

# Fostering Excellence In Madrasah Through Collaborative Supervision: A Management Perspective

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## Abstract.

*This research is motivated by the lack of collaborative guidance among some members of the madrasah and the supervisor, which hinders the improvement of the quality of a madrasah institution. Therefore, it is necessary to establish collaboration or synergy among the head of the madrasah, the madrasah committee, several teachers, and the supervisor in advancing the quality of the madrasah. This research employs a qualitative approach with a multi-site study design. Data collection techniques include in-depth interviews, participant observation, and documentation. Data analysis uses single-case analysis and cross-case analysis. Data validity techniques involve credibility, transferability, dependability, and confirmability. The research findings indicate that: (1) the collaboration between supervisors and heads of madrasahs in formulating plans (planning) to improve the quality of the institution includes: a) formulating and developing the vision, mission, and goals of the madrasah; b) preparing the Mid-Term Work Plan (RKJM), the Madrasah Work and Budget Plan (RKAM), and the Annual Work Plan (RKT); c) conducting workshops and training for teachers and institutional staff; d) developing madrasah management systems and information technology and PBM (Self-Learning Platform); and e) preparing KTSP/Merdeka curriculum; (2) the collaboration between supervisors and heads of madrasahs in implementing the process (actuating) to improve the quality of the institution involves: a) organizing guidance, workshops, and training for madrasah teachers; b) providing support and guidance for all programs within the institution; c) developing a madrasah curriculum tailored to the institution's situation and conditions; d) producing works/products or learning journals, and developing an excellent KTSP madrasah curriculum.*

**Keywords:** Excellence in Madrasah and Collaborative Supervision.

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## I. INTRODUCTION

The presence of madrasah supervisors within educational institutions plays a crucial role in fostering and developing the professional competencies of madrasah principals, teachers, and other staff members. This contributes to the improvement of the overall quality of education in the madrasahs under their guidance. There are three core competencies that a madrasah supervisor must possess: knowledge, technical skills, and interpersonal skills. These competencies are prerequisites for carrying out the tasks of educational supervision [1]. The supervision itself aims to coordinate, motivate, and support the growth of madrasah teachers both individually and collectively, enabling them to better understand and effectively carry out various teaching functions [2]. In the context of educational supervision, supervisory principles can be applied by recording performance in a special logbook. The work results of each educator are documented in a book that tracks short-term performance progress. Educational supervision plays an essential role in ensuring the quality of education, particularly in achieving national education standards. However, currently, much of this remains a discourse and has not been deeply implemented in educational management, especially at the regional level. Strengthening the role of madrasah supervisors can be seen as both a political and professional step, as empowering madrasah supervisors can function as a secondary quality assurance body within madrasahs, including in ensuring the implementation of the curriculum [3].

Curriculum renewal within the national education system requires all educational components to play an active role. Teachers must be responsive to the teaching innovations applied [4], and madrasah principals must be able to enhance the quality of the madrasahs they lead. Madrasah principals must also understand and implement the 8 National Education Standards (SNP) and possess competencies that meet the standards for madrasah principals. The mastery of these competencies by each madrasah principal inevitably affects the implementation of education in each educational unit. The application of SNP requires supervision from educational unit supervisors through managerial and academic supervision [5]. During the implementation of managerial quality supervision for the principals of MTsN 6 Bantul Yogyakarta and

MTsN 7 Bantul Yogyakarta in the 2021/2022 academic year, only an average of 40% was achieved per semester. To comprehensively increase the capacity of madrasah principals, ongoing collaborative implementation is needed, requiring an average of 4 to 5 meetings. However, each semester only has 4 effective months.

The managerial supervision results for the 2021/2022 academic year were 61%. Typically, madrasah principals do not formulate a madrasah work plan aligned with the necessary guidelines. The plans that madrasahs have are often mere copies and not based on needs analysis or aligned with the guidelines. Furthermore, the madrasah work plans usually do not fully encompass several aspects, whether in terms of regulations, vision, mission, objectives, practical challenges, development goals, functional identification, SWOT analysis, substitutional identification, or the madrasah's own planning. There is a lack of alignment between aspects such as planning, vision and mission, vision and goals, goals and planning in the madrasah program plans. Functional identification has not been clearly considered in the process of determining madrasah work planning. Madrasah work program planning is not adequately used as a guideline when carrying out activities in madrasahs. This situation necessitates the enhancement of madrasah principals' competencies. On the other hand, not all madrasah principals in the supervisors' regions have the opportunity to participate in training, workshops, or development organized by regional and provincial education offices. Madrasah Principals Working Meeting functions as a forum for the development or professional guidance of madrasah principals in the cluster. This organization plays a strategic role in various information exchanges, new ideas, and solutions to the problems faced by madrasahs. However, in practice, especially in the areas of supervision and empowerment by Madrasah Principals Working Meeting, this has not yet been optimal.

Direct supervision was carried out in the previous academic year, but it did not reach all madrasah principals. Therefore, the improvement of madrasah management quality and the performance of madrasah principals is uneven across the supervised madrasahs [6]. To maximize or optimize the implementation of managerial supervision for all supervised madrasah principals, madrasah supervisors conduct collaborative guidance or cooperation with madrasah principals through Madrasah Principals Working Meeting, resulting in a professional learning community capable of improving the quality or standards of madrasahs.

The number of madrasahs in Indonesia and Bantul Regency, Yogyakarta, ranging from RA, MI, MTs, and MA, both public and private, is presented in the following table:

**Table 1.1.** Madrasah Data in Indonesia

RA		MI		MTs		MA		Total		Total
Independent	State	Independent	State	Independent	State	Independent	State	Independent		
29.842	1.709	23.884	1.499	16.677	802	8.005	4.010	78.408	82.418	

*Sumber: Data Statistik Pendidikan Islam, Emis Madrasah (diakses 15 September 2022)*

**Tabel 1.2.** Madrasah Data in Kab Bantul Yogyakarta

RA		MI		MTs		MA		Total		Total
Independent	State	Independent	State	Independent	State	Independent	State	Independent		
43	3	29	9	15	4	12	16	99	115	

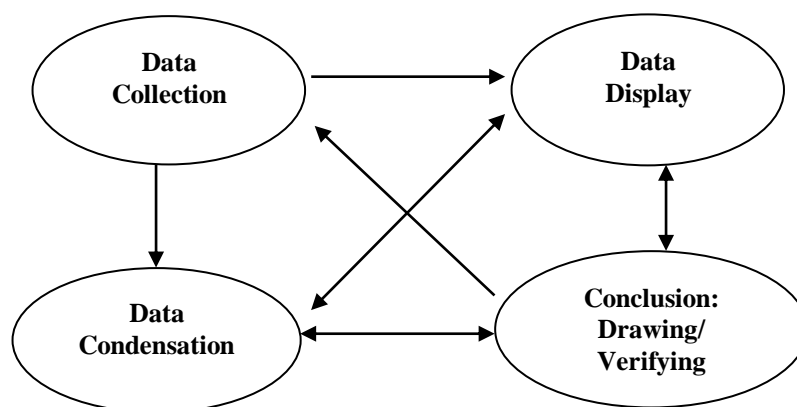
*Source: Islamic Education Statistics Data, Emis Madrasah (accessed September 15, 2022)*

To understand the extent to which the collaborative guidance of the Madrasah Principals Working Meeting cluster between supervisors and madrasah principals serves as a substitute for practical and comprehensive management supervision, the researcher conducted a study in two state Islamic educational institutions at the madrasah tsanawiyah level in Bantul Regency, Yogyakarta. These two institutions are MTsN 6 Bantul Yogyakarta and MTsN 7 Bantul Yogyakarta. There are several unique features of these Islamic educational institutions that intrigued the researcher to study them. MTsN 6 Bantul Yogyakarta has a vision for the madrasah, known as GESIT MESSANKU, which aims to "create an Islamic generation based on discipline, skills, achievement, and environmental awareness." This vision inspires the entire madrasah community to be responsive in serving and fulfilling their duties and responsibilities. From the researcher's pre-research observations, it was found that MTsN 6 Bantul Yogyakarta implements several flagship programs. Meanwhile, MTsN 7 Bantul Yogyakarta is a madrasah tsanawiyah located at Jalan Wonosari km 10, Karang Tengah, Sitimulyo, Piyungan, Bantul, Special Region of Yogyakarta.

The vision of this madrasah is "to produce graduates who are religious, intelligent, skilled, and environmentally conscious." This madrasah holds the title of "Adiwiyata School of the Regency" and is in the process of becoming the "Adiwiyata School of the Province in 2023." The madrasah has several flagship programs, including (1) a literacy madrasah, (2) a tahfidz madrasah, and (3) a research madrasah. In addition to these flagship programs, MTsN 7 Bantul also offers extracurricular activities such as kempo, taekwondo, badminton, tahfidz, music, dance, cake baking, batik making, and more. There are several programs that have become the branding of this madrasah, including a) takhasus tahfizh, which is one of the flagship programs designed to create Quran memorizers or Hufadz; b) the habit formation program "One Day One Ayat and One Day One Surat," where One Day One Ayat is for all 8th and 9th-grade students, and One Day One Surat is specifically for 7th-grade students; c) the "Pancasila Student Profile" dance, which tells the story of the "Pancasila Student Profile"; and d) the batik with bird motifs, where the batik design features birds, as the location of MTsN 7 Bantul is near a residential area where the inhabitants raise or own poultry.

## II. METHODS

This study adopts a qualitative approach with a multi-site study design. The multi-site study is used in this research to develop a theory across two subjects with nearly identical backgrounds and characteristics. The researcher conducted independent research at MTsN 6 Bantul Yogyakarta and MTsN 7 Bantul Yogyakarta on collaborative supervision management in improving the quality of madrasahs. The findings from both research sites were then compared and analyzed to identify differences and similarities. Data collection in this study utilized three techniques. First, participant observation was conducted in several stages: descriptive observation, followed by focused observation, and then selective observation. Second, in-depth interviews were carried out in several stages: 1) identifying interview targets or respondents; 2) recording the framework of questions to be asked during the interview; 3) scheduling the interview or arranging meeting times with respondents; 4) conducting the interview; 5) maintaining a sequential focus on the intended theme; 6) confirming the interview data; 7) recording the interview data and its final results; and 8) conducting follow-up. Third, the documentation technique involved collecting data from photographs of the research sites and several documents related to the research focus, as well as utilizing individual documentation noted by the researcher during data collection in the field. The researcher collected autobiographical data and several important letters related to the research focus. The collected data were then analyzed both individually and cross-case. The stages of single-case data analysis are illustrated in Figure 1.



**Fig 1.** Single-Case Data Analysis Technique

Cross-case analysis was conducted after the completion of the single-case analysis. The stages of cross-case analysis included: (1) proposing propositions based on the findings of the first and second cases; (2) comparing the research findings of the two cases and integrating the findings theoretically, although tentatively; and (3) drawing complete theoretical conclusions from the cross-case analysis results as the final research finding.

### III. RESULT AND DISCUSSION

#### 1. Collaborative Supervision in Improving the Quality of Madrasah at MTsN 6 Bantul Yogyakarta.

MTsN 6 Bantul Yogyakarta is an Islamic Junior High School (SLTP) that has earned an "A" accreditation and the title of "Provincial Adiwiyata School." The success in advancing the school's quality is closely tied to the supervisory role performed at MTsN 6 Bantul Yogyakarta. Based on interviews with the supervisor and the head of MTsN 6 Bantul, it was found that motivation, encouragement, support, and guidance from the supervisor in planning, implementing, monitoring, and evaluating efforts to improve the quality of the madrasah institution are highly needed by the madrasah. Additionally, the collaboration between the supervisor and the head of the madrasah in formulating plans for enhancing the quality of education in the madrasah institution is seen as an effort to improve the quality of madrasah teachers through academic supervision, and to prepare teaching administration as part of the teachers' core duties. This is expected to accelerate the overall improvement of madrasah teachers' quality. The results of the collaboration between the supervisor and the head of the madrasah in formulating plans for improving the quality of the madrasah institution include: (a) teacher administration and (b) innovative teacher products such as innovative workbooks, anthologies, teaching modules, and scientific papers compiled over one academic year.

On the other hand, the madrasah collaborates with the madrasah supervisor to formulate plans to improve the quality of the institution through the following steps: first, developing and refining the madrasah's vision, mission, and objectives; second, establishing the madrasah's organizational structure; third, drafting the Medium-Term Work Plan (RKJM) and the Annual Work Plan (RKT); fourth, developing the madrasah's information management system. Interviews with the supervisor, teachers, committee members, and the head of MTsN 6 Bantul revealed that the madrasah supervisor and the head of the madrasah collaborate in formulating plans to improve the quality of the madrasah institution in the following areas: (a) developing and refining the madrasah's vision, mission, and objectives; (b) establishing the madrasah's organizational structure; (c) drafting the Medium-Term Work Plan (RKJM), the Madrasah Work and Budget Plan (RKAM), and the Annual Work Plan (RKT); (d) conducting workshops and training for teachers; (e) developing the madrasah's information management system and the Independent Learning Platform (PBM); (f) drafting the KTSP/K13/Merdeka Curriculum; (g) preparing the documents for the National Adiwiyata School submission; (h) preparing the accreditation documents for the madrasah library; (i) preparing the halal certification documents for school snacks (PJAS) from BPOM for madrasah canteen products; (j) planning the preparation for the National Science Competition (KSN); and (k) designing the madrasah's flagship programs; (l) planning and conducting activity evaluations in accordance with regulations, aligning perceptions on madrasah learning development.

From observations, the researcher noted that in formulating plans to improve the quality of the madrasah institution, the head of the madrasah works closely with the supervisor to enhance the institution's quality together with the teachers and educational staff of MTs Negeri 6 Bantul Yogyakarta. The outcomes of the meeting include the following:

- a. Establishment of the Educational Quality Assurance Team (PMP) of MTs Negeri 6 Bantul Yogyakarta along with their respective positions
- b. Establishment of the Adiwiyata Madrasah Implementation Team of MTs Negeri 6 Bantul Yogyakarta along with their respective duties
- c. Establishment of the Organizational Structure of the National Science Competition (KSN) Implementation Team along with their respective duties
- d. Establishment of the Organizational Structure of the "De'talentalib" Library at MTs Negeri 6 Bantul Yogyakarta along with their respective duties
- e. Establishment of the School Food Safety Team (TKPS) along with their respective duties

Furthermore, the formulation of plans to improve the quality of the madrasah institution is supported by several factors, including: (1) the availability of competent resource persons in their fields, and (2) the availability of representative facilities and infrastructure for training implementation.



**Fig 2.** Curriculum Workshop Implementation

In carrying out the process (actuating) of improving the quality of the madrasah institution, the head of MTsN 6 Bantul Yogyakarta collaborates with the supervisor in activities that include: (a) guidance, (b) workshops, and (c) training. From observations, the researcher noted that in the process of improving the quality of the madrasah institution, the head of the madrasah, along with the supervisor, conducted a review of the KTP Curriculum at MTs Negeri 6 Bantul Yogyakarta. This was done to encourage the head of the madrasah, teachers, and educational staff to enhance the quality of education and the madrasah's standards.



**Fig 3.** Head of Madrasah Collaborating with the Supervisor in the Actuation Process to Improve the Institution's Quality Through the Review of the KTP Curriculum at MTs Negeri 6 Bantul Yogyakarta with Teachers and Educational Staff

In addition to the curriculum review efforts, the quality improvement of MTsN 6 Bantul was also carried out through collaboration with SEAMEO SEAMOLEC to organize training and mentoring for the development of independent teaching materials using the Extended Learning (EL) model. SEAMEO is an organization formed by the Ministers of Education of ASEAN countries. SEAMEO was established in 1965 with the aim of fostering cooperation in the fields of education, science, and culture in the region. MTsN 6 Bantul also has a representative canteen, with the name "Kantin Hilal" (Hygienic and Halal), which originated from the idea of the head of the madrasah. "Hygienic" means healthy, referring to meeting health criteria from the ingredients used to make products, the processing methods, and how they are served. During the food production process, Kantin Hilal strives to avoid the 5 Ps: preservatives, artificial colorings, flavor enhancers, sweeteners, and texturizers. "Halal" refers to the snacks being served in accordance with Islamic law, meaning they are not only good in appearance but also made with Halal ingredients and processing methods.

With these two elements—hygienic and halal—it is expected that all canteen snacks will meet the criteria of being healthy and halal for anyone to consume, especially for children, particularly the students at the madrasah. Based on the Minister of Religion's Instruction No. 1 of 2023 regarding Halal Product Certification for canteen snacks within the Ministry of Religion's environment, the head of the madrasah instructed the canteen manager coordinator, Sutarti, to immediately arrange and collaborate with LP3H (Halal Product Process Assistance Institute) or the Halal Center at the Islamic State University (UIN)

Yogyakarta through the Sehati Program (Free Halal Certification) organized by the Halal Product Assurance Organizing Agency (BPJPH), using the ptsp.halal.co.id application.

## 2. Collaborative Supervision in Improving the Quality of Madrasah at MTsN 6 Bantul Yogyakarta

MTsN 7 Bantul Yogyakarta is a state madrasah tsanawiyah that has the vision of “realizing graduates of MTsN who are religious, intelligent, skilled (GADASTRA), and environmentally conscious.” This madrasah holds the title of “District Adiwiyata School” and is in the process of becoming a “Provincial Adiwiyata School in 2023.” Several programs are the branding of this madrasah, including: a) The Takhasus Tahfizh program, which is a flagship program designed to produce Quran memorizers; b) The One Day One Ayat and One Day One Surat habituation program (Figure 3.), where One Day One Ayat is for all 8th and 9th-grade students, and One Day One Surat is specifically for 7th-grade students; c) The "Pancasila Student Profile" dance, a dance that portrays the "Pancasila Student Profile"; and d) The distinctive batik with bird motifs, reflecting the local community near MTsN 7 Bantul that raises or owns poultry farms. This was observed by the researcher during the study.

NO	Hari/Tgl	AYAT	TANDA TANGAN GURU					KEY					
			1	2	3	4	5						
6	04/11/17 17-11-2017	25	<p>وَبَشِّرِ الَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ أَنَّ لَهُمْ جَنَّاتٍ تَجْرِي مِنْ تَحْتِهَا الْأَنْهَارُ                  كُلَّمَا رُزِقُوا مِنْهَا مِنْ ثَمَرَةٍ رِزْقًا قَالُوا هَذَا الَّذِي رُزِقْنَا مِنْ قَبْلُ وَأَلْقَوْا بِهِ                  مُنْقَشَاتٍ وَعَمَّ فِيهَا زُجْجٌ وَعَمَّ فِيهَا خِلْدَانٌ                  أَنْ اللَّهُ لَا يَسْتَخْفِي أَنْ يُضْرَبَ مَثَلًا مَّا بَعُوضَةٌ فَمَّا فُوقَهَا فَأَمَّا الَّذِينَ آمَنُوا                  فَيَعْلَمُونَ أَنَّهُ الْحَقُّ مِنْ رَبِّهِمْ . وَأَمَّا الَّذِينَ كَفَرُوا فَيَقُولُونَ مَاذَا آتَانَا اللَّهُ هَذَا                  مَثَلًا . نَضَلَّ بِهِ كَثِيرًا وَتَبِعْتَهُمْ بِهِ كَثِيرًا . وَمَا يُضِلُّ بِهِ إِلَّا الْفَاسِقِينَ                  الَّذِينَ يَتَّبِعُونَ عَهْدَ اللَّهِ مِنْ بَعْدِ مِيثَاقِهِ وَيُقِيمُونَ مَا أَمَرَ اللَّهُ بِهِ أَنْ                  يُؤْتُوا وَيَتَّقُونَ فِي الْأَرْضِ أُولَئِكَ هُمُ الْحَسْرُونَ</p>										
7	04/11/17 17-11-2017	26	<p>فَيَعْلَمُونَ أَنَّهُ الْحَقُّ مِنْ رَبِّهِمْ . وَأَمَّا الَّذِينَ كَفَرُوا فَيَقُولُونَ مَاذَا آتَانَا اللَّهُ هَذَا                  مَثَلًا . نَضَلَّ بِهِ كَثِيرًا وَتَبِعْتَهُمْ بِهِ كَثِيرًا . وَمَا يُضِلُّ بِهِ إِلَّا الْفَاسِقِينَ                  الَّذِينَ يَتَّبِعُونَ عَهْدَ اللَّهِ مِنْ بَعْدِ مِيثَاقِهِ وَيُقِيمُونَ مَا أَمَرَ اللَّهُ بِهِ أَنْ                  يُؤْتُوا وَيَتَّقُونَ فِي الْأَرْضِ أُولَئِكَ هُمُ الْحَسْرُونَ</p>										
8	04/11/17 17-11-2017	27	<p>فَيَعْلَمُونَ أَنَّهُ الْحَقُّ مِنْ رَبِّهِمْ . وَأَمَّا الَّذِينَ كَفَرُوا فَيَقُولُونَ مَاذَا آتَانَا اللَّهُ هَذَا                  مَثَلًا . نَضَلَّ بِهِ كَثِيرًا وَتَبِعْتَهُمْ بِهِ كَثِيرًا . وَمَا يُضِلُّ بِهِ إِلَّا الْفَاسِقِينَ                  الَّذِينَ يَتَّبِعُونَ عَهْدَ اللَّهِ مِنْ بَعْدِ مِيثَاقِهِ وَيُقِيمُونَ مَا أَمَرَ اللَّهُ بِهِ أَنْ                  يُؤْتُوا وَيَتَّقُونَ فِي الْأَرْضِ أُولَئِكَ هُمُ الْحَسْرُونَ</p>										
9	04/11/17 17-11-2017	28	<p>كَيْفَ تَكْفُرُونَ بِاللَّهِ وَكُنْتُمْ أُمَّةً فَأَخْبَاكُمْ ثُمَّ يُبَيِّنُكُمْ ثُمَّ إِلَيْهِ                  تُرْجَعُونَ</p>										
10	04/11/17 17-11-2017	29	<p>هُوَ الَّذِي خَلَقَ لَكُمْ مَا فِي الْأَرْضِ جَمِيعًا ثُمَّ اسْتَوَى إِلَى السَّمَاءِ فَسَوَّاهُنَّ                  سَبْعَ سَمَاوَاتٍ . وَهُوَ بِكُلِّ شَيْءٍ عَلِيمٌ</p>										

Fig 4 . One Day One Ayat and One Day One Surat Habituation Program at MTsN 7 Bantul Yogyakarta

The collaboration between the supervisor and the head of the madrasah in formulating plans (planning) to improve the quality of education at the madrasah involves efforts to enhance the quality of teachers through academic supervision and to prepare learning administration as part of the teachers' duties. This is expected to accelerate the overall improvement in the quality of madrasah teachers. The results of the collaboration between the supervisor and the head of the madrasah in formulating plans (planning) for improving the quality of the madrasah institution include: (a) teacher administration and (b) innovative teacher products such as innovation books, anthologies, teaching modules, and scientific works prepared over the course of a school year each year. In planning to improve the quality of the madrasah institution, the head of the madrasah collaborates with the supervisor to enhance the quality of the institution along with the teachers and educational staff at MTs Negeri 7 Bantul Yogyakarta.

The results of these meetings include: a. Establishment of the Quality Assurance Team at MTs Negeri 7 Bantul Yogyakarta with their respective duties b. Appointment of the Adiwiyata Cadre Management at MTs Negeri 7 Bantul Yogyakarta with their respective duties c. Establishment of the KSM (Madrasah Science Competition) Implementation Team at MTs Negeri 7 Bantul Yogyakarta with their respective duties. In the process (actuating) of improving the quality of the madrasah institution, the head of MTsN 7 Bantul Yogyakarta collaborates with the supervisor in activities that include: (1) guidance, (2) workshops, and (3) training. The results of the collaboration between the supervisor and the head of the madrasah in the actuating process for improving the quality of the institution include work/products or journals. From interviews with the supervisor and the head of MTsN 7 Bantul, it is known that some challenges in the actuating process for improving the quality of the madrasah institution include: (a) some teachers still lack confidence in their own abilities or potential, making them unwilling to write learning journals, and (b) some teachers feel that producing work is not important. To address these challenges, individual and periodic guidance is provided. The implementation of the actuating process to improve the quality of the madrasah

institution is supported by factors such as the ongoing trust built during the performance of their duties and the cohesion and alignment in perspectives.

### 3. Discussion

Improving the quality of an educational institution begins with formulating a plan (planning). According to Azrul Azwar, planning is an ongoing work process that involves making fundamental and important decisions to be systematically implemented, making predictions using all available knowledge, systematically organizing all efforts deemed necessary to execute the decisions made, and measuring the success of these decisions by comparing the achieved results against the established targets through the utilization of feedback that has been regularly and properly structured [7].

A well-executed plan is continuous, sustainable, and must include the following elements:

1. **Future-Oriented:** A good plan is oriented towards the future, meaning that every action taken should bring benefits in the future.
2. **Problem-Solving:** A good plan is one that can address and overcome the problems and challenges faced.
3. **Goal-Oriented:** A good plan is one that has clearly stated objectives.
4. **Manageable:** A good plan is manageable, meaning it is reasonable, logical, objective, clear, coherent, flexible, and adapted to the available resources.

To ensure that a plan (planning) is optimally executed, collaboration or partnership between two people is necessary. Suporahardjo explains that collaboration is an inter-organizational relationship where all parties participate and agree to achieve shared goals, share information, resources, and benefits, and are jointly responsible for decision-making to solve various problems [8].

This is similar to what MTsN 6 Bantul Yogyakarta and MTsN 7 Bantul Yogyakarta have done, where supervisors and the heads of madrasahs collaborate in planning to improve the quality of the institution, which is reflected in several areas, including:

1. Formulating and developing the madrasah's vision, mission, and objectives;
2. Developing the Medium-Term Work Plan (RKJM), the Madrasah Work and Budget Plan (RKAM), and the Annual Work Plan (RKT);
3. Conducting workshops and training for teachers and staff;
4. Developing the madrasah's management information system and the Independent Learning Platform (PBM); and
5. Developing the KTSP/Merdeka Curriculum.

Nana Sudjana further adds that the role of educational supervisors in carrying out academic supervision includes [9]:

1. Serving as a partner to teachers in improving the quality of the learning process and outcomes in the schools/madrasahs under their guidance;
2. Acting as an innovator and pioneer in developing learning and guidance innovations in the schools/madrasahs under their guidance;
3. Serving as an educational and learning consultant in the schools/madrasahs under their guidance;
4. Acting as a counselor for teachers and all educational staff in the schools/madrasahs;
5. Serving as a motivator to improve the performance of teachers and all educational staff in the schools/madrasahs.

Collaboration in educational planning is a crucial element in achieving maximum results. As demonstrated by MTsN 6 Bantul Yogyakarta and MTsN 7 Bantul Yogyakarta, the supervisors and heads of madrasahs work together in planning to improve the quality of the institution. This collaboration includes formulating the madrasah's vision, mission, and objectives; planning medium-term and annual work plans; conducting workshops and training for teachers and staff; developing management information systems; and developing curricula. Through collaboration among educational professionals, various perspectives can be combined to produce a more comprehensive and realistic plan. The role of educational supervisors in carrying out academic supervision is also considered crucial. Supervisors act as partners for teachers to improve the quality of the learning process and outcomes, as innovators who introduce new teaching methods, and as

consultants who provide expert advice and guidance. In addition, supervisors also function as counselors who help address the professional and personal issues of teachers and educational staff, as well as motivators who encourage improved performance and morale in schools or madrasahs. With effective collaboration between supervisors and educational institutions, planning can be executed more optimally. Supervisors help create a supportive environment where teachers feel valued and motivated to improve their teaching practices.

This will ultimately enhance the overall quality of education, with more competent and motivated teachers and staff, and educational institutions that can meet current educational standards and needs. For example, Prim Masrokan Mutohar adds that improving school quality requires strategic planning that can create significant changes in enhancing educational quality. The process of change related to program and curriculum improvement, performance enhancement, increasing community involvement, and the quality of the learning process [10], [11]. Improving the quality of education depends not only on the technical aspects of planning but also on the active involvement of all stakeholders. Structured and sustainable collaboration between schools and the community can create a more supportive and inclusive learning environment. By involving the community in the planning and implementation of programs, schools can gain broader support and diverse input. This not only helps in creating a more comprehensive plan but also increases the sense of ownership and shared responsibility for educational success. Furthermore, improving teacher performance and the quality of teaching is a primary focus in school quality improvement efforts. Through well-planned training and workshops, teachers can develop their competencies and adopt more effective teaching methods. Academic supervision by educational supervisors, who serve as partners, innovators, and consultants, can provide the necessary guidance and support.

Thus, inclusive and collaborative strategic planning not only leads to meaningful improvements in educational quality but also fosters a culture of continuous improvement within the school environment. According to George R. Terry & L.W Rue, actuating is a management function that includes motivating subordinates, influencing individuals, maintaining effective communication channels, and solving various employee problems and behaviors [12]. Actuating is stimulating group members to carry out tasks with enthusiasm and goodwill. Additionally, Alben Ambarita, in his book "School Management," explains that the actuating function in management is the process of program implementation, which should be carried out by all parties within the organization, as well as the motivation process to ensure that all parties fulfill their responsibilities with full awareness and high productivity [13]–[15]. To ensure that the process/actuating is carried out optimally, collaboration or partnership between two people is necessary. Suporahardjo explains that collaboration is an inter-organizational relationship where all parties participate and agree to achieve shared goals, share information, resources, and benefits, and are jointly responsible for decision-making to solve various problems [8].

This is similar to what MTsN 6 Bantul Yogyakarta and MTsN 7 Bantul Yogyakarta have done, where supervisors and the heads of madrasahs collaborate in carrying out the process (actuating) for improving the quality of the institution, which includes several areas:

1. Conducting guidance, workshops, and training for madrasah teachers;
2. Providing support and guidance for all programs within the institution;
3. Developing a madrasah curriculum that is adapted to the institution's situation and conditions;
4. Producing works/products or learning journals and developing an excellent KTSP madrasah curriculum.

Nana Sudjana further adds that the role of educational supervisors in carrying out academic supervision includes [9]:

1. Serving as a partner to teachers in improving the quality of the learning process and outcomes in the schools/madrasahs under their guidance;
2. Acting as an innovator and pioneer in developing learning and guidance innovations in the schools/madrasahs under their guidance;
3. Serving as an educational and learning consultant in the schools/madrasahs under their guidance;
4. Acting as a counselor for teachers and all educational staff in the schools/madrasahs;



5. Serving as a motivator to improve the performance of teachers and all educational staff in the schools/madrasahs.

Suryadi supports this theory by explaining that efforts to improve school quality are also influenced by the role of the principal in establishing regulations as a reference for quality management, forming a quality achievement team, identifying problems, preparing budgets, and taking full responsibility for implementing quality improvement programs [11], [16].

#### IV. CONCLUSION

The conclusions from the research findings are as follows: First, collaborative supervision planning in improving the quality of madrasahs is reflected in several areas, including a) formulating and developing the madrasah's vision, mission, and objectives; b) developing the Medium-Term Work Plan (RKJM), the Madrasah Work and Budget Plan (RKAM), and the Annual Work Plan (RKT); c) conducting workshops and training for teachers and staff; d) developing the madrasah's management information system and the Independent Learning Platform (PBM); and e) developing the KTSP/Merdeka Curriculum.

Second, collaborative supervision implementation in improving the quality of madrasahs includes several areas: a) conducting guidance, workshops, and training for madrasah teachers; b) providing support and guidance for all programs within the institution; c) developing a madrasah curriculum that is adapted to the institution's situation and conditions; d) producing works/products or learning journals and developing an excellent KTSP madrasah curriculum. Third, collaborative supervision evaluation in improving the quality of madrasahs includes several aspects, such as: a) determining the timing of supervision (controlling); b) evaluating teacher competencies; c) evaluating the implementation of teacher programs; d) supervising the PBM (Learning Process); e) supervising the PKK (Madrasah Principal Performance Evaluation)

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