

THE ROLE OF SUPERVISORS IN SUPPORTING DIGITAL-BASED MADRASAHS IN FOSTERED MADRASAHS IN SOPPENG REGENCY

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Abstract

The digital transformation in education necessitates active involvement from various stakeholders, including madrasah supervisors. Supervisors play a pivotal role in assisting digital-based madrasahs to ensure the effective and efficient implementation of technology. The application of Information Technology (IT) in education has emerged as an increasingly relevant and significant subject, particularly in madrasahs, which face the challenge of leveraging IT effectively. The digital era has created numerous opportunities across various sectors, including education. As Islamic educational institutions, madrasahs must adapt to these changes to remain relevant and effective in educating future generations. This adaptation aims to enhance the quality of education, improve learning effectiveness, and optimize madrasah management. This study aims to explore the role of supervisors in supporting digital-based madrasahs by utilizing IT within fostered madrasahs in Soppeng Regency. It also examines the challenges encountered and proposes strategies to optimize supervisory roles. A qualitative research method was employed, utilizing a case study approach involving several fostered madrasahs in Soppeng Regency. The findings reveal that supervisors hold a critical role in guiding, supporting, and evaluating the implementation of digital technology in madrasahs.

Keywords: Supervisor, Digital-Based Madrasah, Digital Transformation, Information Technology, Education

INTRODUCTION

The digital era brings major changes in the world of education, including in madrasahs. The application of digital technology in madrasahs aims to improve the quality of education through more interactive learning methods and more efficient madrasah management. In this context, supervisors have a very important role to ensure that digital transformation in madrasahs runs smoothly. Supervisors are not only tasked with monitoring and evaluating, but also providing direction and support to madrasah heads and teachers in the application of digital technology.

There are laws and regulations that govern the role of supervisors in mentoring digital madrasahs. One of them is the Regulation of the Director of Madrasah Teachers and Education Personnel (GTK) No. 7328 of 2023 concerning the School Supervisor Competency Model. This regulation emphasizes that supervisors must play a greater role as madrasah companions, not just as controllers.

In addition, the Directorate of Madrasah GTK has also prepared new regulations to strengthen the role of digital-based supervisors. This regulation is designed to adjust the role of supervisors to the development of the times and increasingly complex educational needs. Supervisors are expected to be able to meet the qualifications and competencies set, and have sufficient knowledge about the use of digital technology in education.

This regulation also includes periodic training and professional development programs for supervisors, especially in mastering information technology. This aims to ensure the effectiveness of supervision and improve the quality of education in madrasahs.

RESEARCH METHODS

The research method employed is qualitative with a descriptive approach, involving interviews and case studies conducted in several fostered madrasahs in Soppeng Regency. The findings indicate that supervisors play a crucial role in directing, supporting, and evaluating the implementation of digital technology in madrasahs.

RESULTS AND DISCUSSION

The criteria for a digital-based madrasah are 1) efforts to integrate digital technology into the management and operations of madrasahs. This includes various aspects such as budget planning, reporting, use of educational software, and student data management. One example of a digitalization program is e-RKAM (Electronic Madrasah Budget Work Plan) designed by the Ministry of Religion to facilitate the management of the BOS (School Operational Assistance) budget.

This program aims to increase transparency and accountability in the use of BOS funds, as well as to facilitate supervision by the Ministry of Religious Affairs. 2) using various applications to facilitate and streamline the management of madrasahs. In addition, the Ministry of Religious Affairs has also collaborated with various external parties such as Google and Alef Education 3) providing a digital learning platform and the latest technology for madrasah students.

With the existence of digitalization-based madrasah criteria, it is hoped that madrasahs can be more efficient and effective in managing resources and improving the quality of education. Digital-based madrasah indicators can be used to assess how well digital technology is implemented in the education process. Here are some indicators that can be used:

1. Number and Variety of Digital-Based Reading Materials: Measuring the amount and type of digital reading materials available to students.
2. Digital Book Borrowing Frequency: Measuring how often students borrow digital books.
3. Number of Activities Using Technology: Calculate how many learning activities utilize digital technology.
4. Use of E-Learning Platforms: Measuring the level of utilization of e-learning platforms by teachers and students.

5. Availability of Technology Infrastructure: Measuring the availability of technological devices such as computers, tablets, and internet access in madrasas.
6. Digital Literacy Training: Counting the number of digital literacy training attended by school principals, teachers, and education personnel.
7. Understanding the Use of Digital Media: Measuring the level of understanding and skills in using digital media by principals, teachers, education personnel, and students.
8. Budget Management Transparency: Measuring the extent to which madrasa budget management is transparent and oriented towards improving quality.

These indicators can help madrasahs to evaluate and improve the application of digital technology in the educational process.

The Author's profile has eight pages. The accompanying madrasahs that have been given the task by the Head of the Ministry of Religious Affairs Office of Soppeng Regency include: MAN 2 Soppeng, MAS PP Yasrib Lapajung, MAS DDI Pattojo, MAS DDI Citta, MAS Darushalihin, MAS As'adiyah branch 31 Tokare, MTs As'adiyah branch no. 64 Tokare, and MTs. DDI Citta.

In mentoring as a supervisor how this madrasah is heading towards a digital-based madrasah, based on the criteria and indicators that have been explained above, but in the course of mentoring from eight madrasahs the author can obtain data through interviews with the head of the madrasah and madrasah operators, the author can divide two groups, namely: 1) madrasahs that are not yet fully digital-based, 2) Madrasahs that are already digital-based which are included in the criteria 1) Madrasahs that are not yet fully digital-based, namely MAS AS'adiyah Cab. 31 Tokare, MTs Asdiyah Cabang 64 Tokare, MTs DDI Citta, MAS DDI Pattojo, MAS DDI Citta, MAS Darushalihin, and group 2) madrasahs that are digital-based, namely MAS PP Yasrib Lapajung, and MAN 2 Soppeng.

The research results show that supervisors have various important roles in digital-based madrasa mentoring, including:

1. Drivers and Drivers of Digital Transformation:

The supervisor is tasked with directing the madrasah in preparing a strategic plan for the implementation of digital technology. The supervisor also acts as a driver of change by providing motivation and support to the madrasah principal and teachers.

Example: The Role of Supervisors as Directors and Drivers in Digital Madrasah Mentoring

a) **Preparation of Digitalization Strategic Plan:** Supervisors play an active role in helping madrasahs develop strategic plans for the implementation of digital technology. For example, supervisors can direct madrasah heads to identify technology needs, allocate budgets for the procurement of digital devices, and set targets for the use of technology in the learning process.

b) **Providing Training and Workshops:** Supervisors organize training and workshops for madrasah teachers to improve their competency in using digital technology. For example, supervisors can invite educational technology experts to provide training on the use of e-

learning platforms, educational applications, and interactive technology-based learning methods.

c) **Motivation and Moral Support:**Supervisors provide moral support and motivation to madrasah principals and teachers in facing the challenges of digitalization. For example, supervisors can provide appreciation and awards to teachers who successfully integrate technology into learning, as well as provide solutions and suggestions to overcome the obstacles faced.

d) **Periodic Monitoring and Evaluation:**Supervisors conduct regular monitoring and evaluation of the implementation of digital technology in madrasahs. For example, supervisors can conduct regular visits to madrasahs to evaluate the use of digital devices, ensure that the school management information system is functioning properly, and evaluate the impact of technology on the learning process.

e) **Collaboration with External Parties:**Supervisors act as facilitators in establishing cooperation between madrasahs and external parties, such as educational software providers, technology companies, and donor agencies. For example, supervisors can help madrasahs obtain technological device support from private companies or obtain funding assistance from donor agencies for the procurement of digital infrastructure.

f) **Policy and Regulation Formulation:**Supervisors also play a role in developing policies and regulations that support digital transformation in madrasahs. For example, supervisors can participate in developing guidelines for the use of technology in madrasahs, setting technology competency standards for teachers, and establishing policies related to student data security in the use of digital technology.

With this role as a director and driver, supervisors can help madrasahs to optimize the use of digital technology in the educational process and school management. Effective mentoring from supervisors will ensure that digital transformation in madrasahs runs well and provides maximum benefits for all parties involved.

2. Training and Coaching Providers:

Supervisors provide training and coaching for teachers in the use of digital technology. Supervisors play a role in improving teacher competency so that they can optimally utilize digital technology in the learning process.

Madrasah supervisors have a very important role in providing training and workshops to support the digitalization of madrasahs. Here are some of the main roles of supervisors in this context:

a) **Identification of Training Needs:**Supervisors are tasked with identifying training and competency development needs in madrasahs. This involves evaluating teachers' and staff's ability to use digital technology, as well as assessing deficiencies and areas for improvement.

b) **Designing a Training Program:**Supervisors can play a role in designing training programs that are relevant to the needs of the madrasah. These programs should cover various aspects of educational technology, such as the use of educational software, digital classroom management, and technology-based interactive learning methods.

c) **Collaboration with Training Providers:**The supervisor acts as a liaison between the madrasah and external training providers, such as training centers, universities, or technology companies. The supervisor assists the madrasah in selecting a reputable training provider that suits the madrasah's needs.

d) **Organizing Workshops and Training:**Supervisors can conduct workshops and training directly at the madrasah. This includes organizing training sessions, inviting expert speakers, and ensuring that the training runs smoothly. Examples of workshops can be training on the use of e-learning platforms, educational applications, or technology-based teaching techniques.

e) **Evaluation and Feedback:**Supervisors are responsible for evaluating the effectiveness of the training and providing feedback to the principal and teachers. This evaluation can be in the form of surveys, observations, or direct discussions to assess how well the training has helped improve competency in using digital technology.

f) **Continuing Professional Development:**Supervisors encourage ongoing professional development by providing continuing training and updates on educational technology. This ensures that teachers and staff are kept up to date with the latest developments in technology and teaching methods.

g) **Provision of Learning Resources:**Supervisors ensure that madrasahs have access to adequate learning resources, such as training modules, presentation materials, and technology usage guides. These resources can be accessed online or printed for use in daily training.

h) **Motivation and Support:**Supervisors provide motivation and moral support to madrasah teachers and staff in facing the challenges of digitalization. Supervisors must be able to provide practical solutions and encourage the spirit of innovation and adaptation of technology in madrasahs.

With an effective role in providing training and workshops, supervisors can help madrasahs to successfully integrate digital technology and improve the quality of education. Continuous and structured mentoring will ensure that madrasahs are ready to face challenges and take advantage of opportunities in the digital era.

3. Evaluation and Monitoring:

Supervisors evaluate and monitor the implementation of digital technology in madrasahs. Supervisors ensure that the technology used is effective and efficient and provides maximum benefits for the learning process and school management.

The following is an example of a digital-based madrasah evaluation and monitoring instrument format that can be used by supervisors:

Digital-Based Madrasah Evaluation and Monitoring Instrument Format

1. Teacher Performance Evaluation

Achievement Indicators	Level 4	Level 3	Level 2	Level 1
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The presence of teachers at the madrasah is in accordance with the educational calendar	90%-100%	80%-89%	70%-79%	<70%
Teachers teach according to the subject schedule	95%-100%	85%-94%	75%-84%	<75%
The head of the madrasah carries out regular supervision	90%-100%	80%-89%	70%-79%	<70%

2. Evaluation of the Use of Digital Technology

Achievement Indicators	Level 4	Level 3	Level 2	Level 1
Teachers' use of e-learning platforms	90%-100%	80%-89%	70%-79%	<70%
Use of educational applications by students	90%-100%	80%-89%	70%-79%	<70%
Availability of technology infrastructure	90%-100%	80%-89%	70%-79%	<70%

3. Student Performance Evaluation

Achievement Indicators	Level 4	Level 3	Level 2	Level 1
Level of student participation in digital activities	90%-100%	80%-89%	70%-79%	<70%
Improving students' digital skills	90%-100%	80%-89%	70%-79%	<70%
Student learning outcomes using technology	90%-100%	80%-89%	70%-79%	<70%

4. Supervisory Performance Evaluation

Achievement Indicators	Level 4	Level 3	Level 2	Level 1
Frequency of monitoring by supervisors	90%-100%	80%-89%	70%-79%	<70%
Effectiveness of support and motivation by supervisors	90%-100%	80%-89%	70%-79%	<70%
Quality of reporting by supervisors	90%-100%	80%-89%	70%-79%	<70%

This instrument can be adapted to the needs and conditions of each madrasah. The use of this format will help supervisors in conducting more systematic and effective evaluations and monitoring.

4. Mediator and Facilitator:

Supervisors act as mediators and facilitators between madrasahs and external parties, such as government, private sector, and donor agencies. Supervisors assist madrasahs in accessing the resources and support needed for the implementation of digital technology.

Developing a digital-based madrasah does have a lot of potential to improve the quality of education. However, there are several challenges that must be faced by madrasahs in the process:

However, this study also identified several challenges faced by supervisors in digital-based madrasah mentoring, including:

1. Infrastructure Limitations

- Internet Access: Not all madrasas have stable and fast internet access, especially those in remote areas.
- Technology Devices: Lack of availability of technological devices such as computers, tablets, and projectors can be a major obstacle in implementing digitalization.

2. Teacher and Staff Competencies

- Training and Development: Many madrasah teachers and staff do not yet have the competence in using digital technology. Intensive and continuous training programs are needed to improve their skills.
- Adaptation to Change: Some teachers may show resistance to the use of new technologies in the learning process, which may hinder the implementation of digitalization.

3. Limited Funds

- Implementation Costs: Procurement of technological devices and digital infrastructure requires significant costs, which is often an obstacle for madrasas.
- Maintenance and Updates: Technology requires regular maintenance and software updates, which also incur additional costs.

4. Curriculum and Learning Methods

- Technology Integration in the Curriculum: Adapting the curriculum to accommodate digital technologies takes significant time and effort. It involves redesigning learning materials and teaching methods.
- Teaching Method: Teachers need to develop effective teaching methods to utilize digital technology, so that students can learn more interactively and enjoyably.

5. Data Security

- Student Data Protection: The implementation of digital technology must be accompanied by policies and practices that ensure the security and privacy of student data.
- Digital Security Awareness: Teachers, staff and students need to be given an understanding of the importance of digital security and how to safeguard personal data when using technology.

6. Parent and Community Participation

- Support from Parents: Parents need to be given an understanding of the benefits and uses of digital technology in education so that they can support the digitalization process in madrasas.
- Collaboration with the Community: Madrasahs need to build partnerships with local communities to support the development of infrastructure and technological resources.

7. Budget Plan

- The budget plan is also the basis for digital-based madrasa planning.
- Limited budget for madrasas, especially small madrasas

8. Monitoring and Evaluation

- **Implementation Monitoring:** Madrasah supervisors must carry out regular monitoring to ensure that digital technology is used effectively and efficiently.
- **Impact Evaluation:** A comprehensive evaluation is needed to assess the impact of digital technology use on student learning outcomes and the overall quality of education.

By identifying and addressing these challenges, madrasas can be more successful in developing and implementing digital technologies to improve the quality of education.

CONCLUSION

Supervisors have a crucial role in mentoring digital-based madrasahs. Supervisors act as directors, training providers, evaluators, and facilitators in the digital transformation process in madrasahs. Despite the various challenges faced, the role of supervisors is very important to ensure that digital technology can be implemented effectively and provide maximum benefits for madrasahs.

A. Suggestion

1. The author's suggestion is that of the eight assisted madrasahs, two have been digital-based and six have not been fully digital madrasahs due to several obstacles and challenges faced, therefore it is necessary to improve the digital infrastructure owned by the madrasah, increase human resources regarding digital utilization, involve parents in designing digital madrasahs, maintain data security and design a budget by including a digital madrasah program. 2. The results of this study indicate that only 25% of madrasahs are digital-based while 75% of madrasahs are not fully digital-based, therefore in the following year it is expected to increase or be inversely proportional to the current percentage.

B. Recommendation

Based on the results of this study, it is recommended that there are 2 madrasas that are already digital-based in the madrasas we support, namely

1. MAN 2 Soppeng
2. MAS PP Yasrib lapajung

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