consciously or unconsciously. Second, the expansion of educational access, while necessary for equity, can sometimes lead to counterproductive outcomes where quantity is prioritized over quality. The rise of mass education models with an emphasis on rapid expansion often compromises educational excellence. Consequently, quality assurance serves as a mechanism to balance these counterproductive trends. Third, there is a strong tendency for national education quality to be assessed predominantly based on its instrumental dimensions rather than intrinsic values. This means that intellectual, personality, and skill development among educators and students are often evaluated based on their alignment with societal and labor market demands at both macro and micro levels. Lastly, from an economic perspective, educational outcomes are frequently measured by their return on investment—the extent to which the benefits of education align with the financial resources allocated to the sector. While education should not be viewed purely through a pragmatic lens, economic considerations inevitably influence the urgency of quality assurance in its implementation.

The strategy for transforming the role of supervisors in strengthening the quality of Islamic education in assisted schools in Tempe District, Wajo Regency involves repositioning supervisors from being external monitors to becoming internal partners who provide structured guidance and support in enhancing educational quality. Suhartini Yunus highlighted this transformation, stating that supervisors—who were once perceived as intimidating figures—are increasingly being recognized as supportive partners for school principals and educators in strengthening the quality of Islamic education (Interview, November 14, 2024). As consultants, supervisors offer strategic guidance on school management, curriculum development, and the integration of technology in education. They actively assist schools in implementing agreed-upon improvements, ensuring that each step contributes meaningfully to educational quality. More critically, supervisors do not merely ensure compliance with educational standards; they also encourage schools to continuously adapt and evolve in response to changing needs. By adopting an active and participatory approach, supervisors help cultivate a sustainable culture of quality, where all stakeholders are actively engaged in continuous improvement efforts to enhance Islamic education in Tempe District, Wajo Regency.

#### **4. CONCLUSION**

The initiative to strengthen the quality of Islamic education in assisted schools in Tempe District, Wajo Regency aims to ensure that the educational process consistently adheres to both internal and external quality benchmarks. This effort is crucial in maintaining high standards of Islamic education, equipping students not only with religious knowledge but also with the necessary skills and competencies relevant to contemporary developments. The role of supervisors in this process is particularly significant, as they serve as key partners for assisted schools in enhancing both academic and administrative quality. Their involvement goes beyond mere oversight; they provide continuous guidance, evaluation, and support to ensure that schools meet and sustain high educational standards. Supervisors play an integral role in monitoring teaching methodologies, curriculum implementation, and assessment strategies while also ensuring that school management adheres to regulatory and accreditation requirements.

A strategic transformation in the role of supervisors has been implemented to further strengthen the quality of Islamic education in these schools. Initially, supervisors functioned as external evaluators, primarily focusing on monitoring and assessing school performance from an outside perspective. However, this role has evolved to integrate supervisors as internal partners who actively provide structured assistance and mentorship to school leaders and educators. By shifting from a purely supervisory role to a collaborative and facilitative role, supervisors now contribute directly to school improvement efforts, helping to implement best practices in teaching, administration, and policy compliance. This transformation not only enhances the effectiveness of Islamic education but also fosters a culture of continuous improvement, where schools, educators, and supervisors work together toward the common goal of maintaining and enhancing educational quality.

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