



Implementation of Academic Supervision through Islamic Religious Education Supervisors in Improving the Performance of Arabic Language Education Teachers at MTs Anwarul Hidayah

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Received: 20-11-2023

Reviewed: 25-11-2023

Accepted: 04-12-2023

Abstract

Academic supervision of PBA (Arabic Language Education) has an important role in PBA learning in accordance with the provisions of the specified standards. Thus, supervision is expected to improve the performance of PBA teachers in carrying out teaching and learning activities. The qualitative descriptive approach is prioritized by finding existing indicators. In finding existing information and indicators, data collection is more on data collection methods in the form of interviews, documentation, with analysis focused on listening, watching, interacting, asking, talking, exploring, and taking important notes on matters relating to the academic supervision of PAI supervisors to improve PBA teacher performance. On the other hand, in reality, supervision is only related to administration rather than judging as a teacher. The assessment is only focused on administration, while the assessment of teacher competence in carrying out learning is not too seen and even prioritized. Assessment and supervision that is only concerned with administration does not make teachers enthusiastic in carrying out their duties as teachers. For this reason, a teacher needs guidance and supervision to assess the level of performance

Keywords: Academic supervision, education supervisor, teacher performance

Introduction

PBA (Arabic Language Education) academic supervision has an important role in PBA learning based on the specified standard provisions. Thus, supervision is expected to improve the performance of PBA teachers in carrying out teaching and learning activities. PAI supervisors are teachers with PNS (Civil Servant) status who are designated as PAI supervisors based on their duties and responsibilities as executors of supervision in PBA (PMA No. 2, 2012).

PAI supervisors are expected to be supervisors who have the ability and good work steps in carrying out their supervisory duties. PAI supervisors are expected to be able to control the learning rules carried out by teachers based on educational standards. Supervision and control are efforts made so that the learning process achieves objectives and is in accordance with steps to prevent deviations and be careful in carrying out teaching duties. Competencies that must be mastered by PAI Supervisors in schools include: a) personal competence; b) academic supervision competency; c) educational evaluation competency; d) research and development competence; and e) social competence.

Government Regulation (PP) no. 19 TH. 2005 in article 39 states that supervisory competencies that must be mastered include: a) planning; b) implementation; c) follow-up (PP no. 19, 2008). On the other hand, in reality, supervision only involves administration rather than assessment as a teacher. Assessment only concerns administration, while assessment of teacher competence in conducting learning is not really looked at or even prioritized. Assessments and supervision that only focus on administration will not encourage teachers to carry out their duties. For this reason, a teacher needs guidance and supervision to assess the level of his or her performance (Syaiful, 2010).

Supervision is often said to be supervision only, but does not provide creative ideas for dealing with problems. Teachers feel more anxious and even afraid when supervision is carried out, so the majority of teachers do not want to be supervised even though this is part of education (Toni, 2008).

Supervision according to language, originates from the word "supervision" which means "supervision", supervision in the academic field has been known and discussed for a very long time, with the meaning of "service that aims to improve the teaching process". Supervision in its activities emphasizes efforts to develop the learning process with a focus on influential factors, such as: educators, students, teaching aids, material books, learning curriculum and the atmosphere of the learning environment (Yurnalis, 2008).

Supervision aims to obtain certainty regarding the implementation of learning activities in accordance with the initial plan. Supervision is carried out to compare the existing reality with conditions that should occur according to planning. Murdick's opinion, quoted by Fattah, states that supervision is an activity carried out in essentially basic positions, but is necessary due to the difficulty and extent of an organization. The basic position has three stages, the first stage is creating standard activity rules, the second stage is measuring activities, the third stage is analyzing differences between supervision activities and standard rules along with supervision planning (Fattah, 2000).

The center of supervision lies in "the principle that recognizes every individual has potential that can be improved". The opinion of H. Burtun and Leo J. Brucker, written again by Soetopo and Soemanto, states "supervision is a technique of providing services, which has the aim of understanding and improving complexly various factors that influence individual growth and development" (Soetopo, 1988).

Suharsimi Arikunto said that supervision refers to the central point in improving the quality of teaching and learning with effective cycles and steps as well as details regarding realistic teaching. Supervision has a goal of logical change (Arikunto, 1989). Based on the definitions above, it can be concluded that supervision is carried out to improve and advance learning until the learning carried out by the teacher runs well and effectively. The definition

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of supervision is very broad, including "all coaching activities that involve the professionalism of educational supervisors, aimed at improving the quality of institutions towards achieving educational standards." Academic supervision is an assessment process carried out by supervisors in order to improve teacher performance in planning, implementation and evaluation (Ibnu et al., 2023).

Suryo stated that teacher performance in learning is the teacher's competence in creating educational communication situations between teachers and students, including cognitive, affective, psychomotor, learning efforts about the basics of planning to evaluation, then carrying out follow-up in achieving educational standards (Subroto, 1997). Teacher performance can also be said to be the teacher's work achievements, taking into account skills and effort. Teacher performance can be seen from whether the teacher carries out his responsibilities well or not according to the rules that have been established in his work. Teacher performance can also be said to be a competency that has been mastered by the teacher along with skills in applying learning. MTs Anwarul Hidayah, according to its geographical location, is located at a village road crossing which is not far from the district highway access. Geographically, this was used as a reason for the researchers to conduct research at MTs Anwarul Hidayah, with its geographic location not far from the district road, the researchers wanted to know how the supervision process was at the school. Another reason, researchers say that on average there is only one PBA teacher per MTs (Sholeh, 2023).

Based on a pre-survey conducted by researchers, data was found on the implementation of supervision in previous years regarding the supervision of PAI supervisors at the SMP/MTs level. In the initial planning stage, supervision prepares the program and activity plan, including the agenda and materials along with the coaching center point and determining who the PBA teacher will be supervised (Maftuhah & Saputri, 2023). Data on supervision activities carried out by PBA supervisors were found in the MTs Anwarul Hidayah document, the document contains the day, date, time, teacher's name and conclusion. The stages of supervision include: conducting classroom observations, learning observations, observing teachers who will be supervised in accordance with the provisions of the Director General (Director General) of Islamic Education, namely 8 teachers (Director General of Education, 2012). Class visits are carried out during PBA lessons, the supervisor sits in the back chair to see and record detailed data about the lesson. Then there was guidance on how to make a RPP (Learning Implementation Plan) by the PAI supervisor to the teacher on January 3 2022. Follow up on the results of the evaluation carried out by the PAI supervisor by discussing with the PBA teacher regarding several findings regarding the teacher's notes regarding the lack of communication with students, lack of building a class atmosphere, and less interactive questions and answers. From these findings, academic supervision is carried out in the stages of planning, implementation and follow-up supervision (Anik Khusnul Khotimah et al., 2023).

In relation to the performance of PBA teachers, they obtain guidance data along with directions from PAI supervisors which are very helpful in finding solutions to problems encountered when conducting learning, including classroom management. At first the PBA teacher did not have a benchmark for classroom management indicators, but after the supervisor arrived, the teacher was able to look at the indicators and find the teacher's strengths

and weaknesses as an evaluation of his performance. The data results that have been found can provide a clear picture regarding the implementation of academic supervision. Supervision can further improve teacher performance in PBA learning at MTs Anwarul Hidayah. Basically, performance in these schools has increased but has not yet reached the maximum level, because of this, this research aims to find the implications of the academic supervision carried out by supervisors of Islamic Religious Education. In developing teacher performance, it is considered important to carry out analysis of plans, processes and evaluations.

From this background, a problem formulation was found on how to plan, process and evaluate academic supervision carried out by PAI supervisors to improve the performance of PBA teachers at MTs Anwarul Hidayah.

Literature Review

The following is previous research that has carried out several studies that carry out academic supervision by PAI supervisors in improving the performance of PBA teachers. Previous research findings obtained by researchers include:

Panghutan's thesis was prepared in 2014 entitled *Implementation of Academic Supervision by PAI supervisors in Improving the Quality of PAI Learning at MTs Negeri 2 Medan*. The research conclusions are: (1) At the beginning of the semester, first discuss the PAI academic supervision plan with the school principal and teaching staff, the supervision plan PAI was discussed together, then compiled into a program as a benchmark for implementing supervision, (2) PAI supervision at MTsN 2 Medan is more based on functional position benchmarks by carrying out individual or group supervision. Individual techniques with problematic teachers, groups only monitor the class, (3) carry out supervision with supervision evaluation. The results of the evaluation are used to improve and organize the implementation of supervision in the future.

Dede Muzakir compiled in 2016 entitled *Implementation of Managerial Supervision and Academic Supervision in Improving the Performance of PAI Madrasah Ibtidaiyah Teachers*. The conclusions are: 1) To plan academic supervision and management of supervisors, an annual supervision plan and semester supervision plan must first be prepared. Creating tools for planning, implementation and learning aids, supervision by means of class monitoring, supervision results and follow-up, 3) In preparing learning implementation plans, academic supervision and management have an impact on improving teacher performance. Optimizing and maximizing the teacher learning process. The success of academic management and supervision has created a conducive learning atmosphere.

Istida Masya Ma'ruf's thesis was prepared in 2020 with the title *Implementation of Academic Supervision by PAI Supervisors in Improving the Performance of Middle Level PAI Teachers in the Ministry of Religion, Malang Regency*. The conclusions of this research are: (1) Implement an academic supervision plan under the guidance of all PAIS supervisors and supervisors (Supervisors of Islamic Religious Education in Schools) at the beginning of the year, and plan learning, learning methods and learning evaluation, (2) carry out academic supervision in 2 ways when carrying out academic supervision, namely individual and group, (3). PAIS supervisors (Supervisors of Islamic Religious Education in Schools) carry out academic supervision and evaluation based on the administration of PAI teachers and class teachers, and carry out evaluations, (4) supervision enthusiasm and teacher discipline increase

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significantly because they are well controlled.

Based on research several previous researchers have shown that the implementation of academic supervision by PAI supervisors improves the performance of Islamic religious education teachers. From these results, the researchers applied them to this research.

Research Method

The type of research in this thesis is research that goes into the field, namely research carried out by researchers by going into the field to meet respondents (Hasan, 2004). A research method is a method created scientifically with the aim of finding certain data (Sugiono, 2015). This research uses a qualitative descriptive approach, namely a research procedure that produces descriptive data in the form of words, words or a person's behavior. Qualitative descriptive research is research that is used to describe and answer problems from existing phenomena or events by describing words (Arifin, 2012). A qualitative descriptive approach is prioritized by finding existing indicators. In finding existing information and indicators, data collection focuses more on data collection methods in the form of interviews, documentation, with analysis focused on listening, seeing, interacting, asking, talking, exploring, recording important notes on matters related to the academic supervision of PAI supervisors to improve PBA teacher performance (Arifin, 2012). In this research, the data collection method was carried out directly in the field using observation, interview and documentation techniques. The data analysis stage uses interactive analysis by presenting the results of the research conducted. The steps in this analysis are: 1) data collection, 2) data reduction, 3) data presentation, 4) drawing conclusions. Qualitative research for analysis can be carried out during field research or after conducting research. In this research, analysis was carried out after carrying out data collection (Moeleng, 2016).

Result/Findings

Academic Supervision of Islamic Religious Education

Supervision comes from foreign languages, especially English, namely from the word "supervision" which is divided into two constituent words, including super and vision, super means or, more, while vision means to see, review. In language, supervision means reviewing or seeing from various points of view carried out by the leadership in order to see employee performance (Nawawi, 1998).

Jones' words were reiterated by Mulyasa, "supervision is a part that does not allow a system to be disconnected from educational administration which has the aim of improving and developing the performance of individuals and educational institutions with educational tasks."

Supervision is again said to be a professional guidance effort and assistance provided by supervisors to teachers individually or in groups. A detailed understanding is in the book by Ben M. Harris, quoted by Etek Journalist, supervision has the following meaning: Supervision has a close relationship with learning activities, but is not directly related to students, as a factor in smooth learning in school by getting good learning achievements. good, as a material for maintaining and improving a learning process in the classroom.

Supervision for teachers is an effort to develop and even increase their professionalism with supervision efforts in accordance with article 66 of Law No. 20 of 2003 concerning the National Education System (National Education System). From the various opinions above, supervision means a series of processes assisting teachers in improving their competence to process the teaching and learning process to achieve the goals of the teaching and learning process in accordance with existing regulations.

Academic supervision is closely related to the value of teacher performance in processing learning. Practical assessment of academy supervision is looking at the real reality of teacher work to answer various questions, such as: what happens in class?, What are the activities of teachers and students?, Are activities in class meaningful for students and teachers?, What activities are carried out? to achieve educational goals? What are the teacher's strengths and weaknesses and what are the solutions? The answer to this question will provide data about the teacher's skills in processing the teaching and learning process. But it should be noted, when you have carried out a teacher performance assessment, complete academic supervision first, then follow-up must be carried out by creating an academic supervision program and doing it as well as possible (Carl, 1988).

Suharsimi Arikunto said that teaching supervision or academic supervision with the same name, namely clinical supervision, clinical supervision is supervision that focuses more on learning using a cyclical system that uses sympathy using detailed steps in real teaching and drawing conclusions to achieve goals in a rational way.

Academic supervision is more focused on teaching supervision. Teaching supervision is supervision that has a focus on the learning process which is seen as improving teaching and implementing curriculum in the classroom (Malaka et al., 2023). Academic supervision has value in improving and developing the learning atmosphere which emphasizes student development. For guidance itself, it is more about open, humanizing guidance, in other words, it is not authoritarian. Then what is called a superior is not just a hierarchy, but has the meaning of authority and competence in supervision. Improving the learning atmosphere, teaching effectively, being responsible, disciplined and having accountability (Patimah, 2015). Thus, academic supervision is basically a guidance activity from superiors to teachers individually or in groups by directly handling learning to improve the learning atmosphere to be more effective and efficient by increasing learning outcomes and the quality of education.

PAI Supervisor's Role as Supervisor

The scope of work of Islamic Religious Education supervisors according to the 2012 guidelines for Islamic Religious Education supervisors is: The work activities of Islamic Religious Education Supervisors must be equivalent to 24 hours of face-to-face contact with a minimum of 60 PAI Kindergarten/Primary School teachers and equivalent, 40 junior high school teachers (Junior High School) and equivalent, details of PAI supervisors' work in schools are as follows: Creating supervision programs, coaching, monitoring and grades, writing reports, guidance and professional training for teachers (Director General of Education, 2012).

In article 4 in paragraph 2 of PMA (Regulation of the Minister of Religion) RI No. 2 Years. 2012 regarding PAI supervisors and Madrasah Supervisors: Developing PAI supervision programs, developing, guiding and developing the profession, monitoring the

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implementation of PAI national standards, assessing implementation results, reporting implementation.

In PMA (Minister of Religion Regulation) No. 2 Years. 2012 PAI supervisors have the responsibility to improve performance by planning, implementing and evaluating the results of the PBA teaching and learning process in accordance with article 5 paragraph 4 which reads: Providing advice, input and guidance in the preparation, implementation and evaluation of the PBA teaching and learning process, monitoring and evaluating teacher performance PBA, Coaching, Considerations in assessing teacher assignments, Considerations and assessment of teacher placement.

Teacher supervision is different from supervision, supervision as teachers help each other, while supervisors look for mistakes. The role of supervision is divided into four: As a coordinator, coordinating the programs and materials needed by teachers, As a consultant, having specialist skills in curriculum, methods, and so on, As a group leader, having the ability to lead group dynamics, As an evaluator, helping teachers to evaluate (Olive, 1984). Skills that must be mastered by supervisors and supervisors of Islamic Religious Education include: personality, academic supervision, evaluation, research and social matters.

Techniques for Implementing Academic Supervision

The skills possessed by supervisors can be applied to the use of good and correct techniques. Four principles must be implemented in academic supervision, including: Consultative, collective and not hierarchical relationships, Democratic, Centered on teachers, Based on needs, Reciprocity, Professional assistance.

Supervision techniques can be carried out individually or in groups. Individual supervision activities carried out in the classroom are: 1) visits and observations, b) supervision, the aim of knowing competencies, 3) clinical supervision, 4) supervision conversations with the teacher.

Academic supervision of Islamic Religious Education has a very important role in the PBA teaching and learning process with the specified standard provisions. In this way, the implementation of supervision seeks to improve the quality of PBA teachers in the teaching and learning process. PAI supervisors are teachers with civil servant status who are designated in their position as PAI supervisors with the duties and responsibilities and authority to carry out their supervision in Islamic religious education (Nurmaliyah et al., 2023).

PAI supervisors are required to be supervisors with various abilities and good work steps in carrying out their supervisory duties and are able to control the learning carried out by teachers so that it improves. Supervision and control are efforts made to ensure the learning process is focused and as a step to prevent deviations, as well as being careful when carrying out teaching duties. The competencies of PAI supervisors in schools include: 1) personal competence, 2) academic supervision competence, 3) educational evaluation competence, 4) researcher and developer competence, along with 5) social competence. Government Regulation (PP) No. 19 TH. 2005 article 39 states that supervisory competency rules that must be mastered include: 1) Planning Supervision, 2) Carrying out Supervision, 3) Following up on Supervision.

Academic supervision is closely related to the value of teacher performance in processing learning. Practical assessment of academic supervision is looking at the reality of the teacher's performance to answer various questions, such as: what happens in the class?, What are the activities of the teacher and students?, Are the activities in the class meaningful for students and teachers?, What activities are carried out to achieve educational goals? What are the teacher's strengths and weaknesses and what are the solutions? From the answers to these questions, information will be obtained about the teacher's skills in processing learning. But it should be noted, when you have carried out a teacher performance assessment, complete academic supervision first, then follow-up must be carried out by creating an academic supervision program and doing it as well as possible.

On the other hand, in reality, supervision is only related to administration rather than assessing teachers. Assessment only concerns administration, while assessment of teacher competence in conducting learning is not really looked at or even prioritized. Assessment or supervision that is only concerned with administration does not make teachers enthusiastic in carrying out their duties as teachers. For this reason, a teacher needs guidance and supervision to assess the level of his or her performance.

With various findings, through the implementation of academic supervision by PAI supervisors in improving the performance of PBA teachers at MTs Anwarul Hidayah, researchers are confident that they can overcome the problems faced by PBA teachers or school principals.

Conclusion

PAI supervisors are teachers with PNS (Civil Servant) status who are designated as PAI supervisors based on their duties and responsibilities as executors of supervision in PBA. PAI supervisors are expected to be supervisors who have the ability and good work steps in carrying out their supervisory duties. PAI supervisors are expected to be able to control the learning rules carried out by teachers based on educational standards. Supervision and control are efforts made so that the learning process achieves objectives and is in accordance with steps to prevent deviations and be careful in carrying out teaching duties. Competencies that must be mastered by PAI Supervisors in schools include: a) personal competence; b) academic supervision competency; c) educational evaluation competency; d) research and development competence; and e) social competence. On the other hand, in reality, supervision is only related to administration rather than assessing teachers. Assessment only concerns administration, while assessment of teacher competence in conducting learning is not really looked at or even prioritized. Assessment or supervision that is only concerned with administration does not make teachers enthusiastic in carrying out their duties as teachers. For this reason, a teacher needs guidance and supervision to assess the level of his or her performance.

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