

Oversight Working Group Policy (Pokjawas) Internal Madrasah Increase Quality Islamic Education in the District Banjarnegara



Slamet Wahyudi¹, Budiyo Saputro², Asdlori³, Sunhaji⁴

^{1,2,3,4}UIN Prof. KH Saifuddin Zuhri Purwokerto, Jalan Ahmad Yani No 40A, Purwokerto, Banyumas Regency, Central Java, Indonesia

ABSTRACT: Madrasah Aliyah is institution education characteristic general typical of Islam. Islamic Religious Education in madrasahs is faced with various problems from various parties, especially those related to educational materials, as well as the low quality of human resources. Supervisors have roles and responsibilities and full authority to carry out education, assessment, technical and administrative guidance in educational units, as well as increase quality education. The focus of this paper is policy Group Work Superintendent (POKJAWAS) madrasah in increase quality Islamic education. For That methodology used in study this use methodology qualitative with type study studies case. Data collection techniques are carried out with method observation, interview depth, and documentation. On research this used technique data analysis in the form of analysis interactive. This model consists on three component that is data reduction, data presentation, and withdrawal conclusion. Research results this is Policy POKJAWAS madrasah in increase quality Islamic education in Banjarnegara Regency in the form of policies are long-term, policies period medium, and policy period short.

KEYWORDS: policy, group work supervisor, madrasah, quality, Islamic education.

I. INTRODUCTION

Islamic Religious Education in madrasahs is faced with various problems from various parties, especially those related to educational materials, as well as the low quality of human resources (Huda 2016; Sarip and Sunhaji 2021). As we know, in the PAN Ministerial Decree Number 118 of 1996 which regulates school supervisors, it is stated that supervisors have roles and responsibilities and full authority to carry out education, assessment, technical and administrative guidance in educational units.

Policy the need balance from various parties, in particular supervisor school (Choliq 2012). Supervisory role and chief strategy school become important as effort For increase source output Power quality in the environment school, because the supervisor acts as a leader at various levels of the madrasah who has the duty and authority to provide direction, control conditions in the field and evaluate those related to academic and non- academic activities (Suryobroto 2012; Sunhaji et al. 2022).

In this study, researchers focused on the Policy of the Madrasah Supervisory Working Group (POKJAWAS) in improving the quality of Islamic education in Banjarnegara District. The head of the Madrasah Aliyah in his learning practice is considered one of the pedagogical factors that plays the most strategic role, in the hands of the head of the Madrasah Aliyah (MA) various inadequate facilities and infrastructure can be overcome (Choliq 2012; Dauly 2006).

Supervisor has task For direct , guide and provide advice regarding management class. Beside it also motivates teachers to operate role as educators who can educate participant he taught (Suhertian 2000). Supervision function organize, manage, lead, control, and control. On space scope madrasah, superintendent plays a role in improving the quality of education contained in educational units, in this case madrasahs (Asdlori 2023). Madrasa supervisors in the education system act as supervisors who supervise monitoring Administrative and academic madrasahs balance between the two roles of supervisors of this madrasa if it can run well can have a positive impact on improving these educational institutions, in this case madrasahs. Second balance matter the can presenting dignified madrasah education.

In addition, in the practice of education in madrasahs, madrasa supervisors play an important role in providing guidance and evaluation for Madrasah Aliyah (MA) heads with the aim of maximizing the performance of teachers and education staff in carrying out their duties and functions according to their respective roles (Asdlori 2016). This aims to improve the quality of education in madrasahs by increasing human resources in madrasahs, Erwin, et al in their research stated that supervisors need professionalism so quality quality Madrasa education is maintained (Erwin, Usman, and Ibrahim 2020).

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This makes supervisors one of the pillars of education quality assurance who are required to have personal competence, administrative supervision, academic and pedagogical assessment, research and development, and social competence. Wandra and others also added that madrasa supervisors should do several madrasa supervisors who support them to improve the quality of education (Wandra, Marsidin, and Rifma 2021). So, supervisor capable operate obligation in upgrade potency yourself and understand held principles firm by one supervisor, so that it has a deep level of readiness carry out monitoring and evaluation in each educational unit under its supervision.

Supervisors play an important role in order to improve the quality of madrasah education. Therefore, madrasah supervisors are appointed as fully functioning managers to carry out the professional vision and mission in order to improve the quality of education. This is adjusted to the various skills and abilities that supervisors need to have in both academic and non-academic aspects, so that supervisors can control and monitor the development of madrasahs from various aspects supporting the quality of madrasah education.

Thus, supervision has a broad meaning. Supervision is all assistance from madrasa leaders and supervisors, which is intended to develop the leadership of teachers or educators and other madrasa staff in achieving educational goals. This is in the form of encouragement, guidance and opportunities to develop teacher skills and abilities, such as directions in efforts and implementation of reforms in teaching and teaching, selection of better teaching aids and methods, methods of assessing the systematic stages of the entire teaching process, etc. In other words: supervision is a planned coaching activity to help teachers and other madrasah staff carry out their work effectively.

Madrasa supervisor is a position that structurally gives a direct role to the head of the madrasa, teachers and education staff. Therefore, the madrasa supervisor has relation strong relationship between the principal and the teacher to create quality madrasah management. Based on these facts, it can be said that the duties and authorities carried out by the madrasa supervisor include several aspects such as: monitoring the development of madrasa, improving the quality of education in madrasahs and evaluating and monitoring the Head of Madrasah Aliyah.

The success of quality management carried out by Madrasa Supervisors can be measured by the level of satisfaction of school members both internally including students, teachers and education staff and externally including school committees, student guardians, madrasa partners, and so on. Madrasah Aliyah is said to be successful if it is able to provide services according to the expectations of the school community. Syafaruddin stated that madrasahs can be said to be successful in terms of both academic and non-academic services covering several aspects in them which consist of: 1) Student satisfaction with academic and non-academic services at madrasahs; 2) participant's parents educate ; 3) satisfaction of users or beneficiaries of graduates because they get high quality and in accordance with what is expected of graduates; 4) Teacher and staff satisfaction with madrasah services (Syafaruddin 2005).

In its development the supervisory working group at the office of the Ministry of Religion of Banjarnegara Regency based on Minister of Religion Regulation number 2 of 2012 concerning supervisors for madrasahs and supervisors for Islamic Religious Education in schools has formed a Working Group for Supervisors (Pokjawas) for both madrasah and PAIS. The Madrasa Supervision Working Group was confirmed by a decree from the head of the Banjarnegara District Office of the Ministry of Religion number: Kd. 11.04/2/PP.00.01/1214/2019 regarding the determination and inauguration of the management of the Madrasa Supervision Working Group at the Ministry of Religion Office of Banjarnegara Regency for the 2019-2024 period with 15 members and chaired by Musrin, S.Pd and already has a POKJAWAS work program.

The development of Madrasah Aliyah (MA) at the office of the Ministry of Religion of Banjarnegara Regency from year to year has increased both in terms of quality and quantity. The number of Madrasah Aliyah at the office of the Ministry of Religion of Banjarnegara Regency in 2021 is 18 institutions with details of MAN totaling 2 institutions and MAS totaling 16 institutions, while the accreditation status of each Madrasah Aliyah that has received accreditation A is 3 institutions, accreditation B has 9 institutions, accreditation C there are 5 institutions, 1 institution has not yet been accredited. The geographical conditions of each Madrasah Aliyah are generally located in rural areas with the condition of infrastructure facilities in general being in proper condition for teaching and learning activities.

On average, Madrasah Aliyah (MA) educational institutions in Banjarnegara Regency are dominated by private institutions established by religious foundations/organizations with the appointment/appointment of the head of Madrasah Aliyah (MA) absolutely being the authority of the organization/foundation by taking into account recommendations from the head of the Office of the Ministry of Religion of Banjarnegara Regency . The status of madrasa heads at Madrasah Aliyah Banjarnegara can be grouped as follows: 2 civil servants and 16 non-PNS people, with an educational background of S2 there are 7 people and S1 there are 11 people with an age range of 30 years – 52 years. In general, the competency of Aliyah madrasa heads in Banjarnegara is good where they have attended madrasa head training which has been carried out by the Office of the Ministry of Religion of Banjarnegara Regency in collaboration with the Central Java Province Religious Education and Training Center. In recruiting students through the PPBD channel, the number of new Madrasah Aliyah (MA) students, both public and private, has increased every year, this proves that the level of trust of student parents in madrasahs has increased every year. The condition of the

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Banjarnegara Madrasah Aliyah (MA) facilities and infrastructure is generally in good condition where the learning classrooms and other supporting spaces meet the MSS.

Based on some of the things mentioned above, researchers are interested in understanding policy Pokjawas at madrasas in improving madrasa quality . Therefore , this research is focused on Madrasah Aliyah (MA) in Banjarnegara Regency as the subject and object of the research. This is inseparable from the existence of a policy carried out by the Supervisory Working Group (POKJAWAS) at the Office of the Ministry of Religion in Banjarnegara Regency. For this reason, this research focuses on studying the policy of the supervisory working group (POKJAWAS) in improving quality Islamic education in Banjarnegara District. Of course it is a big hope for the community, madrasas in Banjarnegara Regency are agents of change in the surrounding area. So that the community can feel proud of the growth and development of their children as a result of education at Madrasah Aliyah (MA) at the Office of the Ministry of Religion, Banjarnegara Regency.

II. METHOD

This research use descriptive qualitative approach. Descriptive research is research whose form of research aims to describe or describe existing phenomena/symptoms, both natural phenomena and man-made phenomena (Zuriah 2016). Study carried out at the Ministry of Religion of the Republic of Indonesia in the field Group Work Supervisors (POKJAWAS) at Madrasah Aliyah (MA) with State and Private status in the District Banjarnegara with range time study started November 2021 – January 2023. The primary data source in this study is the Madrasah Aliyah Supervisory Working Group (POKJAWAS) in Banjarnegara Regency. Secondary data sources in this research are literature studies such as books, theses, theses, dissertations and journals. Data collection techniques are carried out with method observation, interview depth, and documentation. On research This used technique data analysis in the form of analysis interactive. This model consists on three components, namely : (1) Data reduction, making focus, select, and simplify data for obtain tree findings, that is find important data about innovations made by librarians. (2) Data presentation, compiling and presenting data so that it is easy understood and understood. (3) Withdrawal conclusion/verification, interpretation and interpretation of the data so that found meaning for become findings in research.

III. RESULT AND DISCUSSION

The Education Policy implemented by the POKJAWAS of Banjarnegara Regency is included in one of the public policies. Public policy is a policy which covers society in general. Public policy includes decisions that concern the general public and includes political decisions, which will affect people's understanding of government affairs, namely public affairs (Nugroho 2008).

Based on this description, it can be concluded that educational policy is the overall result of strategic steps, as well as the whole process, both from the vision and mission to the achievement of a goal in education. Meanwhile, according to Sidiq , there are several factors that influence the performance of policies, namely: 1) Standards and specific targets which are used as targets to be achieved by policy implementers, 2) Availability of various resources, whether in the form of technology, funds or other infrastructure, 3) Good communication between organizations, 4) Existence of implementing bureaucratic characteristics, and 5) Social, economic and political conditions (Sidiq and Widayawati 2019).

As for several aspects that belong to educational policy, namely: 1) Educational policy that is born out of a practice and theory, 2) Educational policy that has validity related to personal development and educated society, 3) Educational policy aimed at the needs of students, 4) Which educational policy relates to educational goals as well as the vision and mission and their elaboration, 5) There is clarity of educational goals to produce appropriate education in an educational policy.

Education policy is a form of action that is taken with various considerations, in order to direct the head of the madrasa to determine the future of the madrasa based on the vision, mission and education in order to achieve the desired education. In the policies compiled by the POKJAWAS of Banjarnegara Regency, there are several factors that also determine the development, reconstruction and changes in the organization, these factors are the implementation of policies within the organization so that it can be felt that existing policies are functioning as they should and are good. Thus, policy is a guideline that is made to be used as a reference in action, helping an organization in order to achieve a targeted goal. There are three main parts in the educational policy function implemented by the Banjarnegara District POKJAWAS, namely:

First, the allocation function. In carrying out this function, there is a need for policy analysis which is involved in it, besides that there is a need for an understanding of the system, as well as the process by which policies are made, especially state policies both at the suprastructural (political) and sectoral (technical) levels. *Second*, the inquiry function . This function can be carried out if the entire agenda as well as development and research have been carried out and the results have been known. This function has links with approaches, analytical techniques, and methods. *Third*, the communication function, a function that can be carried out if there are ideas and suggestions for existing policies, including realistic policy analysis.

Then, regarding the long-term policy (25 year period) implemented in Banjarnegara, it is a policy that has a prospective nature (anticipation of the future), is an existing policy in the field of education and is determined in a projection of education in a

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future scope. The existing plans aim to produce scenarios regarding culture and education in the future that are felt to be included in the second long-term plan.

As for the medium-term policies or commonly called *repelita*, they include: 1) Directions and policies of *repelita*, 2) Regarding the main issues highlighted from the condition of education, based on previous education, 3) Wisdom developed based on an analysis of problems, especially education, with an estimate of five next year, 4) Programs and targets, if existing policies have been implemented.

Short-term policy, this policy is contained in the annual plan and is divided into four periods and has a time range of about three months for each period, which includes: *First*, the preparation stage for planning, this stage includes preparation for student data, staffing, and facilities and infrastructure. *Second*, namely the period when starting to formulate and publish policies. *Third*, namely matters regarding setting the budget ceiling and relating to the project, in this period there is a project budget proposal. *Fourth*, in this period, preparations for the implementation of the project will begin, which has been planned, including for a period of the following year (Giantara and Amliliya 2021).

Policy Components of POKJAWAS Banjarnegara District

The several policies that have been implemented by the government include several components, namely: a) Formulation of the problem of Islamic Education in Banjarnegara Regency, which can help find various hidden assumptions, map out possible goals, the media, and even combine various conflicting views and design new policies, b) Forecasting the vision and mission of Islamic Education in Banjarnegara District; functioned to provide knowledge accompanied by future policies so that they are relevant (projections, predictions and forecasts), c) Recommendations, namely a way for policies to be achieved in accordance with their objectives, d) Monitoring, namely a policy analysis procedure that produces causes and effects of policies, e) Evaluation, which leads to how to produce policies that are relevant to knowledge, as well as discrepancies between planned and produced policies.

Strengthening the Quality of Islamic Education in Banjarnegara District

Quality is a form of fulfilling the needs of stakeholders, having a standard with a price, namely a measure of satisfaction, as well as a prevention system. As for the field of education, quality includes outcomes, outputs, and inputs. Quality educational input if education can create an educational atmosphere that is creative, innovative, effective, and fun. The size for a good output can be seen from the learning outcomes both non-academic and academic. In addition, if graduates can be accepted into the world of work easily (Anwar and Kompri 2017).

Meanwhile, according to Pfeffer there is some confusion regarding the meaning of quality, which can arise because quality is used as a relative and absolute concept. Absolutely, or absolute quality is unique by having a high enough size, its relation to beauty, truth, ideality, and goodness. The quality in absolute terms has been determined by the manufacturer subjectively (Umar 2010).

As for the application of quality implemented by the POKJAWAS Banjarnegara Regency, namely:

First, there is a redefinition of tasks to make it easier for all elements of education to work, or with a clear division of tasks. This is also done to avoid overlapping between elements on duty. Second, professionalism, where in this case the leader of the institution has the main responsibility in every innovation, participation, creativity, and in institutional development. Third, that is product and process oriented in order to improve learning outcomes, during the learning process. Fourth, that is oriented towards a mental change. As for what should be the main concern in education, namely the goals and targets to be achieved in education, including its relation to the portion of akhlakul karimah in Islamic education.

In developing Islamic Education in Banjarnegara District, POKJAS also applies *total quality management*. *Total quality management* is a philosophy that is continuously carried out where existing facilities and a set of tools can be used to meet the needs and expectations of stakeholders both in the present and in the future. Quality education can be measured by the success of *outputs, outcomes*, and processes, this requires collaboration that involves the entire school community in order to create quality madrasahs (Rumondor 2020).

In an effort to improve the quality of Islamic Education in Banjarnegara District, there are several things that must be considered, namely: students and teachers, curriculum, educational facilities and infrastructure, madrasah management, management of the educational process, including classroom management, students and teachers, and involves mastery of teacher material and the use of educational strategies, fund management, evaluation, partnerships, including relationships with other institutions and madrasahs.

According to Sudarwan Danim, improving the quality of madrasahs involves five factors, including: effective leadership of the madrasah head, children or students are made the center, so that student competence can be developed, teacher involvement is maximized, the curriculum is fixed but dynamic, to be able to achieve good quality, expand the network of cooperation, which is not only limited to the community, but by organization as well, and there must be unity between leaders and employees so as to form a good *team-work* (Nasbi 2017).

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As for increasing student creativity, increasing learning discipline and developing activities, school principals need to do the following: 1) Increase creativity and activity through various interactions with students; 2) Improved learning discipline, where all school members must comply with school rules so that they are orderly; 3) Increased motivation to learn, as stated that students will be more serious in learning if they are continuously motivated. So that teachers are required to be able to provide motivation to students (Sabri 2013).

Policy for Improving the Quality of Islamic Education in Banjarnegara District

According to Saleh, in order to implement a form of quality improvement in the world of education, it can be done in various ways, including the procurement of facilities and facilities including learning tools and books, as well as training to increase competence, improvement of the facilities used in carrying out the educational process, as well as efforts to improve education quality (Nata 2001).

There are several components that can be used to improve the quality of Islamic Education in Banjarnegara Regency, which include: a) The educational process, which also involves strategies, thoughts related to principles, as well as the stages of teaching and learning by providing an understanding that education is not as easy as the delivery process, and b) Educational procedures, where teaching and learning activities are highly recommended to be oriented towards the realization of balance and on human nature.

In carrying out the role as a madrasa head in Banjarnegara Regency, there are several approaches that can be taken to emphasize reasoning, namely: a) Rational approach, b) Emotional approach, by arousing feelings (emotions) from students in understanding behavior so that it is appropriate with the nation's culture, and not deviate from religious teachings, c) Experiential approach, this approach provides an opportunity for students to share their experiences about life's problems as well as in the experience of worship; d) The method, the method used in the educational process is adapted to the material to be taught; e) Curriculum development curriculum, where the curriculum used must contain theoretical and practical elements based on needs to adapt to various dynamics; f) Educational work, this is intended to improve services related to the quality of education through team teaching, as well as team working in a workshop; g) The role of educators which is summarized in three competencies related to teachers, so that education can run effectively (Competencies in managing education, Components of potential development competencies, more specifically professional development, and Components of competence in mastery of study materials); h) Management of students and their approach which applies the concept of the child as the center, even with the educational process (Maghfuri 2020).

In such an approach, the emphasis is on several things, including: 1) Children are the center in carrying out education, 2) Education is totally focused on children, 3) Teachers provide opportunities for children to develop themselves naturally to be able to improve their abilities, 3) Education centers or centers do not always have to be observed, 4) Changes that do occur, are experienced in the context of students. Changes that are related to student motivation are internal, so the teacher plays a role in providing support and motivation and facilities. Thus, managing the existing classroom environment, including a conducive environment is a factor that can encourage students enthusiasm in learning and can build a learning climate that is fun and far from boredom.

IV. CONCLUSIONS

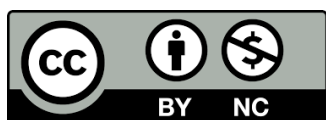
Policy POKJAWAS madrasah in increase quality Islamic education in Banjarnegara Regency includes: *First*, policies are long term (25 year period). This policy has a prospective nature (anticipation of the future), is an existing policy in the field of education and is determined in an educational projection in a future scope. The existing plans aim to produce scenarios regarding culture and education in the future which are felt to be included in the second long term plan. *Second*, medium-term policies or what can be called repelita, including: 1) Directions and repelita policies, 2) Regarding the main issues highlighted from the condition of education, based on previous education, 3) Wisdom developed based on an analysis of problems, especially education, with an estimate of the next five years, 4) Programs and targets, if existing policies have been implemented. *Third*, the short-term policy, this policy is contained in the annual plan and is divided into four periods and has a time range of about three months for each period.

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