

## **Strategic Management of Continous Professional Development of Madrasa Supervisors Ministry of Religion Republic of Indonesia**

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### **ABSTRACT**

The background of the problem in this research is the finding of the low competency assessment of Madrasah Supervisors. The results of this study strengthen the understanding of the implementation of strategic management theory in sustainable professional development. This study used a qualitative paradigm with a descriptive method. The results showed that (1) the stages of environmental analysis were through self-evaluation and Focus Group Discussion; (2) Stages in determining the vision, mission, goals, and strategies through Focus Group Discussion; (3) PKB activities consist of policy seminars from the Ministry of Religion, pre-test and post-test, workshops, in and on; (4) External monitoring has not been carried out ideally, there is no pre and post test measurement, and the impact of PKB; (5) Internal constraints in the form of low organizational culture, administrative neatness, and innovation do not yet exist. External constraints in the form of a mismatch in the mapping and placement of facilitators. (6) Solutions to overcome problems by building a continuous improvement habit of PKB in a sustainable manner and building communication with the Ministry of Religion. The conclusion of this study is that the management of the Sustainable Professional Development Strategy for Madrasa Supervisors has not gone well with indicators that there is no pre and post test analysis so that post-PKB changes are not yet known.

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## **1. INTRODUCTION**

This research is motivated by the results of the low supervisory competence assessment. The purpose of this study is to describe and analyze the management strategy for the Sustainable Professional Development of Madrasa Supervisors. Edwards and Usher (Bert Creemers, Kyriakides and Antoniou

2013) suggest that competency-based professional development programmes are a way of imposing self-discipline and self-regulation on individuals so that they conform to what is required.

Strategies define longer-term goals but they are more concerned with how those goals should be achieved. Strategy is the means to create value. A good strategy is one that works, one that guides purposeful action to deliver the required result (Armstrong 2006). Strategic planning is that part of the strategic management process which is concerned with identifying the long-term direction of the institution (Miroiu 2002).

Madrassa supervisors occupy a strategic position in improving the quality of national education. In the Regulation of the Minister of Religion Number 2 of 2012 CHAPTER II Article 3 paragraph (1) it is stated that madrasa supervisors have the task of carrying out academic and managerial supervision at madrasas. This task means that the academic and managerial quality in the madrasa is part of the responsibility of the madrasa supervisor.

Several studies show that supervisors have good performance and work in a structured manner to contribute to improving the quality of education. The dissertation (Bakar 2020) concludes that the performance of Madrasa supervisors contributes to increasing work motivation for the heads of state junior high Madrasas in Jambi Province. The dissertation (Ali 2012) shows that the implementation of supervisor professionalism in increasing the creativity of Islamic education teachers has been carried out even though it has not been maximized. The indicator is, in carrying out guidance to religious teachers in the planning field only 6 people (60%), in the learning process field only 7 people (70%), using media 4 people (40%), in the evaluation field only 4 people (40%) of 10 supervisors who were observed, so that it had an impact on the creativity of teachers in managing learning.

The dissertation (Sukron 2021) shows that the supervisory planning at the Bandar Lampung City Madrasa Aliyah is prepared based on the analysis of the Annual Program, Semester Program, managerial supervisory plan and academic supervision plan. The performance of supervisors at Madrasa Aliyah Negeri Bandar Lampung is carried out by conducting class visits and direct observations of the process of implementing learning in class as well as mentoring and training through workshops, seminars, observations, individually.

Nationally, the quality of supervisors is urging to improve their competence so that they will have better performance. Improving the quality of supervisors is very important because so far the quality of supervisors in terms of the results of the Supervisor Competency Assessment is in the competent category. The proficient category is the 2nd lowest level category when viewed from the categorization of the Supervisor Competency Assessment.

The results of the supervisory competency assessment on average from each province in the aspect of education evaluation are in the proficient category. The results of the PPA on the aspect of educational supervision are also included in the proficient category so it is important to make efforts to improve. Micro PPA results in Cirebon Regency show that 7% of supervisors are in the developing category, 86% are proficient, 7% are skilled.

From the results of the Supervisor Competency Assessment, the Ministry of Religion carried out various steps for sustainable professional Development for both teachers and madrasa supervisors. This policy is in accordance with the Ministry of Religion's policy that the government's needs are needs based on government program priorities. If the government has a policy to improve the competence of madrasa supervisors, then government policies can also be the basis for implementing the Sustainable Professional Development for Madrasa Supervisors. The results of this study strengthen the understanding of the implementation of strategic management theory in sustainable professional development.

## 2. METHODS

The research approach used is a qualitative approach. In this situation, the researcher seeks to establish the meaning of a phenomenon (Creswell 2009). from the views of participants The subjects of this study consisted of Pokjawas administrators, Madrasa Supervisors, and Continuing Professional Development facilitators. Data collection techniques in this study in the form of interviews,

documentation, and observation. The research locus on Management of the Madrasah Superintendent's Continuous Professional Development Strategy was carried out in the Cirebon Regency and City Pokjawas. Data analysis in this study uses the theory of Miles and Huberman (Matthew B. Miles, A. Michael Huberman 2014) including data reduction, data display, and verification.

### 3. FINDINGS AND DISCUSSION

#### 3.1. Environmental Observation in Sustainable Professional Development

Environmental monitoring is carried out in stages in the form of coordination meetings. The meeting was held in order to analyze internal environmental conditions, both weaknesses and strengths possessed as well as external conditions regarding opportunities that might be accessed and to study threats that have the potential to be destructive to the Madrasa Supervision Working Group in order to carry out Continuing Professional Development.

Theoretically, (Hunger J David, Wheelen Thomas L 2016) state that the first element in strategic management is environmental observation. These observations consist of internal observations concerning strengths and weaknesses and external observations concerning opportunities and threats. The results of the analysis of observations of the internal and external environment are then analyzed to determine the positioning of the organization in order to determine the right strategy.

In particular, the Sustainable Professional Development for Madrasa supervisors did not prepare a SWOT analysis related to these activities, but madrasa administrators and supervisors were aware of what were the weaknesses and advantages of both organizationally in working groups and individually as madrasa supervisors. Environmental analysis of these activities is presented based on training needs only, namely describing what are the shortcomings related to the competence of madrasa supervisors compiled in the activity proposal.

The results of interviews, documentation studies, and observations related to environmental observations found several important findings regarding academic culture, motivation of madrasa supervisors in Sustainable Professional Development, financial support, and training need analysis. The contents of these findings are actually the contents of a SWOT analysis, but they are not made in a matrix or table for in-depth analysis.

Academic culture in the perspective of environmental observation is an aspect of internal weakness. The low academic culture is caused by the internal environment, age, and the absence of intense demands for learning. A low academic culture is inseparable from the habitus and the prevailing value system.

Academic culture is the culture produced by a community which in this context is the madrasa supervisor. Actions in academic culture are based on technical scientific results and are able to explain their actions on the basis of logic and science. There are important values in academic culture such as honesty as a core value; think critically, creatively, objectively, analytically, constructively, dynamically, dialogically, accept criticism, appreciate academic presentations, have strong arguments, and be true to facts.

Academic culture is needed in an effort to build and develop educational culture and civilization in madrasas. Academic culture is the key in moving the wheel of knowledge in the madrasa supervisory working group. A good and strong academic culture will be able to easily cope with various main tasks and functions of madrasa supervisors while creating innovations in the field of supervision. The stages that need to be followed in building an academic culture include; 1) evaluate the organizational situation and determine strategic goals and directions; 2) analyze the existing culture and sketch the desired culture; 3) analyze the gap between what is and what is desired; 4) develop a cultural Development plan; 5) implement the plan; 6) evaluate changes and new efforts to engage in measures to sustain cultural change. Building an academic culture, like building a solid building, requires careful planning, careful implementation, and time that is appropriate to the level of design complexity.

Academic culture for madrasa supervisors is a necessity in order to strengthen the competence of supervisors. This culture can be pursued through continuous, sustainable Sustainable Professional Development activities, whether carried out in groups or independently.

Basically, motivation in building a culture that supports the achievement of the institution's goals has been realized well. This is in line with the teachings of The Sunnah Wal Jema'ah values which have moderate values, balanced, tolerant, and fair. In an organization, of course, balance values are needed for organizational stability. The Sunnah Wal Jema'ah values can be used as the foundation of cultural values in an organization to be very important in strengthening and strengthening the spirit of building the organization.

### **3.2. Strategic Formulation in Sustainable Professional Development**

Organizational strategy is typically conceived and developed as an extension of the past and present (Carlopio 2010). Based on the results of the researchers' observations that the strategy formulation activities were carried out through a focused meeting and discussion (FGD) mechanism then the results were put in the form of a proposal for funding assistance for Madrasa Supervision PKB activities. The proposal compiled is a collective agreement of the Madrasa Supervision Working Group.

The strategic formulation in the Sustainable Professional Development for Madrasa supervisors is the second element in strategic management. The most effective strategies of major enterprises tend to emerge step by step from an iterative process in which the organisation probes the future, experiments, and learns from a series of partial (incremental) commitments rather than through global formulations of total strategies (Hussey 1998).

An important finding regarding the strategic formulation in the Sustainable Professional Development for Madrasa supervisors is the formulation of the vision, mission, goals, and strategies adopted through Focus Group Discussion activities. Focus Group Discussion/FGD or discussion Focus groups are one method data ollection commonly used on social qualitative research (Yati Alfiyanti 2008).

The big vision that is carried out is to become a great madrasa with dignity. The mission of Sustainable Professional Development for Madrasa supervisors is to improve the competence of the components of madrasa education elements. The objectives to be achieved from the Sustainable Professional Development for Madrasa supervisors are to improve the quality of education in madrasas, the quality of individuals, and the quality of students, which in turn contributes to improving the quality of national education.

The findings of the FGD research have not run ideally, they are only limited to meeting activities or preparing together the Sustainable Professional Development program for Madrasa supervisors by involving facilitators. FGD is ideally a systematic process of collecting data and information on a specific, very specific problem through group discussions. In the implementation of FGDs, it is carried out by discussing with resource persons in one place and assisted by someone who facilitates the discussion of a problem in the discussion.

Based on the author's observations in the FGDs, the determination of the vision, mission, goals, and strategies involved the resource persons even though the resource persons were facilitators. The group discussions were only limited to meetings to determine the Sustainable Professional Development program. Theoretically, it is not ideal, but in substance what the targets are met are formulating the vision, mission, goals, and strategies. The results have been disseminated but only verbally not in other forms such as writing in note blocks, banners, and others.

### **3.3. Strategic Implementation in Sustainable Professional Development**

Based on the documentation study, it is known that the PKB for Madrasa Supervisors is carried out in the form of Ministry of Religion policy seminars, pre-test and post-test, workshops, seminars, in and on. The pre test and post test contains material on academic supervision and managerial supervision both at the planning and implementation levels as well as follow-up plans.

Strategic implementation is a strategic management stage at the practical level. Strategy implementation is embodiment of strategy and policy organization more specifically an action, by doing an activity human resources, operations, finance and marketing. Very strategy implementation important for the company because of planning which has been made in such a way as to be more properly they should be implemented exactly anyway (Wiradika 2018). In implementing the strategy organization must set goals, make policies, motivate employees, and allocate resources so that the formulated strategy can be executed. Strategy implementation means mobilizing managers and involved personnel to turn the formulated strategy into action.

Findings in the field indicate that the CLA is carried out collectively, not individually or individually, participants are properly recorded for internal and external administrative purposes, carried out periodically and the results are disseminated to relevant stakeholders. This pattern is in accordance with (Priajana 2017) which states that in professionalization there are three main themes of EFL teacher professional Development activities consisting of independent or individual professional Development activities, institutional and non-institutional. The Sustainable Professional Development activities that have been carried out are also in accordance with (Saleem Amna, Rani Gul 2021) which states that the substance of these results is that sustainable professional Development will be effective if it is carried out in a structured manner and according to needs.

The form of Sustainable Professional Development activities are in the form of pre-test and post-test, workshops, seminars, in and on. On is meant on the job training where the Sustainable Professional Development participants of the madrasa supervisor practice activities in the madrasa. The results of on job learning are then presented to be known by the organizers of the Sustainable Professional Development for Madrasa supervisors. These findings indicate that the Sustainable Professional Development for Madrasa supervisors runs well, is well administered, and runs effectively.

Sustainable Professional Development that runs effectively shows that the goals that have been set have been achieved, the stakeholders have been properly involved and understand their respective positions. Materials are also well developed, elaborated, and not standardized on virtual distributed modules. These findings are relevant to (J David Hunger 2014) regarding implementation strategies.

### **3.4. Strategic Evaluation Research Findings in Sustainable Professional Development**

Based on the results of the researchers' observations, the evaluation activities were carried out in the form of a post test to find out whether there was a level of knowledge related to supervision. Unfortunately the results of the post test were not detailed properly so that the impact of the activity was not clearly visible as a basis for preparing follow-up plans.

Strategic evaluation is the fourth element after environmental observation, strategic formulation, and strategic implementation. Strategy evaluation is the main tool to obtain information related to strategy implementation, whether the activity is right as the formula is applied or vice versa. All strategies can be modified in the future, as internal and external factors are constantly changing.

There are three main activities in strategy evaluation, namely: reviewing external and internal factors that form the basis of the current strategy, measuring achievements or achievements, and taking corrective actions. Evaluation is an ongoing activity in strategic control. Whereas Strategic control is a systematic effort from management to achieve goals by comparing performance with the initial plan then taking corrective steps of the important differences between the two (Suadi 2021).

The research findings show that the implementation of Sustainable Professional Development has been going well, between design and reporting is reported. This means that the implementation has been in accordance with the designed formula. The problem is that the extent of success before and after Sustainable Professional Development activities is not measured, moreover the impact has not been measured either quantitatively or qualitatively. The monitoring carried out has also not been able to control activities so that normatively Sustainable Professional Development activities for madrasa supervisors run well. One of the things that made him optimistic that this activity was going according

to the formula was the statement from the participants who stated that the training was running effectively and there was satisfaction from the participants.

### 3.5. Findings on Constraints

Internal obstacles from the supervisors themselves, sometimes supervisors are not aware of quality-oriented activities, Madrasah Supervisors do not understand or absorb PKB activities, externally the implementation of PKB is not socialized to education stakeholders who actually have the potential to work together. External obstacles to the implementation of the PKB for Madrasah Superintendents were the implementation of the PKB that was not in accordance with the technical guidelines, including mapping and placing facilitators.

Obstacles are factors that hinder the success of Sustainable Professional Development activities for Madrasa supervisors. These factors can come from internal or external. The results showed that the time for the implementation of the CLA was very limited. In addition to the limitations of the implementation of the Sustainable Professional Development, there are also problems with limited funds. The next obstacle is dynamic regulation that demands extra adjustments, module design is not yet comprehensive, and time is limited. Another constraint is that of a facilitator whose certificate is administratively not in accordance with the Sustainable Professional Development activities of Madrasa supervisors. This problem is caused by the limited number of facilitators with the existing programs.

The issue of education and training funds has been described in the previous discussion. Regulatory issues that have changed in substance in the allocation of funds, for example for the honorarium of resource persons who were originally civil servants who received honorariums became no longer received. The next issue is related to the module which continues to be improved, which is still being investigated continuously if the program is already running.

Meyer (Harta, Tenggara, and Kartasura 2014) "a modul is relatively short self-contained independent unit of instructional designed to achieve a limited set of specific and well-defined educational objectives. It usually has a tangible format as a set or kit of coordinated and highly produced materials involving a variety of media . A module may or may not be designed for individual self paced learning and may employ a variety of teaching techniques.

The module is a unified learning material that can be studied by training participants independently. In it there are components and clear instructions so that training participants can follow in a sequential manner without the intervention of the teacher. Ideally the module should be able to be studied independently by anyone; lesson objectives are formulated specifically, based on behavior; open opportunities for students to progress continuously according to their respective abilities; self-learning teaching packages open opportunities for students to develop themselves optimally; have a strong enough information power. Elements of association, structure, and sequence of learning materials are formed in such a way that students spontaneously learn them; and there are clear instructions with a unified evaluation at the end of each learning session.

### 3.6. Findings on solutions

Solutions in the implementation of Sustainable Professional the solution that can be taken is to work together to discuss the implementation of the PKB, internally supervisors must sit together to deliberate on the implementation of the PKB by involving madrasa stakeholders.

The solution in overcoming obstacles related to funds ideally rests on the concept of financing education and training which has been described in the previous discussion. Sustainable Professional Development administrators for Madrasa supervisors must be trained or trained to calculate the costs of training so that the funds for training activities are at least sufficient.

Education and training organizers need to be given enlightenment related to knowledge and skills in calculating ROI (Return of investment), training costs, education and training benefits, and so on.

Ignorance about the concept of education and training financing has an impact on the financial management of education and training so that its efficiency is not guaranteed.

The time constraint is a technical issue but the most important thing is that the organizers can calculate the amount of time for one training item, especially if there are in and on activities, of course time adjustments are needed so that the activities are more meaningful.

#### 4. CONCLUSION

Strategic management of the Madrasah Supervisor Continuous Professional Development strategy has been carried out according to the stages of strategic management, namely starting from environmental observation, strategy formulation, strategy implementation, evaluation and control of the strategy even though the implementation stage did not go well as there was no pre and post test analysis so that post-PKB changes it is not4. yet known whether there are significant changes or not, measurements with the Kirkpatrick approach have not been carried out, and the implementation of in-on-in has not gone well.

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