Strategy for Supervision of Islamic Religious Education in the Era of Information Technology Iin Banggai Regency

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ABSTRACT: The impact of information technology has permeated various aspects of human life, including social, cultural, economic, political, and even educational elements. The education sector, influenced by technology, significantly affects the quality of education, including Islamic Education, where one crucial element is the presence of Islamic Education Supervisors. The role and responsibilities of Islamic Education Supervisors are to enhance the quality of Islamic Education and to exhibit adequate professionalism. Therefore, this study addresses the professionalism of Islamic Education Supervisors and the implementation of information technology in the duties of Islamic Education supervision in Banggai Regency. This study uses a qualitative approach. Data collection techniques include direct observation, in-depth interviews, and written document analysis. Data was analyzed using three stages: data reduction, presentation, and verification. This study found that the professionalism of Islamic Education supervision in the era of information technology in Banggai Regency is outstanding. This is proven by the research findings, which show that supervisors consistently carry out their duties despite many challenges and obstacles. The extensive supervisory area, the large number of supervised teachers, and the need for more supervisors present real challenges in performing their duties professionally. On the other hand, Islamic Education Supervisors still need to improve in aspects of information technology and discipline. Other findings indicate that in performing their supervisory duties, Islamic Education Supervisors in Banggai Regency use information technology in various strategies and methods.

KEYWORDS: Supervision, professionalism, religious education, Islamic education, information tehcnology

I. INTRODUCTION

The role of teachers and supervisory committees, especially school principals, occupies a central position in advancing the quality of education in schools (Spencer-Jones, 2010; Wanzare, 2012). As a teacher, one of the leading indicators in improving quality is through the classroom learning process, which is determined by innovation and creativity. Meanwhile, the role of technology in this aspect is that it can help and make it easier for teachers to find learning models, such as using *YouTube* as a learning reference in the modern era that suits students' interests, namely the tendency of students today to have a close relationship with the virtual world so that this is the primary provision in adapting to technology-based learning.

On the other hand, the role of the supervision committee, both school principals and teachers, has an essential contribution to improving the quality of education (Weiss-Dagan, Ben-Porat, & Itzhaky, 2018). Overall, the supervisory committee has the main responsibility for supervising and guiding various activities in schools/madrasahs in accordance with the type and form of education and learning activities in educational institutions, in the designated positions and functions.

Furthermore, supervision is interpreted as an activity carried out by an individual who acts as a supervisor whose primary focus is supervising, controlling, and providing support to achieve optimal teaching goals (Yerushalmi, 1999). The supervisor's function in Islamic education focuses more on managing the learning process, including monitoring and evaluation, to improve teacher competence so that it contributes positively to student learning outcomes.

The word supervisor in the education supervision system is often called supervisor in academic studies. Supervision comes from English, namely "supervision," which consists of two words; "super" and "vision." Super means "above" or "more," while vision means "to see" or "review." Supervision is coaching given to all school staff to improve their abilities and develop better teaching and learning situations. The person who supervises is called a supervisor. Specifically, in this study, the researcher used

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the word supervisor to refer to or represent the word supervisor further. This was done by the researcher because there are still many regulations and provisions in government regulations that use the word supervisor to mention the duties of a supervisor (Kiley, 2011).

Based on the Minister of State Apparatus Empowerment Regulation Number 118/1996 Part II Article 3 Paragraph (1) and the Decree of the Minister of Religion Number 381 of 1999 concerning the supervisory profession, it is stated that school/madrasah supervisors are civil servants who are assigned, have responsibility and have the authority full authority from authorized officials to carry out comprehensive supervision of the implementation of education in public schools and madrasas. This supervisor is tasked with conducting assessments and providing guidance in the technical aspects of teaching and administration in preschool, primary, and secondary education units.

According to Ministry of Religion regulations, the supervisory position for schools/madrasahs is recognized as the Supervisor of Islamic Religious Education. The Supervisor of Islamic Religious Education is a civil servant who has comprehensive responsibilities, duties, and authority to supervise the implementation of Islamic religious education in public schools and the management of education in madrasas. Its main functions include evaluation and guidance in educational and administrative technical matters, especially in preschool, primary, and secondary school education units.

The level of professionalism of Islamic Religious Education supervisors in the information technology era can be seen in the effort to increase the competency of Islamic education teachers, both in terms of learning and performance, to improve teacher quality. This is also the duty and responsibility attached to the supervisor of Islamic Religious Education in Banggai Regency, Central Sulawesi Province.

The main problem related to the supervision of Islamic Religious Education in the Sulawesi Province area is its implementation's unique challenges and obstacles. In this province, 13 districts/cities are spread over a wide area, while the number of Islamic Religious Education supervisors is minimal. The main problems related to the challenges faced by supervisors of Islamic Religious Education in Central Sulawesi Province in carrying out their duties include the limited number of supervisors. One of the main problems is the limited number of Islamic Religious Education supervisors. One supervisor must supervise many trained teachers in many cases, making it challenging to provide sufficient attention to each teacher. Then, the area of Central Sulawesi Province is quite large, with an uneven distribution of Islamic religious education teachers. This large area makes it difficult for Islamic Religious Education supervisors to visit and monitor each school effectively.

Based on this discussion, the primary variable or focus of this research is the professionalism of Islamic religious education supervisors in the information technology era in carrying out their supervisory duties. The similarities between this research and previous research are in the role of Islamic religious education supervisors. Therefore, researchers are interested in conducting this research to complement relevant and unstudied previous research and to emphasize the strategic aspects of monitoring Islamic religious education in the era of information technology in the Banggai district.

II. LITERATURE REVIEW

A. Educational Supervision

The definition of supervisor comes from English, which means a person given the task of supervising (Kiley, 2011). Furthermore, supervision is said to be an action carried out by supervisors and school principals, who have a higher position than teachers, to observe and supervise the teacher's work. In other words, supervision refers to a shared view of learning concepts and teaching methods developed jointly by supervisors, teachers, and school community members (Harris & Valverde, 1976). In addition, supervision in the educational context, known as educational supervision, refers to professional actions carried out by experts or school principals to supervise, guide, and evaluate teachers' performance in schools. Academic supervision is also included to guide teachers in developing the learning process and its supporting elements.

Educational supervision is assistance from the supervisor or school principal to improve school management and teaching staff performance to achieve academic goals optimally (Patel, 2016). In education, supervisors provide technical services and guidance to teachers and school staff to improve the quality of work, especially in developing classroom learning. Supervisors must have knowledge and skills that can be passed on to teachers, even on a small scale. Supervisory assistance and services to teachers are always aimed at ensuring the quality of education. Supervisors' knowledge and skills should be conveyed to teachers continuously.

The responsibilities of school supervisors include carrying out supervision in the academic field and supervision in managerial aspects. In line with this, the role of supervisors is divided into two factors: the first is academic supervision, which includes operational supervision, and the second is administrative supervision, which involves managerial supervision or aspects of organizational supervision (Yavuz, 2010). Academic supervision prioritizes observation of issues directly related to the teaching and learning process carried out by teachers to help students during the learning process. Meanwhile, administrative supervision

focuses on observing administrative aspects that act as a learning environment that supports the smooth learning process. These two forms of supervision activities are known as educational supervision (Gülşen, Ateş, & Bahadir, 2015).

B. Use of Technology in Supervision

Utilization of technology is a pattern of behavior or attitude in using information technology to complete tasks and improve performance (Ratna, Nayati Utami, Siti Astuti, Wilopo, & Muflih, 2020). Within the scope of companies and government institutions, technology is now an everyday activity that is not difficult to find. It cannot be denied that information technology has become a need and a requirement for organizations in running their business. Organizations need information technology to help achieve their goals, but providing information technology requires a significant investment. The company's information technology investments must be implemented optimally. Information technology in an organization needs to be managed by the information technology department but must be managed (governed) professionally. Professional information technology management is called information technology governance (IT Governance) (Peterson, 2004).

Utilization of technology is related to the behavior of using technology to complete tasks and improve the performance of companies or government institutions. The theory of attitudes and behavior states that the use of personal computers or PCs (Personal Computers) by users who know an environment that can choose (optional) is influenced by their affection (Maseeh et al., 2022). The attitude and behavior affect the use of PCs, social norms in workplaces that use PCs, habits regarding the use of PCs, expected individual consequences from using PCs, and facilitating conditions in a conducive environment utilizing a PC.

Social factors internalize a group's subjective culture and certain interpersonal agreements between individuals in certain social situations (Bagozzi & Lee, 2002). Subjective culture contains norms, roles, and values. Meanwhile, affect is related to feelings of pleasure, joy or depression, disgust, displeasure, or hatred towards an individual with specific actions. Complexity is the level at which innovation is perceived as relatively difficult to interpret and use. In the context of innovation adoption, complexity has a negative relationship with technology utilization. Job suitability is related to an individual's ability to use a PC. This dimension measures the level of individual confidence that using a PC can improve their performance. Facilitating conditions in Triandis theory are objective factors in the work environment that make it easy for users to use a PC.

This theory emphasizes using data and information technology to support supervision and increase teacher competence (Martin, Kumar, & Lizarondo, 2017). Supervisors use digitally collected data, such as teacher performance evaluation results, test results data, or recorded classroom observations, to provide feedback and plan specific corrective actions. Data-Driven Supervision Theory is a supervision approach that emphasizes using data and information technology to support supervision and increase teacher competency. In this theory, school supervisors use digitally collected data, such as teacher performance evaluation results, test results data, or recorded classroom observations, to provide specific feedback to teachers and plan appropriate corrective actionsn (Rousmaniere, 2014).

II. METHODOLOGY

This study was conducted in State Islamic High Scools in Banggai regency in Central Sulawesi, Indonesia. Data was gathered through field observation, in-depth interviews, and written material analysis. The interviews involved five the schools supervisors, two school principals and fifteen Islamic religious teachers from the schools. Data was analyzed using a thematic analysis approach, which begins with open coding, iterative coding, and finally, theoretical coding to build theoretical constructs from the data. Before analysis, the data was transcripted, and the results of the transcripts were consulted with the participants to obtain their consent (Nurdin, Scheepers, & Stockdale, 2022; Nurdin, Stockdale, & Scheepers, 2014). The data analysis used a deductive thinking technique, interpreted as a research procedure that produces deductive data from the interviews and field notes. Data analysis was conducted using thematic analysis from Strauss and Corbin (1998). The analysis started with open, axial, and selective coding. The final result of the data analysis is themes found from the data as practiced by Nurdin (2018).

This study was conducted in a telecommunication company in Central Sulawesi, Indonesia. Data was gathered through field observation, in-depth interviews, and written material analysis. Data was gathered through observation, in-depth interview, and document analysis. The interviews involved 12 employees and five managers. Data was analyzed using a thematic analysis approach, which begins with open coding, iterative coding, and finally, theoretical coding to build theoretical constructs from the data. Before analysis, the data was transcripted, and the results of the transcripts were consulted with the participants to obtain their consent (Nurdin et al., 2022; Nurdin et al., 2014). The data analysis used a deductive thinking technique, interpreted as a research procedure that produces deductive data from the interviews and field notes. Data analysis was conducted using thematic analysis from Strauss and Corbin (1998). The analysis started with open, axial, and selective coding. The final result of the data analysis is themes found from the data as practiced by Nurdin (2018).

III. RESULTS AND DISCUSSION

A. *Professionalism of Islamic Religious Education Supervisors.*

The Supervisor of Islamic Religious Education is a functional official who plays a vital role in carrying out technical tasks of assisting and supervising Islamic religious education in schools. One of the successes of Islamic religious education is very dependent on supervisors' performance. Therefore, the involvement of Islamic Religious Education supervisors in various educational activities and increasing professional insight and abilities in their field of work is a must. In this era of globalization, one way to improve the quality of Islamic religious education in schools is to increase the professionalism of supervisors. Supervisors who undertake this profession must carry out their supervisory duties professionally.

This research explores the professionalism of supervisors in carrying out their supervisory duties in the information technology era in Banggai Regency through interviews with Islamic Religious Education supervisors, assisted Islamic Religious Education teachers, and several School Principals, as well as stakeholders and the government, in this case, the Ministry of Religion of Banggai Regency.

1. **Carry out the role of a responsible supervisor.**

One form of professionalism of Islamic religious education supervisors in the era of information technology in Banggai Regency is the role and duties of supervisors as responsible supervisors. To be able to explore this, the researcher analyzed and concluded the data based on the results of interviews, observations, and documentation studies of the primary informants and supporting informants and then analyzed it so that a conclusion could be determined. This research shows that professional Islamic Religious Education supervisors in the information technology era play a crucial role in improving the competency of Islamic Religious Education teachers.

Supervisors are essential as mentors who provide direction and support to Islamic Religious Education teachers. This guidance includes learning planning, teaching methods, and classroom management. Based on the results of interviews with Islamic Religious Education Teacher Supervisors in Banggai Regency, as follows:

> *We provide guidance both in theory and direct practice. This guidance includes preparing a Learning Implementation Plan, teaching techniques, and classroom management. We also often hold group tutoring sessions so teachers can share experiences* (Informant A).

Based on this statement, the researcher then conducted a documentation review of the supervision reporting of Islamic Religious Education Teachers in the Banggai district. Based on the results of documentation studies in the form of meeting minutes books and supervisory reports show that supervisors have demonstrated their role as supervisors by guiding the quality of learning, including the preparation of learning implementation plans, teaching techniques, and classroom management with group guidance using the method of sharing experiences. However, under the same conditions, guidance using a model like this cannot be carried out continuously on a regular and ongoing schedule because supervision scheduling cannot be carried out repeatedly. After all, the area is covered by a few trained teachers who must be accompanied.

2. **Provide Teachers with Opportunities for Professional Development**

Efforts to improve the quality of Islamic education in Banggai Regency are by improving the quality of teachers. Professional development for Islamic Religious Education teachers is significant. Interviews with education supervisors, principals, and teachers highlight their commitment to providing substantial opportunities for Islamic Religious Education teachers to develop themselves professionally. The following is an interview excerpt that illustrates the joint efforts to support the career development of these educators. As one supervisor put it:

> *One of our focuses is the professional development of Islamic Religious Education teachers in Banggai Regency. We provide information and facilitate teacher access to development programs, including workshops, seminars, and training that can improve their teaching competency* (Informan C).

The supervisor's attention to the professional development of Islamic Religious Education teachers in Banggai Regency actively facilitates teachers in various training efforts to increase the competency of Islamic Religious Education Teachers in Banggai Regency. Apart from that, the supervisor also provides related direction to support the school's needs. As expressed by Moh. Ridwan, as follows:

> *As supervisors, we provide information so that Islamic Religious Education teachers have the opportunity to develop themselves professionally. We not only support them in undertaking training but also provide guidance on programs that best suit their individual and institutional needs* (Informan B).

The results of these interviews indicate that there is synergy between supervisors, school principals, and teachers in an effort to improve the competency and quality of teaching of Islamic Religious Education teachers in Banggai Regency. The initiatives

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demonstrate an understanding of the importance of continuous professional development to enhance the quality of Islamic religious education.

Based on the results of a review of the 2016-2021 Banggai Regency Regional Government Strategy Plan Documentation, the percentage of teachers who are certified and meet the required educational qualifications in 2019 is 95% of the target set in the Strategic Plan of 80%. Achievements in 2020 amounted to 60% of the target set at 95%. There was a decrease of 35%. Meanwhile, in realizing the Banggai Regency strategic plan for 2021-2025, an increase of up to 70% of teachers who have been certified and meet the required educational qualifications will be achieved in 2024.

Based on interview findings and documentation, studies show that the commitment of supervisors, school principals, and teachers in Banggai Regency is to provide significant opportunities for Islamic Religious Education teachers to develop themselves professionally. Active support from these parties includes giving information about training and guidance and practical support to ensure participation and success in the career development of Islamic Religious Education teachers. This approach ensures that teachers can continue to improve their competency to provide quality education to students in the region.

3. **Effective collaboration and communication with colleagues**

Improving the quality of educational supervision depends not only on a supervisor's competence but also on their ability to collaborate and communicate effectively with colleagues (Ubogu, 2024). In Banggai Regency, effective collaboration and communication between Islamic Religious Education supervisors have become a necessity in efforts to improve the quality of religious education supervision.

The findings of this research provide insight into how collaboration and good communication can positively impact supervisory professional development. Through interviews and observations, this research highlights various strategies and best practices implemented by Islamic Religious Education supervisors in Banggai Regency to build an effective work environment. This includes regular meetings to share experiences and discuss challenges faced in the oversight process.

This research aims to provide guidance and recommendations for other supervisors of Islamic Religious Education by highlighting this effective communication. Through strong collaboration and effective communication, the supervision of Islamic Religious Education can continue to run professionally in assisting Islamic Religious Education teachers in Banggai Regency. These findings illustrate the importance of building good relationships between supervisors of Islamic Religious Education in Banggai Regency. Good relationships between fellow supervisors promote better-quality supervision and provide much-needed emotional and professional support. These findings show that through constructive relationships, supervisors of Islamic Religious Education can support each other and jointly overcome challenges in supervision, especially supervision of Islamic Religious Education.

B. Strategy for Supervising Islamic Religious Education

The research results show that Islamic Religious Education teacher supervisors can overcome obstacles in the information technology era by implementing various strategies. These strategies and solutions are summarized below:

1. **Decentralization of Supervision.**

Decentralization of Islamic religious education supervision is carried out as a strategy to overcome the large area of the target area and the large number of teachers who must receive assistance. Decentralization of supervision is carried out in two ways, namely:

a. Establishment of Regional Coordinators: Appoint supervisory coordinators to manage and monitor the implementation of religious education in their respective regions.

b. Dividing the supervised areas proportionally: The supervision area consists of four supervisors responsible for specific areas so that supervision can be more focused and well distributed. The supervisory area is divided into four zones to facilitate the visiting process, where assignments are adjusted to where each supervisor lives. This is very effective because supervisors can easily access the nearest target area.

2. **Flexible and Adaptive Supervision Approach**

One of the central supervisory tasks that Islamic Religious Education supervisors must carry out is regular visits to schools and trained teachers to monitor the implementation of Islamic religious education and provide constructive input to improve the quality of Islamic religious education. In its implementation, the large area and the large number of trained teachers who must be provided with assistance are crucial obstacles, so one of the strategies implemented is to take a flexible and adaptive supervision approach, namely:

a. Flexible Visit Schedule: Create a flexible visit schedule based on priorities, such as low-performing schools or those that need more attention.

b. Hybrid Approach: Using a hybrid approach that combines direct (face-to-face) and indirect (online) supervision as needed

3. Strengthen Communication and Collaboration

The following are interview statements from four supervisors regarding strategies and solutions to overcome obstacles and challenges in supervising Islamic Religious Education teachers in the information technology era, with a focus on strengthening communication and collaboration. From interviews with supervisors, the researcher can conclude that supervisors establish regular lines of communication with Islamic Religious Education teachers through video conferencing platforms. They held meetings to discuss challenges in teaching Islam and find solutions together, even though these activities were carried out infrequently. This approach ensures open and transparent communication and creates greater trust between supervisors and teachers.

It was found that teachers are encouraged to share their ideas and challenges through online forums and discussion groups as practiced in previous studies (e.g: Hur & Brush, 2009). They use chat and email applications to facilitate intensive daily communication. This approach helps create a collaborative work environment, supporting improving the quality of Islamic learning in schools.

A participant admitted that he occasionally actively organizes virtual discussion sessions and Islamic Religious Education teacher groups using the WhatsApp and Zoom Meet platforms. This allows teachers to communicate easily and resolve problems raised during discussions (Informan A).

The four supervisors demonstrated a solid commitment to overcoming communication and collaboration barriers in supervising Islamic Religious Education teachers in the information technology era. By utilizing video conferencing platforms, online forums, communication applications, and the SIM-KG-PAI application, they succeeded in strengthening relationships between supervisors and teachers and increasing the effectiveness of supervision of Islamic Religious Education. Open and transparent communication is the key to creating a dynamic and adaptive work environment that aligns with current developments. In this way, this supervision can run more efficiently and effectively, positively impacting the progress of Islamic religious education.

V. CONCLUSIONS

The use of information technology in supervising Islamic religious education in Banggai Regency has had a significant positive impact. Technology makes administration easier and increases the efficiency and effectiveness of teacher development. The system used, whether using a simple application or one that uses a particular application, facilitates mentoring activities and supervision of learning activities carried out by teachers. Online monitoring makes it easier and increases objectivity in assessing teacher performance, while transparency in the supervision process increases teachers' trust in supervisors. Collaboration and cooperation strengthened by technology are crucial in improving the quality of mentoring and supervision for Islamic Religious Education teachers.

The strategies implemented by Islamic Religious Education supervisors in facing obstacles and challenges in supervising Islamic Religious Education teachers in the era of information technology are a) decentralizing supervision, b) implementing a flexible and adaptive supervisory approach, c) strengthening communication and collaboration, and e) joining forces with provincial and national working groups as well as other professional communities. Another strategy is to use information technology to simplify and streamline supervisory tasks. In research findings, supervisors must increase competence in using educational technology and modern teaching methodologies through structured training and professional development. Better resource allocation and an increase in the number of supervisors are also needed to ensure adequate guidance for each teacher.
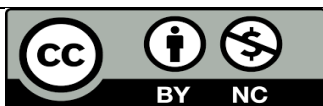
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