

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

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Abstract

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

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

INTRODUCTION

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

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