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EVALUATION AND SUPERVISION ON PAI STUDY SUBJECT AT SDIT AL IRSYAD KARAWANG

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ABSTRACTS

The main problem of this research is due to the low management of educational and learning supervision in Islamic educational institutions in Indonesia. Meanwhile, Al-Irsyad Integrated Islamic Elementary School is one of the leading Islamic schools in Karawang district. This research aims to determine how schools evaluate and supervise Islamic Religious Education learning. The research uses a descriptive qualitative approach using field studies. Data were collected using interviews, observation, and documentation methods. The research results found that the evaluation models are formative and summative. Formative includes daily exams and mid-semester exams. Summative includes final semester exams. Meanwhile, the techniques used are test and non-test techniques. Test techniques include oral and written exams. Meanwhile, non-tests take the form of assignments, performances, and journals. The model used for educational supervision is the clinical model, while the techniques used are individual and group. Individual techniques include classroom visits, observation, personal conversations, and self-assessment. Meanwhile, group techniques are carried out with new teacher orientation activities, teacher meetings, subject-teacher meetings, and workshops. Furthermore, the researcher hopes that the results of this research can become a basis for further research.

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A. INTRODUCTION

The first principle of Pancasila is belief in the one and only God. The National Education System Law (SISDIKNAS) number 20 of 2023 states that the national education goal is to create devout individuals. Government Regulation Number 55 of 2007 confirms that the government should meet the Indonesian people's religious education needs (Arifudin, 2022).

However, being an educator is challenging, especially when facing a pandemic. However, it will be easier to overcome by building a sense of concern and cooperation (Snow, 2023). Of course, using renewable methods can improve the quality and abilities of teachers and students compared to traditional methods. (Yizang and Friends, 2024).

Sadly, the quality of Indonesian education is still considered worrying. The quality level is lower than in the Philippines. Indonesia's quality is lower than that of countries previously called poor countries in Africa, such as Ethiopia. According to JPPI (Indonesian Education Monitoring Network) regarding the education quality index in Indonesia, a study on the Right to Education Index (RTEI) shows that the achievement of learning opportunities for its citizens is not up to 77%, so if you look at the world RTEI, Indonesia is in 108th position with the achievement value 0.603. Among the factors contributing to the low quality of education in Indonesia is the lack of supervision processes in most educational institutions (Syarifah, 2023).

The school principal must become a supervisor for the implementation of education in the institution he leads as a form of responsibility to increase professionalism and service excellence by the school, starting from teaching staff and educational staff. With supervision, schools can identify weaknesses and deficiencies to improve and increase the quality of educational services. Supervision can also improve the quality of teaching staff and provide a quality learning process to students to achieve more significant educational goals set by the school and government (Babo & Syamsuddin, 2022).

Supervision plays a vital role in improving the quality of education. Educational supervision can provide convenience and help school principals and teachers optimally develop the potential and achievements of schools and students. Supervision supervisors have a strategic role in providing services to teachers (Nasution et al., 2023). Sari and Asmendri (2022) also expressed a similar opinion. According to him, the low quality of Indonesian education should be resolved by experts and practitioners who are making various breakthroughs in education. One of the solutions is to carry out a professional supervision process so that improving the quality of education can be achieved well by the educational goals that have been set.

Unfortunately, few school principals realize the importance of supervision in an educational institution. It is not uncommon for supervision to be considered merely routine without any follow-up to the results of the supervision that has been carried out (Babo & Syamsuddin, 2022). As a result, it is not uncommon for the number of superior Islamic educational institutions to be disproportionate to the number of educational institutions in Karawang, both schools under the government and privately owned schools. At the elementary school level, there are approximately 152 Madrasah Ibtidaiyyah in Karawang (school-kita.net). However, according to the year's School Data platform, which was accessed on August 21, 2023, of the 46 existing

superior schools, three Islamic schools are recognized as the most favorite schools in Karawang (data Sekolah.net)

One of the main factors that causes low quality education in an educational institution is low teacher performance. If this phenomenon is ignored, it will impact low-quality graduates who are not ready to compete globally (Zulfiani et al., 2021). Therefore, apart from the supervision aspect, the learning evaluation aspect is also one of the leading indicators in improving education quality. Magdalena et al. (2020) said that educational evaluation is an essential component of improving the quality of learning.

Among the schools declared superior, according to Azka Seita (2023), among the leading elementary schools (SD) in the Karawang area is the SDIT Al Irsyad Al Islamiyyah Karawang school. Therefore, researchers are interested in knowing the educational supervision management model implemented in this educational institution so that the quality of the institution is recognized among the Karawang community. Therefore, this research is entitled "Evaluation and Supervision on PAI study subject at SDIT al Irsyad Karawang."

B. METHOD

This research uses a descriptive qualitative approach. This approach helps collect and explore data to be analyzed in more depth. According to Ardyan (2023), a qualitative approach is a methodological framework that seeks to understand, investigate, and analyze comprehensively and thoroughly all complex aspects of human encounters, behavior, and events in society. The case study method with the research locus at SDIT Al Irsyad Al Islamiyyah Karawang is used. According to Ridlo (2023), the case study research method is a series of scientific activities carried out intensively, in detail, and in-depth about an event, program, and activity, whether individual, group, institution, or organization, to obtain in-depth information and knowledge.

Data processing techniques include data collection, reduction, condensation, and conclusion. This research uses a population method. Data validation uses the triangulation method. There are three types of triangulation: information source, technical, and time (Sinaga, 2023). The triangulation used in research regarding the evaluation and supervision of Islamic Religious Education subjects at the Al Irsyad Al Islamiyyah Integrated Islamic Elementary School (SDIT) Karawang district branch uses the time triangulation data validation technique.

C. RESULT AND DISCUSSION

Educational Evaluation

Munawir (2002) believes that educational evaluation is an assessment carried out on educational areas or any form of assessment related to educational activities. According to Widiyanto (2023), education evaluation is a process of collecting data to see the achievement of the educational process towards predetermined educational goals. This evaluation aims to determine what strategies must be implemented to achieve educational goals. According to Boyang (2024), an evaluation must meet at least four main elements: adequacy, equity, efficiency, and effectiveness so that the resulting output will be optimal. The evaluation must have a positive impact on students. Do not let evaluation activities be just a formality that has a short-term

impact and is not in line with the needs of existing students and teachers (Kurnick et al., 2022).

In addition, rapid technological developments require changes in the education system. Teachers are required to adapt to current developments, especially regarding the use of AI in the educational process. However, teachers generally receive support from teachers when using IA in the learning process. It is just that at the implementation level. So, among the solutions offered are a structured policy framework to cover this learning process and technical guidelines regarding implementing AI-based learning methods (Shamsuddinova et al., 2024).

Educational Evaluation Model

Teachers with a pedagogical background greatly determine the quality of teaching and the quality of evaluation (Timo et al., 2023). Lakoro et al. (2023) classify educational evaluation models into six models, including 1) the Formative-Sumative Evaluation Model; 2) the Context, Input, Process, and Product (CIPP) evaluation model; 3) the Measurement evaluation model; 4) the Countenance Evaluation Model; 5) Illuminative evaluation model; and 6) Alkin Model.

According to Rama (2023), the Context, Input, Process, and Product (CIPP) evaluation model is an evaluation model used to assess a system or program that takes into account the four main aspects of education, namely context, input, process, and the resulting educational product (Akhmad, 2023). The measurement model is an evaluation model that focuses on areas of individual change whose results are needed to provide guidance, selection, and educational planning in schools. Before conducting a learning evaluation, measurements must first be carried out, namely, comparing something with measuring instruments prepared previously (Akhmad, 2023).

The Countenance evaluation model is an evaluation model that focuses on assessing educational achievement based on the needs and interests of all stakeholders, the initiators of education, and the learning process. Therefore, this evaluation model is called the Stakeholder Theory (Sunjono, 2023). This differs from the Illuminative or Illuminative model developed by Parlet and Hamilton in England in 1976 (Awaliyah, 2023). The illuminative model is an evaluation model that assesses the education system that applies to an educational institution. The system's strengths and weaknesses start with the implementation of the system and its influence on the school situation (Ginting, 2023).

Lastly, the Alkin model or CSE-UCLA model (Center for the Study of Evaluation – University of California in Los Angeles) is an evaluation model that focuses on four stages of learning implementation—starting from the planning, development, implementation, results, and impacts that emerge from the learning process on students (Lakoro et al., 2023). Nowadays, everyone gets convenience with technology. Likewise, with educational evaluation. With the help of AI technology, evaluators will find it easier to get more accurate results (Yue et al., 2024).

Evaluation Techniques

Widodo (2021) believes that two test techniques can be used to measure the achievement of the learning process, including test and non-test techniques. Test techniques include oral tests (Oral Tests) and written tests (Written Tests). Written tests are divided into several types of tests such as 1) Description tests, both Free Essay and Restricted-Response Essays; 2) Objective tests; 3) actual/false questions; 4) Multiple choice tests (Multiple Choice); 5) Matching test; 6) The test to completes the answers. Meanwhile, non-test techniques include interviews, questionnaires, scales, observations, case studies, and sociometry.

Educational Supervision

Amy R. Guenther (2021) said that every institution competes to improve teachers' quality by carrying out evaluations and being accountable for student progress and achievements. The evaluation results then become a tool to measure the quality of teachers' teaching. According to Flores (2011), supervision is a series of procedures used by those responsible for the school, from school leaders and teachers to all elements involved in education in an educational institution, to improve the learning process.

There are three types of supervision based on the activities carried out in an educational institution: academic supervision, administrative supervision, and supporting supervision (Flores, 2011). Herdiawan said that there are five primary abilities that a supervisor must have, including (1) the ability to direct and guide educators; (2) the ability to provide input or suggestions regarding reasonable teaching procedures and how teaching should be carried out; (3) the ability to be a role model and example in providing the best learning; (4) the ability to advise teachers if necessary; and (5) the ability to evaluate learning and teaching carried out by teachers (Herdiawan, 2018).

Educational Supervision Management Model

There are four models of educational supervision, namely (1) educational supervision with a conventional (traditional) model, (2) supervision of scientific model education, (3) clinical model, and (4) artistic models (Flores, 2011). According to Muslimin (2023), apart from the four supervision management models mentioned above, four other models have emerged as a form of supervision in an educational institution, including (1) combined scientific, clinical, and artistic supervision; (2) development supervision; (3) differentiation supervision model and (4) collaborative supervision.

Collaborative supervision prioritizes collaboration between the principal as supervisor and the teacher as the object of supervision. The teacher is treated as a supervision partner (Syarifudin, 2023). However, evaluation models are increasingly developing, as in Nevada, America. To minimize crimes involving students and teachers. The government has established an anonymous evaluation model to ensure the confidentiality of the reporter's identity. There is more freedom to report sensitive information that could endanger the school's academic community so that it can be

resolved and followed up by the relevant and authorized institutions. This model has proven effective in minimizing crime in the school environment (Seroussi et al., 2021).

Educational Supervision Technique

Several educational supervision techniques can be used in every educational institution. There are two types of supervision techniques: individual and group.

Individual Supervision Technique

Individual techniques are divided into five types: class visit techniques, class observations, individual meetings, inter-class visits, and self-assessment. In the class visit technique, there are four stages that an assessor needs to go through, including (1) the preparation stage, (2) the observation stage, (3) the final stage of the visit, and (4) the follow-up stage. In the classroom observation technique, an assessor must go through at least five stages of activity, namely observation, including the class preparation stages, carrying out class observations, closing the implementation of class observations, assessing the results of the observations, and finally the follow-up to the assessment of the results of the observations. Four types of individual meetings can be conducted by assessors, including (1) classroom conference, (2) office conference, (3) casual conference, and (4) observational visitation. Inter-class visit technique, in this case, the supervisor functions as a learning facilitator. Teachers are scheduled to visit each other's classes and provide assessments of ongoing learning. The self-assessment technique is an activity that is reflective of the learning process carried out by the teacher himself (Nurhasanah & Sadat, 2023).

Group Supervision Technique

Group techniques are supervision techniques carried out in groups. Three forms of group supervision activities can be carried out by assessors, including (1) meetings, (2) group discussions, and (3) in-service training. Apart from these three group techniques, other techniques can be categorized as part of group assessment techniques, including committee techniques, group work techniques, laboratory techniques, reading techniques, demonstration techniques, lecture techniques, excursion techniques, panel discussion techniques, library techniques, professional organization techniques, supervision bulletin techniques, lecturer or instructor meeting techniques, and conference and workshop techniques (Fauzi et al., 2023).

Analysis/Discussion (1000-1500 words)

Education Evaluation Model Islamic Education in SDIT Al Irsyad.

According to Dewi, Deputy Head of Curriculum, Al Irsyad Al Islamiyyah Karawang Integrated Islamic Elementary School (SDIT) uses formative and summative learning evaluation models. Formative evaluations are carried out from daily or daily exams to evaluations every mid-semester, known as the Mid-Semester Examination (UTS). Summative evaluation is carried out at the end of each semester, known as the Final Semester Examination (UAS). So, SDIT Al Irsyad carries out two formative and two summative exams in one year. Summative evaluations are also carried out before graduation from school, especially regarding the quality of Al-Irsyad students'

memorization, considering that one of the superior programs at SDIT Al Irsyad is Tahfidz (Dewi, interview, 2024).

Education Evaluation Technique Islamic Education in SDIT Al Irsyad.

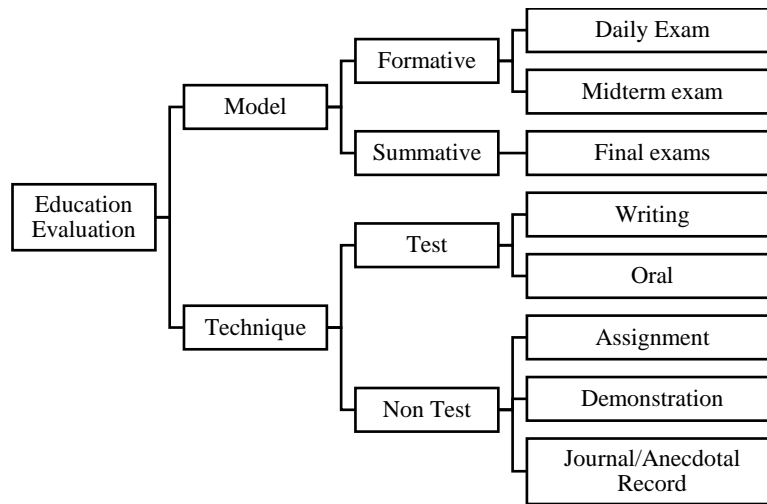
SDIT Al Irsyad Al Islamiyyah Karawang uses both test and non-test evaluation techniques. The test technique is carried out using a type of written test in the form of multiple-choice questions, which the school uses during the Mid-Semester Examination (UTS) and Final Semester Examination (UAS). Schools also use oral test techniques, especially for the Tahfidz Al Quran program or memorizing the Koran (Dewi, interview, 2024).



Figure 1 Oral Test for Memorizing the Al Quran

Apart from that, SDIT Al Irsyad also uses non-test evaluation techniques such as observation, including assessment of assignments, demonstrations or performance, and anecdotal reports. Assignments given to students are incidental, as they are carried out during Ramadan. Students are tasked with carrying out various activities and practices at home, and each student reports the results to the homeroom teacher. The performance techniques are carried out in the Al Quran Tahfidz program. This program applies to students who complete their memorization. Assessments are taken when students demonstrate and show their memorization to the Al Irsyad academic community. The journal or Anecdotal Record at SDIT Al-Irsyad is in the form of a class agenda, which contains a list of student and teacher attendance and records of the critical events that occur to students in one day (Dewi, interview, 2024). More details on the evaluation techniques used by SDIT Al-Irsyad Al Islamiyah Karawang can be seen in the following table.

Table 5. SDIT Al Irsyad Karawang Education Evaluation Model and Technique



Source: Interview with Dewi Solihat (Deputy Principal for Curriculum).

Education Supervision Model in SDIT AL Irsyad Karawang

Al Irsyad Al Islamiyyah Karawang Integrated Islamic Elementary School (SDIT) has a vision of becoming a leading educational institution that educates its students to become children with good morals, achievements, and role models for other educational institutions, especially Islamic education (Solihat & Wahyudi, 2023).

Supervision aims to provide services and assistance to develop the teaching and learning situations carried out by teachers in the classroom. In carrying out his duties, a teacher sometimes experiences difficulties or problems in achieving the expected educational (learning) goals. A more specific example is a PAI teacher. Based on observations and interviews with level 4 deputy principals and 6 PAI teachers, they had problems with the methodology of delivering material, mastery of the material, classroom conditioning, etc.

So the principal's job as a leader is to provide solutions to the problems faced. One way is by providing academic supervision in the learning process. If analyzed from the supervision models' respective characteristics, SDIT Al Irsyad Al Islamiyyah Karawang has implemented academic supervision with a clinical approach or model. Menurut Muslimin (2020) diantara kendala utama yang menjadi penyebab lemahnya supervisi di sebuah lembaga pendidikan Islam adalah lemahnya kompetensi yang dimiliki oleh asessor.

Thomas Goetz and Friends (2024) state that the government's high demands on teachers, in addition to the public's low level of respect for teachers and the low welfare of teachers, sometimes affect the quality of education. So, emotional management education for students is necessary, especially for school leaders. Not infrequently, the behavior of leaders who are not good at managing emotions will disrupt the learning process. A leader must be able to transfer his positive aura to teachers so that they are comfortable educating students.

Clinical supervision has stages, which include (1) action planning, (2) implementing actions, (3) Observation, and (4) reflection. The supervisor explains the strengths and weaknesses of the learning that has been carried out. Supervisors also

provide direction and input that teachers can use to improve the quality of teaching (Hamdu Ghulam, 2011).

However, in practice, the stages of supervision have not been implemented optimally, first, in the initial or planning stages. Ideally, in clinical supervision principles, the teacher takes the initiative or proposes to be supervised. However, this supervision activity is based on the school's scheduling. The teacher carries out these supervision activities. Then, in the final stage, the analysis activity or feedback discussion only takes place once, namely in the evaluation after the supervision activity, before there is a follow-up to the evaluation results.

Setting educational goals as one of the educational evaluation standards is not always viewed positively by teachers. Conceptually, it may seem ideal, but teachers find various obstacles to making it happen. Starting from limited time, teacher autonomy causes low learning supervision and low response teachers receive (Xumei Fan, 2022).

The development of supervision from time to time continues to improve, both in theory, methods, and approaches. If seen from its characteristics, clinical supervision is supervision with a modern approach, with characteristics including (1) supervision is pragmatic and analyzes the ongoing learning process, (2) supervision focuses on learning objectives, teaching materials, learning techniques, teaching staff, students, and the school environment, (3) supervisors carry out various supervisory functions, (4) supervision also focuses on the quality of precise organizational planning and management with objectives that have their characteristics, (5) supervisors function as motivators and mentors who can collaborate with teachers in improving learning, and (6) supervision involves teachers in determining what kind of supervision material is needed by teachers and being involved in reflecting on the results of learning observations. On this basis, SDIT Al Irsyad uses a clinical supervision model.

Education Supervision Technique in SDIT AL Irsyad Karawang

Educational supervision techniques are tools supervisors use to achieve their own supervision goals, which, in the end, can make improvements in teaching that are appropriate to the situation and conditions. In implementing educational supervision, as a supervisor, you must know, understand, and implement techniques in supervision. There are two supervision techniques, namely, group and individual techniques. SDIT Al Irsyad has implemented these two supervision techniques in the educational supervision process.

Group Supervision Techniques

Some of the activities that have been carried out by SDIT Al Irsyad related to group supervision are:

1. Orientation meeting for new teachers; the program implemented is OJT (Job Training).
2. Teacher Meeting. The teacher meeting activity is a routine agenda that is carried out at SDIT Al Irsyad and is scheduled once every month.
3. The group discussion is the Islamic Religious Education Subject Teacher Meeting at the Subject Teacher Deliberation program (MGMP).

4. Workshops. Workshop activities are carried out based on needs and are tentative.

Individual Supervision Techniques

Some of the activities that have been carried out by SDIT Al Irsyad related to Individual supervision Techniques are:

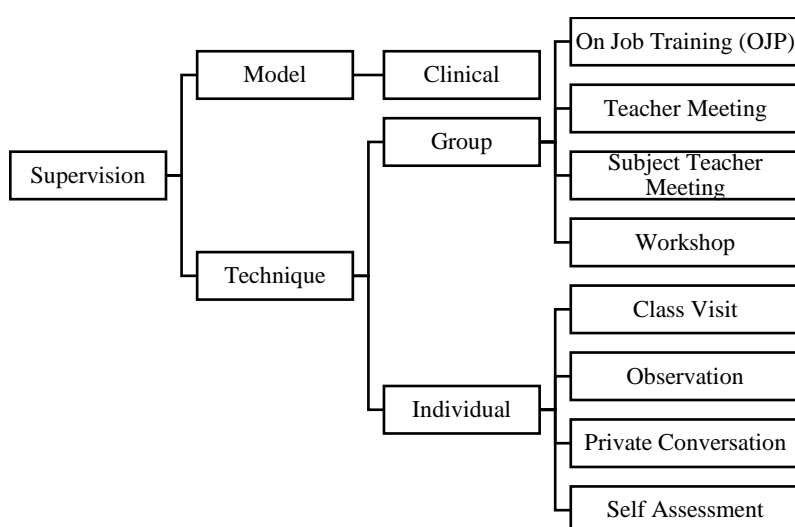
1. Class visit technique. Class visits at SDIT Al Irsyad Karawang are carried out in three ways, namely: (1) visits are carried out suddenly; (2) class visits are carried out with notification; (3) class visits are at the invitation of the teacher concerned.
2. Classroom Observation Techniques Classroom observation techniques are generally used when the teacher is teaching. The school principal, as assessor, makes observations in each class to obtain information and data related to the teachers' learning process. According to Enver Sari (2010), Observation can also help teachers better understand their students' talents.
3. Private conversation. Usually, private conversations are held with teachers who have special notes. Both in terms of mastery of teaching methodology, attitude problems, or other things the principal deems necessary to explore more in-depth information about the teacher.
4. Self-Assessment. As a facilitator, The SDIT AL Irsyad's principal directed teachers to reflect on the quality of their respective learning. The school carries out this activity by distributing questionnaires or a list of closed questions every teacher must fill in.

Group and individual techniques must be present in the educational supervision process in schools. It is easier to do by all school members, in this case, the school management. Several other supervision techniques have a more complex implementation process, such as panel discussions, symposiums, seminars, supervision bulletins, etc. The advantages and disadvantages, or more precisely, the obstacles in implementing the clinical supervision model at SDIT Al Irsyad Al Islamiyyah Karawang, are (1) time, teachers have busy teaching hours, on the other hand, the principal's schedule is also hectic, so there is a lack of time to carry out the stages in clinical supervision influencing the supervision process; (2) Activities outside KBM. There are so many activities outside of teaching and learning that they take up much time. This affects the planned supervision scheduling. Supervision activities are not uncommon to be canceled several times because they clash with incidental student activities and involve the teacher's participation in accompanying students, for example, competitions; (3) HR. The teacher's ability and willingness to conduct a series of supervision also influences the success of supervision activities.



Figure 2 On Job Training SDIT Al Irsyad Karawng dan Private Conversation Assessment

Table 6. Education Supervision Models and Techniques in SDIT Al Irsyad Karawang



Source: Interview with Dewi Solihat (Deputy Principal for Curriculum).

D. CONCLUSION

The results of research that has been carried out regarding Supervision Management Models and Techniques in Islamic Religious Education (PAI) Subjects at SDIT AL Irsyad Karawang are as follows:

1. SDIT Al Irsyad Karawang uses formative and summative learning evaluation models. Formative evaluation includes Daily Exams and Mid-Semester Exams (UTS). Meanwhile, summative evaluation is used in the Final Semester Examination (UAS). The evaluation techniques used are test and non-test evaluation techniques. The test evaluation technique is carried out in written and oral form. Non-test evaluations are done through assignments, performances, and journals (Anecdotal Records).
2. SDIT Al Irsyad Karawang uses clinical and artistic supervision models. The clinical method uses planning, implementing actions, observing, and reflecting. It is just that these stages have not been fully implemented, and the teacher has not been fully involved in the supervision process. Meanwhile, supervision techniques

are group and individual techniques. In the process of group supervision techniques, several activities have been carried out by SDIT Al Irsyad related to group supervision: Orientation meetings for new teachers, teacher meetings, group studies between teachers, and workshops. The individual techniques are class visit techniques, class observation techniques, personal conversations, and self-assessment.

E. SUGGESTIONS AND ACKNOWLEDGMENTS

Educational institutions and local governments can use this research to improve education quality, especially in Karawang. However, researchers believe that the research carried out is not perfect.

Hopefully, this research can become a basis for further research. Likewise, I would like to thank all the elements in preparing this journal, especially those who cannot be named individually. May Allah reward you with double goodness.

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