

THE ROLE OF ISLAMIC RELIGIOUS EDUCATION SUPERVISORS IN IMPROVING THE QUALITY OF ISLAMIC RELIGIOUS EDUCATION LEARNING IN SALAMAN

Rifki Abdul Aziz^{1)*}, Laili Syarifah¹⁾, Dahlia¹⁾

Prodi Manajemen Pendidikan Islam STAI Syubbanul Wathon Magelang¹⁾

*Email: azizrifki20@gmail.com**

Article History

Received: 19 March 2024

Accepted: 2 April 2024

Published: 12 April 2024

Abstract

One element that has a strategic role in improving the quality of PAI learning is the PAI supervisor. PAI supervisors are responsible for ensuring that the Islamic learning process takes place effectively following established standards. One of the duties of supervisors of Islamic religious education is to monitor national PAI standards, which is vital in maintaining the quality of learning. This research aims to determine the role of Islamic Religious Education supervisors in improving the quality of Islamic Religious Education learning in Salaman District, Magelang Regency. Researchers used a qualitative approach with collection methods in the form of interviews, observation, and documentation. The data analysis method uses Miles and Huberman's interactive (flow) model, which includes data reduction, data display, and drawing conclusions or verification to obtain data in-depth and interactively. The results of this research indicate that the role of PAI Supervisors in improving the quality of Islamic Religious Education learning in Salaman District, Magelang Regency, is 1) Preparation of supervisory work programs. 2) Collecting data on teachers' real needs and problems faced by teachers. 3) Activate the Madrasah Islamic Religious Education Working Group. 4) Maximize the implementation of supervisory duties. 5) Providing technical support for learning management and good learning examples.

Keywords: Islamic Religious Education, Quality of learning, Supervisor.

A. INTRODUCTION

Islamic Religious Education, hereafter abbreviated as PAI, has an important role in shaping character and morality, as well as strengthening students' religious identity (Ismail et al., 2022). Although PAI has an important role, there are various challenges faced in the learning process. The challenges currently faced in PAI learning are the lack of resources, an unoptimized curriculum, and limited teacher quality (Hoesny & Darmayanti, 2021). Therefore, improving the quality of PAI learning is an urgent need, especially in Salaman District and its surroundings.

One element that has a strategic role in improving the quality of Islamic learning is the PAI supervisor. PAI supervisors are responsible for ensuring that the Islamic learning process takes place effectively in accordance with established standards (Noor & Wathoni, 2020). In the Regulation of the Minister of Religious Affairs (PMA) No. 2/2012, there are five main functions of PAI supervisors. First, the preparation of the PAI supervision program is the first step in ensuring that Islamic learning runs in accordance with the set standards. A good supervision program will provide direction and guidance for PAI supervisors' actions in improving the quality of learning. Second, the function of coaching, mentoring, and professional development of PAI educators allows supervisors to provide support and

guidance to PAI teachers in improving the quality of PAI teaching. Furthermore, the third function of monitoring the implementation of national PAI standards is essential in maintaining the quality of learning. PAI supervisors must routinely monitor curriculum implementation, teaching methods, and learning evaluation to ensure that national standards are met. The fourth function is to assess the results of the implementation of the supervision program and the fifth function of the supervisor is to report on the implementation of supervisory duties, which is an important evaluation tool. By evaluating the results of supervision and reporting them appropriately, PAI supervisors can identify successes and challenges in efforts to improve the quality of PAI learning.

Overall, the five functions held by PAI supervisors in PMA No. 2/2012 are interrelated and form a comprehensive framework for improving the quality of PAI learning. From planning the supervision program to assessing the results, PAI supervisors play a strategic role in ensuring that Islamic learning takes place effectively and in accordance with established standards, which in turn will contribute to improving the quality of PAI learning in Salaman Sub-district and its surrounding areas. However, in practice, there have not been many studies that specifically examine the participation of Islamic religious education supervisors in improving the quality of Islamic religious learning at the local level, such as in Salaman Sub-district.

Research on the role of Islamic Religious Education (PAI) supervisors in improving the quality of PAI learning has been conducted extensively, as recorded in several previous studies. (Sutisna, 2002) conducted a study in Garut District that specifically highlighted the role of PAI supervisors in improving the quality of PAI learning. The findings of this study may provide valuable insights into effective strategies and practices in improving the quality of PAI learning at the local level. Meanwhile, (Munawaroh, 2023) also studied the role of PAI supervisors, but with a focus on the professionalism aspect of PAI teachers. Although not directly addressing the improvement of PAI learning quality, the findings of this study can provide information about the factors that influence PAI teacher performance, which in turn can have an impact on learning quality. Furthermore, (Hayati et al., 2021) explored optimizing the role of supervisors in improving the quality of PAI lessons. The findings from this study may provide insight into best practices in utilizing the role of PAI supervisors to achieve the goal of improving the quality of PAI lessons. On the other hand, (Ismail et al., 2022) investigated the supervision of PAI implementation in public schools and madrasas in Aceh.

Therefore, this study aims to fill the gap of previous studies by deeply analyzing the role of PAI supervisors in improving the quality of PAI learning in Salaman Sub-district. With a better understanding of the role of supervisors, this study can provide valuable insights for related parties, including local governments, schools, and Islamic religious education supervisors themselves. The results of this study can serve as a basis for policy development and best practices in improving the quality of Islamic learning in Salaman sub-district and possibly other areas as well.

B. LITERATURE REVIEW

The Nature of Supervising Islamic Religious Education

The essence of Islamic religious education supervisors is a concept that describes the roles, responsibilities and characteristics of individuals assigned to ensure the quality of Islamic religious learning (Maranting, 2020). The following are several points that summarize the essence of Islamic religious education supervisors:

- a. keeper of quality standards

Islamic religious education supervisors act as guardians of quality standards in the Islamic religious learning process (Noor & Wathoni, 2020). Supervisors have the responsibility to ensure that the curriculum, teaching methods, evaluation, and learning atmosphere comply with the standards set by educational institutions and educational authorities.

b. Professionalism Development

As a supervisor, the supervisor of Islamic religious education helps Islamic religious teachers to increase their professionalism (Munawaroh, 2023). Supervisors provide guidance, training, and support necessary to assist PAI teachers in improving teaching skills, understanding of material, and classroom management.

c. Curriculum Implementation Monitor

The supervisor of Islamic religious education is tasked with monitoring the implementation of the Islamic religious curriculum in schools (Sukana, 2024). Supervisors ensure that the teaching material delivered is in accordance with the established curriculum, and that Islamic learning objectives are achieved effectively.

d. Evaluation and Feedback

Islamic religious education supervisors evaluate the learning process and provide feedback to PAI teachers (Musbaheri, 2019). This evaluation aims to identify strengths and weaknesses in the learning process and provide recommendations for improvement.

e. Supporting Curriculum Development

Supervisors also play a supporting role in developing the PAI curriculum (Munawaroh, 2023). Supervisors of Islamic religious education can make valuable contributions in preparing a curriculum that is relevant, dynamic and responsive to student needs and current developments.

Thus, the essence of supervising Islamic religious education includes important aspects related to supervision, guidance, monitoring, evaluation and development of the Islamic religious curriculum. The role of PAI supervisors is very important in ensuring that Islamic religious learning takes place well and in accordance with the desired objectives of Islamic religious education (Asep, 2024).

Main Duties of Supervisors of Islamic Religious Education

According to (Musbaheri, 2019) PAI supervisors have the following main duties:

a. Develop a PAI subject supervision program

- 1) Every PAI supervisor, whether in a group or individually, is required to prepare a supervision program plan. The supervision program consists of: 1) Annual Supervision Program 2) Semester Supervision Program, and 3) Academic Supervision Plan.
- 2) The Annual Supervision Program for PAI supervisors is prepared by the PAI Supervisory Working Group (Pokjawas) in the Regency/City through programmed discussions. This annual program preparation activity is estimated to last 1 (one) week.
- 3) The semester supervision program is a technical operational planning of activities carried out by each PAI supervisor at each school where the trained teacher is located. This program was prepared as an elaboration of the Annual Monitoring Program at the Regency/City level. This semester program preparation activity by each PAI supervisor is estimated to last 1 (one) week.
- 4) The Academic Supervision Plan (RKA) is a more detailed and systematic description of the semester program according to priority aspects/problems that

must be carried out immediately, after supervision activities. This RKA activity is estimated to last 1 (one) week.

- 5) Annual Programs, Semester Programs, and RKA at least contain aspects/problems, objectives, success indicators, work strategies/methods (supervision techniques), activity scenarios, required resources, assessment and supervision instruments.
- b. Carry out coaching, monitoring and assessment
 - 1) Academic supervision activities which include coaching and monitoring the implementation of content standards, process standards, graduate competency standards, and assessment standards are activities where there is direct interaction between PAI supervisors and their PAI teachers.
 - 2) Carrying out an assessment is assessing the performance of PAI teachers in planning, implementing and assessing the learning process.
- c. Carry out professional guidance and training for PAI teachers
 - 1) Supervision and professional training activities for PAI teachers are carried out in groups at FKGA / KKG / MGMP at least 3 (three) times in one semester.
 - 2) This activity is carried out on a schedule in terms of time and number of hours required according to the theme or type of skills and competencies to be improved. In this training, PAI teachers were introduced to new, more appropriate ways of carrying out the learning/guidance process
 - 3) This activity can be carried out through workshops, seminars, observations, individual, FKGA/KKG/MGMP and Group Conferences, as well as visits to PAI teachers through academic supervision.
- d. Prepare monitoring program implementation reports
 - 1) Each supervisor makes reports in the form of monthly reports, semester reports and annual reports. This report places more emphasis on achieving goals and every item of supervision activity that has been carried out for each PAI teacher assisted.
 - 2) The preparation of reports by supervisors is an effort to communicate the results of activities or implementation of planned programs

PAI Learning Quality

In general, quality refers to the overall description and characteristics of goods or services that demonstrate their ability to satisfy expected or implied needs. In the educational context, the concept of quality covers important aspects of educational input, process and output (Zulkarnain, 2021). Educational input includes everything that contributes to students' learning experiences, such as physical facilities, human resources (teachers and educational staff), curriculum, and other resources available at the school (Henik, 2024). The educational process refers to the learning activities that occur in the classroom, including the teaching methods used, interactions between teachers and students, the classroom atmosphere, and the support provided to students. Meanwhile, educational output includes academic achievements, skills, knowledge, attitudes and values that students have after completing certain educational programs (Qomar & Badruzaman, 2024).

Thus, to ensure good quality education, all aspects of educational input, process and output must be considered and managed well (Sumiati & Ahmad, 2021). This means ensuring that schools have adequate physical facilities, qualified teachers and educational staff, a curriculum that is relevant and in accordance with educational standards, and the use of teaching methods that are effective and appropriate to student needs (Utsman, Bahtiar, & Yakin, 2022). Apart from that, it is also important to monitor and evaluate student learning outcomes periodically to assess the effectiveness of educational programs and correct existing weaknesses (Suirat et al., 2024).

In the context of efforts to ensure the quality of Islamic religious education, the role of Islamic Religious Education (PAI) supervisors is very important (Noor & Wathoni, 2020). PAI supervisors are tasked with ensuring that all aspects related to Islamic learning, from physical school facilities to student learning outcomes, are managed well and in accordance with established standards. Supervisors are actively involved in assessing the quality of teachers and educational staff involved in Islamic religious learning, ensuring the implementation of relevant and appropriate curricula, and encouraging the use of effective teaching methods. Apart from that, PAI supervisors also carry out monitoring and evaluation of student learning outcomes to evaluate the effectiveness of learning programs and identify areas that require improvement. With a proactive and comprehensive role, PAI supervisors contribute significantly in ensuring that Islamic religious learning takes place well and in accordance with the desired objectives of Islamic religious education.

C. RESEARCH METHODOLOGY

This research adopts a qualitative approach with a case study type to investigate the role of education supervisors in improving the quality of learning in Salaman District, Magelang Regency. The qualitative approach is a research strategy that emphasizes in-depth understanding of the phenomena being studied, with the researcher as the main instrument in collecting and analyzing data (Moleong, 2018). This research method also uses data triangulation, where information is collected from various sources to validate the findings. An inductive approach is used to analyze data, where researchers explore patterns or themes that emerge from the data without having a fixed initial hypothesis. The importance of qualitative research lies in deeply understanding the context and dynamics involved in the phenomenon under study, rather than seeking generalizations that apply broadly (Abdussamad, 2021). Thus, this study aims to carefully describe the role of education supervisors in the specific context of Salaman District, Magelang Regency, without trying to generalize the findings to a wider population.

This research uses various data collection methods, including interviews, observation, and documentation, with the aim of analyzing and explaining the role of Islamic Religious Education supervisors in improving the quality of PAI learning. This research was conducted at PPAI Salaman District, starting with observations and interviews with PAI staff and teachers in order to gain a deeper understanding of the problem that was the focus of the research and to collect information about the implementation of the program that had been prepared by PPAI. The data analysis method adopted Miles and Huberman's interactive (flow) model, which includes stages of data reduction, data presentation, and interpretation or verification, thus enabling an in-depth understanding of the data obtained (Maryono, 2022; Syarifah et al., 2021).

D. RESULT AND DISCUSSIONS

The results of interviews conducted as research support show several roles carried out by PAI supervisors to improve the quality of PAI learning (Ulhaq et al., 2025). These roles include

Preparation of supervisory work program

As a result of interviews with PAI supervisors, information was obtained that "one of the activities carried out by PAI supervisors in Salaman District is the preparation of a supervisory work program. Preparation of a supervisory work program is a crucial stage in ensuring the effectiveness of supervision of Islamic religious education in Salaman District (Jackson, 2024). First of all, supervisors need to conduct a thorough analysis of the condition of Islamic religious education in Salaman District, including an evaluation of the quality of

learning, availability of resources, and challenges faced by PAI schools and teachers in the area (Interview with PAI District supervisor Salaman, 2023).”

By conducting analysis, it can ultimately help supervisors to better understand the needs and priorities in coaching and supervision. After the analysis is carried out, the next step is to formulate a clear and targeted work program based on the findings and needs that have been identified. This work program must include various supervision, coaching and professional development activities that will be carried out by the supervisor, including scheduling visits to schools, implementing coaching and training activities for PAI teachers, as well as efforts to strengthen partnerships with relevant stakeholders, such as the council. education, students' parents, and the local community.

Next, the supervisor needs to prepare a detailed work plan for each activity in the work program, including setting goals, achievement targets, implementation schedule, and allocation of necessary resources. In preparing a work plan, supervisors need to consider various factors, such as priority and urgency of activities, availability of resources, and the expected potential impact on improving the quality of PAI learning in Salaman District. Apart from that, supervisors also need to coordinate and communicate effectively with various related parties, including PAI teachers, school principals, education boards, and other related parties. Good communication will help in obtaining support and active participation from all parties in implementing the supervision work program. By preparing a thorough and focused work program, the supervisor of Islamic religious education in Salaman District will be able to carry out his role effectively in ensuring that the quality of PAI learning improves and make a significant contribution to the progress of Islamic religious education in Salaman District.

Data collection on teachers' real needs and problems faced by teachers

Based on the results of the interview, it was revealed that the involvement of supervisors in teacher development is very important, as emphasized by the supervisor who stated that

"PAI teachers require extensive attention from various parties, including themselves who are tasked with monitoring the performance of teachers. Teachers are reminded that they should not rely solely on their own knowledge. "As government representatives, supervisors believe that they have made various efforts to improve teacher performance, although they are also aware of the weaknesses and obstacles they face in carrying out their state duties in accordance with their main duties as supervisors (Interview with PAI supervisor, Salaman District, 2023)."

In line with the supervisor's views, teachers also recognize the importance of the existence of supervisors in the professional lives of PAI teachers in Salaman District.

"In my opinion, supervisors play an important role in responding to the needs of PAI teachers. PAI supervisors can also provide direct support to PAI teachers by providing individual advice or guidance in overcoming the problems we face. "This approach really helps us as PAI teachers to improve our personal competence and overcome the obstacles that hinder our performance as PAI teachers (Interview with PAI Teacher, Salaman District, 2023)."

From the interview above, it can be seen that teachers are aware of the benefits of the presence of supervisors in fulfilling state responsibilities. Supervisors are considered a source of motivation, a place to consult, and a discussion partner regarding work-related matters (Asalihin, 2021). Apart from that, supervisors are also considered enforcers of ethics and professional guidelines, reminding teachers to adhere to the code of ethics as educators and carry out their duties professionally in accordance with government guidelines. Thus, by collecting data on teacher needs and problems faced in the learning process, PAI supervisors

in Salaman District play a critical role in helping PAI teachers to improve PAI teacher competency and improve the quality of PAI learning in Salaman District.

Activating the Islamic Religious Education Madrasah Working Group (KKM PAI)

The next role carried out by Islamic Religious Education (PAI) supervisors in improving the quality of Islamic Religious Education learning is by activating the Islamic Religious Education Madrasah Working Group (KKM PAI). This was explained by the supervisor who stated that

"KKM PAI is a collaborative forum at the madrasah level that involves PAI teachers in discussion, reflection and curriculum development and Islamic learning methods. We as PAI supervisors facilitate the formation of PAI KKM in each school. "This is done by gathering PAI teachers to discuss the objectives, roles and rules of PAI KKM, as well as formulating an activity agenda that is relevant to improving the quality of Islamic learning (Interview with PAI Supervisor, Salaman District, 2023)."

The formation of the PAI KKM is very supportive in increasing teacher capacity in implementing PAI learning. As explained by the teacher in the interview the researcher conducted

"PAI supervisors play an active role in coordinating and facilitating PAI KKM activities. They can organize regular meetings, workshops, seminars or training aimed at improving PAI teachers' understanding and skills in teaching Islam. PAI supervisors also act as directors and mentors in PAI KKM discussions. They provide guidance, information and input needed to enrich the conversation and ensure that curriculum development and Islamic learning methods comply with established standards (Interview with PAI Teacher, Salaman District, 2023)."

By activating the Islamic Religious Education Madrasah Working Group (KKM PAI), PAI supervisors are able to create a conducive environment for collaboration and continuous learning among PAI teachers in Salaman District. KKM PAI is not only a place to share information and experiences, but also a forum for PAI teachers to support, encourage and enrich each other in professional development. Through discussion, exchange of ideas, and collaboration, teachers can gain new insights, expand skills, and increase understanding of effective learning strategies in the PAI learning context (Asalihin, 2021).

Furthermore, KKM PAI has the potential to become a vehicle that helps improve the overall competency and quality of Islamic learning in schools in Salaman District (Maranting, 2020). By actively involving teachers in PAI KKM activities, PAI supervisors can ensure that the professional development of PAI teachers is a priority that is continuously paid attention to. This can have a direct impact on improving the quality of teaching, improving student performance, and better achieving the goals of Islamic religious education. Apart from that, through PAI KKM, PAI supervisors can also support the implementation of various programs and initiatives to improve the quality of Islamic religious learning. PAI supervisors use this forum to convey information about new guidelines, available educational resources, or training and professional development opportunities for PAI teachers (Faradis, 2022). Apart from that, KKM PAI can be a platform for formulating strategies and concrete steps in overcoming the challenges faced in Islamic religious learning in schools in the Salaman District area.

Thus, PAI KKM activities in Salaman District not only function as a forum for PAI teachers to develop professionally, but also as a means to improve the quality of Islamic learning as a whole. Through collaboration and joint commitment between PAI supervisors and teachers, KKM PAI has great potential to make a significant contribution to improving Islamic religious education and advancing the quality of education in Salaman District as a whole.

Maximize the implementation of supervisory duties

The role of Islamic Religious Education (PAI) supervisors in improving the quality of PAI learning by maximizing the implementation of supervisory duties is very important. PAI supervisors have a big responsibility to ensure that all aspects of Islamic learning run effectively and in accordance with established standards. One of the main ways that PAI supervisors can achieve this is by maximizing the implementation of tasks in a careful and structured manner. As in the following interview:

"PAI supervisors must carry out their supervisory duties with full dedication and professionalism. This includes conducting regular classroom observations to monitor the learning process, providing constructive feedback to PAI teachers in Salaman District, as well as identifying and overcoming obstacles that may arise in implementing the Islamic religious curriculum. "By ensuring that the supervisor's duties are carried out consistently and in a planned manner, PAI supervisors can make a significant contribution in improving the quality of Islamic learning (Interview with PAI Supervisor, Salaman District, 2023)."

Apart from that, PAI supervisors also have a role in providing guidance and training to PAI teachers. As the results of the following interview:

"They can hold workshops, seminars or other training aimed at improving our skills and knowledge as PAI teachers in teaching Islamic religion. "PAI supervisors provide the necessary support and resources for PAI teachers to develop professionally, PAI supervisors really help improve the quality of Islamic learning (Interview with PAI Supervisor, Salaman District, 2023)."

By maximizing the implementation of the duties of PAI supervisors, both in terms of direct supervision and coaching and professional development of PAI teachers, PAI supervisors can become effective agents of change in improving the quality of Islamic learning in Salaman District. Through strong commitment, close collaboration with education stakeholders, and a results-oriented approach, PAI supervisors can play a crucial role in bringing about significant improvements in Islamic religious education and creating a quality learning environment for students in Salaman District.

Providing technical support for learning management and good learning examples

The role of Islamic Religious Education (PAI) supervisors in improving the quality of PAI learning by providing technical support for learning management and good learning examples is essential in creating a productive and quality educational environment. The technical support provided by PAI supervisors covers various aspects that support effective learning management in schools. The PAI supervisor explained that

"We provide guidance to PAI teachers regarding teaching methods, innovative learning strategies, and the use of relevant educational technology. "This aims to help PAI teachers in Salaman District in designing and implementing learning that is interesting, interactive and relevant to students' needs (Interview with PAI Supervisor in Salaman District, 2023)."

Apart from that, PAI supervisors also act as good learning examples for PAI teachers. As explained by the PAI Teacher below:

"Supervisors can demonstrate effective teaching practices through live demonstrations in the classroom or through the presentation of training materials and workshops. By showing examples of good learning, PAI supervisors provide inspiration and motivation to PAI teachers to improve the quality of their learning. They can provide advice and guidance to school principals and PAI teachers in curriculum planning, learning scheduling, appropriate use of learning resources, as well as evaluation and monitoring of the learning process. By providing targeted technical support, PAI

ARTICLE

supervisors assist schools in creating a conducive and effective learning environment (Interview with PAI Teacher, Salaman District, 2023)."

Thus, the role of PAI supervisors in providing technical support for learning management and good learning examples is one of the key factors in improving the quality of PAI learning (Maranting, 2020). Through the guidance, example, and support provided, PAI supervisors can help PAI teachers to improve the quality of learning, create a conducive learning environment, and strengthen effective teaching practices in schools (Pakiding & Kurnia, 2024).

E. CONCLUSION

Based on the research results that have been described, it can be concluded that the role of Islamic Religious Education (PAI) supervisors in improving the quality of PAI learning in Salaman District, Magelang Regency is very significant. There are five crucial roles played by PAI supervisors in efforts to improve the quality of Islamic learning in the region. First, through the preparation of a work program, supervision is an important first step. This involves formulating a clear and directed work plan, including identifying priorities, goals and strategies that will be implemented by PAI supervisors. Preparation of a thorough work program will provide a strong foundation for effective monitoring activities. Second, through collecting data on teachers' real needs and the problems faced by teachers, this is a very important aspect in efforts to improve the quality of PAI learning. By deeply understanding the needs and challenges faced by PAI teachers, supervisors can design appropriate coaching and training programs to support the professional development of PAI teachers. Third, by activating the Islamic Religious Education Madrasah Working Group (KKM PAI). KKM PAI is a collaborative forum for PAI teachers to share experiences, knowledge and best practices in teaching Islam. PAI KKM activities can also help improve the overall competency and quality of Islamic learning in schools in Salaman District. Fourth, maximizing the implementation of supervisory duties is another important role. PAI supervisors must consistently make observations, provide feedback, and provide guidance to PAI teachers to ensure that the Islamic learning process runs effectively in accordance with established standards. Fifth, providing technical support for learning management and good learning examples is a role that is no less important. Through targeted technical support, PAI supervisors can assist PAI teachers in designing learning that is interesting, interactive and relevant to student needs.

Suggestions for further research are to investigate the effectiveness of implementing programs designed by PAI supervisors in improving the quality of Islamic learning in Salaman District. This research can evaluate the impact of various supervision, coaching and training activities that have been implemented on the quality of Islamic religious learning, as well as identify factors that support or hinder the successful implementation of these programs. Apart from that, further research can also explore the roles and perceptions of various stakeholders, such as PAI teachers, school principals, and parents, in efforts to improve the quality of Islamic learning in Salaman District. Thus, further research can provide deeper insights and more specific recommendations for the development of Islamic religious education.

REFERENCE

- Abdussamad, Z. (2021). *Metode Penelitian Kualitatif*. Makassar: Syakir Media Press.
- Asalihin, A. (2021). Kelompok Kerja Guru dan Perannya dalam Meningkatkan Mutu Pembelajaran PAI di Sekolah Dasar. *Journal of Education and Teaching (JET)*, 2(1), 16–27. <https://doi.org/10.51454/jet.v2i1.64>

- Asep, H. Ruli, R. Firrizqy, R. Gimbastian, M. Ramadhan, I. M. Lathif, N. Yanuar, R. Syarifudin, F. Mahendra, M. R. (2024). Analysis Of The Implementation Of Quality Management Of Employee Performance And Organizational Culture. *Jurnal Dialektika: Jurnal Ilmu Sosial*. 22(1), 20-28
- Faradis, A. (2022). Kinerja Pengawas Pendidikan Agama Islam dalam Meningkatkan Kompetensi Profesional Guru. *Journal of Educational Research*, 1(1), 159–180. <https://doi.org/10.56436/jer.v1i1.63>
- Hayati, H., Syaiful, M., & Khalifaturrahmah. (2021). Optimalisasi Peran Pengawas Dalam Meningkatkan Mutu Pelajaran Pendidikan Agama Islam. *Hijri: Jurnal Manajemen Pendidikan Dan Keislaman*, 10(2), 73–83. <https://doi.org/10.30821/hijri.v10i2.11308>
- Henik, U. (2024). Implementation Of Education Quality Assurance (PMP) In The Context Of Improving PAI Learning Performance. *Urwatul Wutsqo: Jurnal Studi Kependidikan dan Keislaman*, 13(2), 218-234.
- Hoesny, M. U., & Darmayanti, R. (2021). Permasalahan dan Solusi untuk Meningkatkan Kompetensi dan Kualitas Guru: Sebuah Kajian Pustaka. *Scholaria : Jurnal Pendidikan Dan Kebudayaan*, 11(2), 123–132. Retrieved from <https://ejournal.uksw.edu/scholaria/article/view/3595>
- Ismail, I., Yusuf, R., & Matsyah, A. (2022). Pengawasan Pelaksanaan Pendidikan Agama Islam Pada Sekolah Umum Dan Madrasah: Studi Kasus Di Kabupaten Aceh Tamiang dan Kota Langsa, Provinsi Aceh. *Pencerahan*, 16(2), 16–25. Retrieved from <http://www.jurnalpencerahan.org/index.php/jp/article/view/72>
- Jackson, D. (2024). Work-integrated learning: opportunities and challenges in Australia. *Higher Education Research & Development*, 43(3), 767-773.
- Maranting, H. S. (2020). Peranan Pengawas Pendidikan Agama Islam dalam Meningkatkan Kualitas Guru (Studi Kasus di Mts Al-Khairaat Kota Gorontalo). *Tadbir: Jurnal Manajemen Pendidikan Islam*, 8(1), 76–87. <https://doi.org/10.30603/tjmpi.v8i1.1153>
- Maryono, M. (2022). Budaya Pesantren dalam Pembentukan Karakter pada Santri Sekolah Menengah Pertama Berbasis Pesantren. *DWIJA CENDEKIA: Jurnal Riset Pedagogik*, 6(2), 296–305. <https://doi.org/10.20961/jdc.v6i2.63441>
- Moleong, L. J. (2018). *Metode Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
- Munawaroh. (2023). Peranan Pengawas Pendidikan Agama Islam Dalam Meningkatkan Profesionalisme Guru Pendidikan Agama Islam (PAI). *Journal on Education*, 06(01), 366–377. Retrieved from website: <http://jonedu.org/index.php/joe>
- Musbaheri. (2019). Optimalisasi Kedudukan, Tugas Pokok, dan Fungsi Pengawas Pendidikan Agama Islam (PAI). *Didaktika: Jurnal Kependidikan*, 11(2), 201–209. <https://doi.org/10.30863/didaktika.v11i2.166>
- Noor, L. N. F., & Wathoni, K. (2020). Peran Pengawas Pendidikan Agama Islam (PPAI) Dalam Meningkatkan Kompetensi Guru Pai di SMP Swasta Wilayah Kecamatan Sidoarjo Kabupaten Sidoarjo. *MA'ALIM: Jurnal Pendidikan Islam*, 1(1), 1–24. <https://doi.org/10.21154/maalim.v1i01.2185>
- Pakiding, Y., & Kurnia, I. (2024). Quality of Human Resources at the Secretariat of the Regional Representative Council of Palu City. *Jurnal Dialektika: Jurnal Ilmu Sosial*, 22(2), 73-84.
- Qomar, M., & Badruzaman, A. (2024). Optimizing Learning Design for Islamic Religious Education in Islamic Boarding Schools: Efforts to Increase the Intelligence and Academic Quality of Students. *Attanwir: Jurnal Keislaman dan Pendidikan*, 15(2), 152-165.
- Suirat, S., Hayadi, B. H., Yusuf, F. A., Roseno, E., & Yuningsih, Y. (2024). Evaluasi Kinerja Dan Pemantauan Progress Siswa Di SDN Kedaleman I Cilegon. *Technical and*

- Vocational Education International Journal (TAVIJ), 4(1), 22-28.
- Sukana. (2024). Transformasi Pengawas Pendidikan Agama Islam (PAI) di Era Digital: Tantangan dan Peluang Tahun 2024. *Jurnal Pendidikan Tambusai*, 8(1), 3955–3965. Retrieved from <https://jptam.org/index.php/jptam/article/view/13000>
- Sumiati, & Ahmad, A. (2021). Pengendalian Mutu Pendidikan: Konsep Dan Aplikasi. *IQRA : Jurnal Pendidikan Agama Islam*, 1(1), 43–50. <https://doi.org/10.17509/jap.v13i1.6384>
- Sutisna, E. (2022). Peranan Pengawas Pendidikan Agama Islam dalam Meningkatkan Mutu Pembelajaran Pendidikan Agama Islam. *Edumail: Jurnal Pendidikan*, 6(1), 1377–1387.
- Syarifah, L., Latifah, N., & Puspitasari, D. (2021). Keteladanan Pengasuh dan Peran Orang Tua dalam Pembentukan Karakter Santri Tarbiyatul Athfal Tegalorejo Magelang. *DWIJA CENDEKIA: Jurnal Riset Pedagogik*, 5(2), 97–107.
- Ulhaq, Z., Haris, A., & Yazid, S. (2025). School Principal's Leadership Strategy in Improving the Performance of PAI Teachers in the Digital Era: The Role of Learning Media and Motivation in Islamic Religious Teaching. *Educazione: Journal of Education and Learning*, 2(2), 94-107.
- Utsman, M., Bahtiar, B., & Yakin, N. (2022). Upaya Meningkatkan Infrastruktur Pembelajaran Dan Lingkungan Untuk Berkelanjutan Praktik Mutu Pendidikan. *Jurnal Isema: Islamic Educational Management*, 7(2), 143–152. <https://doi.org/10.15575/isema.v7i2.18626>
- Zulkarnain, L. (2021). Analisis Mutu (Input-Proses-Output) Pendidikan di Lembaga Pendidikan Islam MTS Assalam Kota Mataram Nusa Tenggara Barat. *Manazhim : Jurnal Manajemen Dan Ilmu Pendidikan*, 3(1), 17–31. <https://doi.org/10.24246/j.jk.2016.v3.i1.p115-130>