The Principal's Function as an Academic Supervision Planner in the East Kalimantan Province of Indonesia's Implementation of the Integrated Islamic School Network's Curriculum

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ABSTRACT

Although numerous countries have conducted studies on the function of school principals as supervisors, some principals, instructors, and even supervisors lack a thorough understanding of academic supervision. In the Province of Indonesian East Kalimantan, this study intends to examine the principal's function as a planner for academic supervision in the implementation of the Integrated Islamic School Network (JSIT) curriculum. The headmaster, a vice principal, and two teachers were all participants in the qualitative interview process used in this study. Thematic and interpretive analysis was done on the interview data. According to research findings, the JSIT curriculum was implemented successfully in the province of East Kalimantan by using school principals as academic supervision planners. Compiling the program, compiling and scheduling the implementation of academic supervision, and creating supervision tools in accordance with the JSIT curriculum are the three stages that make up the planning process.

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1. INTRODUCTION

Today, numerous countries throughout the world are interested in studying the leadership role of school principals. According to recent research findings (Warman et al., 2021)), the job of school principals has significantly changed over the past few years, evolving from that of a building manager to that of an inspirational instructional leader. In order to accomplish the school's mission, manage the curriculum, oversee instruction, and track student learning results, the administrator is given a crucial responsibility (Tulowitzki, 2019). An alternative model in Indonesia's formal education system, the Integrated Islamic School (SIT) is distinctive because it: (1) Using the system Full Day School with a humanistic and inquiry-based approach, syncing the National Education curriculum (Diknas), the Religion curriculum (Al-Islam), and local payload. (2) It is a fundamental component of the national

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educational system, which accepts all subjects from the national curriculum and adds them to the disciplines of Arabic and the Koran (JSIT, 2017). (3) Employing a unique strategy for learning implementation, namely The "Integrated" strategy, beginning with lesson plan creation, learning execution, and learning evaluation with justification: T = Study, which refers to learning the fundamental ideas of the subject matter by paying attention to activities. E stands for exploration, which refers to engaging in activities to investigate information using different teaching strategies. R = Formulate, which refers to presenting the findings of the investigation in a variety of ways. P = Explain, discuss, or present the meaning of the findings from the investigation. A = Apply, which refers to using what has been learned to solve problems and connect them to pertinent fields. D stands for earthly, which involves connecting the learning results to actual situations. U = Ukhrowi, which refers to connecting the knowledge gained through service to Allah SWT. (4) The curriculum at SIT is known as an integrated Islamic curriculum, which was developed by the JSIT central board through the National Conference and allowed to be continued by the Board of Trustees. It must be used by all JSIT-affiliated schools (Rojii et al., 2019). (5) In accordance with Government Regulation (PP) No. 13 of 2015 Governing National Education Standards, the content standard in the SIT curriculum is a development of the relevant national curriculum (SNP). Meanwhile, Permendiknas No. 22 of 2016 is mentioned in six process criteria in the SIT curriculum.

Asy Syaamil Foundation oversees the Integrated Islamic Senior High School (SMA) Daarul Hikmah Bontang, East Kalimantan, Indonesia, which was founded in 2009 and is a member of JSIT Indonesia. Three things: (1) more thorough religious instruction; (2) a ton of additional, constructive activities; and (3) a vast network of integrated Islamic schools. Thus, school administrators and teachers must come up with original concepts (Utomo, 2017). Though school administrators and teachers' original, innovative ideas are required, it appears difficult to find them. According to the study's findings (Rugaiyah, 2016), the following were discovered empirically. First, not all school administrators, instructors, or even supervisors completely comprehend what academic monitoring entails. Second, instructors wait passively for the principal or supervisor to supervise them because supervision activities are still seen as a principal and supervisor program. Third, teachers tend to remain passive in developing their teaching skills because mentoring teachers is seen as one of the supervisor's responsibilities and as a school program. Fourth, there are many professors that need supervision in real-world situations, and there isn't much time.(Mu'alimin et al., 2021) published the findings of another study that: The workload is not optimal and supervisors receive additional assignments, there are too many teacher performance assessment tools, and academic supervision practices used by supervisors have not demonstrated any approach psychology to teachers. These issues are addressed in the following order: (1) facilities and infrastructure, as well as madrasa teacher allowances, are still low.

Every year, academic supervision is carried out at Daarul Hikmah Bontang Integrated Islamic High School East Kalimantan, Indonesia. This is done in addition to providing guidance and evaluating the effectiveness of the teaching and learning processes. JSIT is still underreported in this study on curriculum implementation, particularly at the Daarul Integrated Islamic High School Lessons from Bontang, East Kalimantan, Indonesia. This study aims to fill in the gaps left by other investigations by examining how the curriculum is implemented by the principal as a planner for academic oversight. Comprehensive Islamic School Network in the Indonesian province of East Kalimantan, with a focus to examine the principal's function as a planner for academic supervision in the implementation of the Integrated Islamic School Network (JSIT) curriculum.

Literature
Principal Academic Supervision

A series of actions known as academic supervision help teachers hone their capacity to control the learning process and accomplish learning objectives, (Khalid & Asmahan, 2018). In terms of evaluating teachers' performance, academic supervision cannot be separated from it, (Ramadhan, 2017), ((Saeki et al., 2018) remarked that looking at the instructor's actual performance is the practical reflection of teacher performance assessment in academic supervision.

Academic supervision's goal is to help instructors advance their knowledge, create engaging curricula, form teacher working groups, and conduct classroom action research (CAR) (Ramadhan, 2017); (Zaheer & Munir, 2020). Results of supervision are a source of knowledge for enhancing teachers' professionalism. According to (Rainey, 2020); (Zaheer & Munir, 2020), Academic supervision attempts to enhance the caliber of learning, initiates or propels changes in learning-related factors, and provides guidance and guiding techniques. Academic supervision can maintain a balance while carrying out the responsibilities of teaching staff, helping to develop a good, enjoyable, and innovative teaching and learning process, (Ramadhan, 2017); (Hey-cunningham et al., 2020). Academic supervision's primary focus is on the teacher's capacity to design learning activities, carry them out, evaluate learning outcomes, apply the results of assessments to enhance learning services, establish a positive learning environment, make good use of learning resources, and create positive learning interactions (strategies, methods, techniques), Arianti, (2019); (Andy-Wali & Wali, 2018).

Dimensions of academic supervision competence include: (1) planning an academic supervision program; (2) implementing an academic supervision program; and (3) evaluating academic supervision programs in order to increase teacher professionalism, ((Wiese et al., 2018); Concerning Competency Standards for School/Madrasah Principals, Permendiknas Number 13 of 2007 was issued.

Academic Supervision Planning

Problem-identification tasks are included in planning activities, ((Fagan et al., 2020). In order to help teachers improve their capacity to direct the learning process toward the achievement of learning objectives, academic supervision program planning entails the creation of activity monitoring planning papers. Ministry of National Education, Director General of Quality Improvement of Educators and Education Personnel, 2010). (Planning for an academic supervision program is helpful as (1) guidelines for implementation and academic supervision, (2) to compare how each school member views the program, and (3) as a guarantee for cost savings and efficient use of school resources (people, time, and money), with the guiding principles of: (1) objectivity, (2) responsibility, (3) sustainability, (4) based on National Education Standards, and (5) based on the needs and conditions of the school, (Ministry of National Education, Director General of Quality Improvement of Educators and Education Personnel, 2010).

The planning document for the academic supervision program includes (1) an introduction (generic description and legal foundation), (2) supervision objectives, and (3) individual or group supervision approaches. Target activity objects and subjects, (4) Supervisor implementation time, and (5) (principals and senior teachers), 6) Attachments: (a) Schedule (time allotment, number, day, hour, target class, name of Maple teacher, name of supervisor); (b) Supervision instrument, which consists of an observation sheet and an interview guide. (c) A formal recapitulation of the results that includes numerical data, teacher names, subject-specific data, score numbers, translation into qualifications, meetings, and confirmation with the teacher as follow-up; (Ministry of National Education, Director General of Quality Improvement of Educators and Education Personnel, 2010).

The steps taken in the supervision plan are: (1) gathering data through class visits, individual meetings, or staff meetings; (2) processing data by ensuring that the data collected are accurate; (3) classifying data according to problem areas; (4) drawing conclusions about

the target problem in light of the actual situation; and (5) determining the most effective technique to boost educators' professionalism. ((Nurhayati et al., 2019).

The following are included in the planning for implementing academic supervision: curriculum management, achieving content and procedural requirements, learning evaluation, reviewing the caliber of learning, ((Cheung et al., 2018)). Hartanti and Purwanto (2019); (Fye et al., 2020) The following are included in the planning for implementing academic supervision: (a) managing the curriculum; (b) achieving the requirements for both content and procedure; (c) assessing learning; and (d) evaluating the caliber of learning. The following are included in the planning for implementing academic supervision: curriculum management, achieving content and procedural requirements, learning evaluation, reviewing the caliber of learning, (Daryanto & Rachmawati, 2015); (Wichmann-Hansen et al., 2020), Give examples of how to develop an academic supervision program using the following guiding principles: (a) objective (data as is); (b) be responsible; (c) sustainable; (d) based on the National Education Standards (NES); and (e) based on the needs and conditions of the school. The ability of the instructor to plan, implement, evaluate learning outcomes, use assessment data to improve learning services, create an enjoyable learning environment, use the resources that are available for learning, and generate suitable learning interactions is the major goal of academic supervision (strategies, methods, techniques). (Director General of Quality Improvement of Educators and Education Personnel, Ministry of National Education, 2010).

Implementation of Academic Supervision

Academic supervision is implemented using a variety of methodologies and techniques. Different types of observation and class visits are frequently utilized in the implementation of personalized academic supervision strategies. Pre-observation, observation, and post-observation are the three processes that make up the application of academic supervision.

Pre-observation, observation, and post-observation are the three processes that make up the application of academic supervision. Pre-observation activities take the form of discussions, which are also used to supervise lesson plans, establish a cordial relationship with the instructor, talk about the features that will be the subject of observation, and communicate the observation tools that will be utilized. When the teacher uses preset tools to teach in class, the observation stage is completed. Post-observation activities are a process of reflection, feedback, and efforts to condition corrective actions that must be carried out by the supervised teacher. They should: (1) be conducted right away after the observation; (2) ask the teacher what she or he thinks about the recent learning process; (3) the supervisor convey the results of observations; and (4) openly discuss the results of observations, especially on aspects that have been observed.

Academic Supervision Evaluation

It is possible to define academic supervision of instructors as providing teachers with feedback to encourage ongoing reflection on how to improve their pedagogical competence, (Mette & Riegel, 2018). Following up on the findings of supervision is one of the key processes in academic supervision operations. The learning process is not significantly improved by supervision without follow-up. The tasks include (1) assessing the outcomes of supervision and (2) following up on those outcomes. For teachers who are having particular issues, there is (a) direct coaching and (b) indirect coaching.

Definition of Curriculum

Without follow-up, supervision has little effect on enhancing the learning process. Following up on the results of supervision is one of the activities, along with (1) evaluating the results of supervision. (a) direct coaching for teachers who are having particular issues;

(b) indirect coaching. A set of lessons, called a curriculum, (Yang et al., 2020). a collection of topics studied at schools, colleges, and other institutions. The curriculum is generally understood to include all of the student learning experiences that are directly or indirectly in charge, both written and unwritten, both visible and unseen, (Toenlioe, 2017).

Hamalik (2019); (Shah et al., 2020), three interpretations of the curriculum are given: (1) The curriculum consists of content and subject matter, which means that it is viewed as a collection of subjects that students must study and master in order to gain a specific level of knowledge. Students are said to have completed the curriculum once they have completed all the required lessons. early preparation (2) Curriculum as a learning strategy; in this instance, the curriculum refers to a set of instructional materials created with students' learning in mind. (3) Curriculum as an educational experience, i.e., the curriculum as a collection of educational opportunities.

The curriculum, in a broader sense, refers to everything that is the responsibility of the school or everything that will occur at the school or educational institution and is the responsibility of the school or educational institution, whether in the form of plans or written documents (what will be taught, how it will be taught, how everything is laid out, how to assess and evaluate it), as well as the process of putting a plan or written document into practice after it has been decided. (Yusup, 2018); (Bryant et al., 2018). In other words, the curriculum is a collection of plans and agreements regarding the objectives, the content, and the learning resources as well as the organizational strategies utilized to attain specific educational goals.

The Integrated Islamic School Network (IISN)

A school that uses an implementation strategy by fusing secular and religious education into an unified curriculum is known as an Integrated Islamic School (SIT). SIT places a strong emphasis on integrating learning strategies in order to maximize the cognitive, emotional, and communicative domains. Combining aliyah, ruhiyah, and jasadiyah education, SIT aims to teach kids to become children who grow intellectually and intellectually, raise the quality of their faith and devotion to Allah SWT, promote noble character, and have health, fitness, and skills in their everyday life. The learning environments of school, family, and community are all included and actively involved in SIT, (JSIT, 2017).

In order to create a comprehensive curriculum with an integrated learning approach and active involvement between teachers and students, teachers and parents, as well as teachers and the community, SIT is an Islamic school that is organized by integratively integrating general subjects with the values of Islamic teachings. any and all students. The goal of the organization JSIT is to support integrated Islamic schools. The three main goals of JSIT are to provide an Islamic school, be effective, and provide quality education. Islamic refers to demonstrating excellent Islamic values in learning, the learning environment, spirit, engagement, and behavior. Effective means that the actions included in teaching and learning produce notable effects for the students' learning advancement. quality, specifically the idea of school management.

Curriculum of the Integrated Islamic School Network (JSIT)

The national curriculum is actually enhanced by the JSIT program. All disciplines in the JSIT curriculum are supposed to incorporate Islamic values. The national curriculum, on which the JSIT curriculum is based, has been enhanced with methodologies and content that are consistent with the philosophical underpinnings, vision, and objectives of Islamic education. Lessons on reading and memorization of the Qur'an are included in the curriculum, which also enhances the scouting program's character-building components, (JSIT, 2017).

The JSIT curriculum's objective is attained through a series of educational levels that are tailored to each level of education's developmental stages, commencing with preschool, elementary school, and high school. The purpose of the preschool education curriculum, according to the JSIT quality development team, is to give instruction that may effectively stimulate children's mental-cognitive, moral, physical, emotional, and social development in order to help them accomplish their developmental goals. The primary school curriculum aims to give fundamental Islamic education that can mold children's personalities so that they possess information, attitudes, and behaviors that are in line with the guidelines of the principles of Islamic education and the established standard competences. The aim of secondary education is to prepare students to enter higher education with the best possible knowledge, attitudes, and skills as well as to be capable of leading change.

The curriculum model utilized by JSIT is an integrated curriculum that combines the national education curriculum (Diknas), the religion curriculum (Al-Islam), and local content (Mulok). It is developed using a humanistic and inquiry-based approach, and it uses the Fullday School system. The foregoing is consistent with the explanation provided in the JSIT Indonesia book, according to which the educational program at JSIT combines the National Curriculum with the Islamic Education Curriculum, which involves learning Arabic, the Qur'an, and personality leadership, (JSIT, 2017).

JSIT Curriculum Structure

The JSIT curriculum structure consists of the three programs listed below. The regular program, or the curriculum structure adopted from the Ministry of Education and Culture, is the first program. The curriculum used by SIT is essentially a modified version of one that was adopted by the Ministry of Education and Culture. Specifically, putting the 2013 curriculum into practice while incorporating Islamic distinctiveness into the design, implementation, strategy, and assessment processes. SIT, which embraces all courses from the national curriculum and adds them to the subjects of the Koran and Arabic, is a crucial component of the national educational system, (JSIT, 2017).

The JSIT curriculum employs a unique method of instruction called TERPADU learning, as explained below:
1. Study refers to learning the fundamental ideas of the subject matter by observing activities.
2. To engage in exploration is to engage in learning activities using various strategies and methodologies.
3. Create strategies for presenting the exploration's findings in various ways to draw a conclusion.
4. To describe or discuss how the outcomes of an exploration were formulated.
5. Applying implies using what has been learned to address issues and link them to pertinent fields.
6. By "worldly," we mean connecting the learning objectives to the real world.
7. Ukhrowi refers to connecting the knowledge gained through service to Allah SWT.
   This method of instruction is used to create lesson plans and carry out instruction in order to assess learning.

2. METHODS

Research design

In order to create a comprehensive curriculum with an integrated learning approach and active involvement between teachers and students, teachers and parents, as well as teachers and the community, SIT is an Islamic school that is organized by integratively

integrating general subjects with the values of Islamic teachings. any and all students.The objective of the research, which employs a qualitative technique (Evans & Jones, 2011), is to examine the principal's function as an academic supervision planner in the East Kalimantan Province of Indonesia's implementation of the Islamic School Network Curriculum. The study was carried out in the Daarul Hikmah Integrated Islamic Senior High School in Bontang, East Kalimantan Province, Indonesia because it was the only senior secondary institution that had been operating since 2013 and used the Integrated Islamic School Network (JSIT) curriculum.

Participant

The study was done during the second semester of the academic year 2020–2021, when the principal was a "bachelor," the vice principal for curriculum was a "masters degree," and two teachers were each "bachelor degrees." They are made up of two men and two women with seven to ten years of experience teaching, who have completed training, implemented the 2013 Curriculum (K–13), which combines religious instruction with other subjects to create an integrated curriculum. Each participant was asked to sign a consent form after being informed of the research's purpose and advantages. Additionally, if participants don't want to, they can resign (Matobobo & Bankole, 2020).

Data collection techniques

Data was gathered via interviewing procedures and documentation. Before starting the interview, you should: (1) decide who is going to be interviewed; (2) ask permission to meet with the respondent; (3) introduce yourself; (4) explain why you are here; (5) get started early; (6) keep the interview productive; (7) conduct the interview; and (8) wrap it up and summarize the findings. With the aid of field notes and voice recording transcripts, interviews were conducted to obtain direct and in-depth information about the role of school principals as academic supervision planners in the Implementation of the Integrated Islamic School Network Curriculum (JSIT) in East Kalimantan Province, Indonesia. Unstructured and structured interviews were also used to conduct the interviews. Unstructured interviews were conducted where needed to get general data. In the meantime, the structured interview was conducted to investigate: 1) How does the principle create a plan for academic supervision? (2) How does the principal create a schedule for implementation? (3) How does the principal set up the academic supervision tool?

Each participant's 30-minute interview lasted in a family-like setting in a secure room and was conducted in Indonesian with the option to continue utilizing WhatsApp media. Up until a legitimate response was achieved, the informants' responses were cross-checked against one another. In this study, documentation was gathered on the following topics: (1) school profiles; (2) school self-evaluations; (3) school principal work program; (4) school principal supervision program; (5) school principal supervision schedule; (6) work program for vice principals in the area of curriculum; (7) learning administration tools (annual program, semester program, syllabus, integrated lesson plan, evaluation); (8) sheets observing the implementation of learning supervision; and (9) learning supervision sheets.

Data analysis

In this study, data analysis was done from the moment data collecting began until it had been finished within a predetermined amount of time. An analysis was done when the interview was over. To get saturated data, qualitative data analysis is allegedly conducted continually and interactively by Miles and Huberman. Data reduction, data display, and conclusion are all aspects of data analysis. data compression. The data collected from the field, which is a significant amount, is meticulously and in-depth documented before being

summarized, narrowed down, and focused on what is crucial while removing what is not. The necessary data is arranged in accordance with the investigated and coded aspects.

Presentation of data

The data is shown after it has been condensed. The description of a structured collection of data that enables inferences and action is known as the presentation of data. In this instance, the condensed material is presented in the form of narrative language that is organized methodically for readability and ease of conclusion.

Conclusion

Finding the significance of each symptom observed in the field from the start of data collection required looking for patterns or regularities in the explanations and setups that might have a distinctive path. Any conclusions made throughout the research will be checked repeatedly until they are proven to be accurate. It is anticipated that the study's findings will be novel discoveries that have never been made previously.

Data validity

The level of reliability, dependability, transferability, and certainty can be used to determine the validity of the data. Triangulation of data sources and triangulation of procedures are the two types of triangulation that were employed in this study. Source triangulation, or the examination of the data in this study using various sources. In this study, information about the principal's function as an academic supervision planner was gathered from a variety of sources, including the principal, the deputy principal in charge of the curriculum, and instructors. The data gathered through interviews and documentation are compared using the triangulation approach.

3. FINDINGS AND DISCUSSION

The Role of the Principal as an Academic Supervision Planner

Data on the compilation of plans, scheduling timetable implementation, and creating academic supervision tools are all aspects of the job of school principals as planners for academic supervision in the Province of East Kalimantan, Indonesia.

3.1 Develop an Academic Supervision Program

Based on the findings of participant A interviews, it was said regarding the creation of a supervision program that the Integrated Islamic High School (SMA-IT) Daarul Hikmah Bontang (DHB) differs from public schools, which exclusively uses the 2013 curriculum. In order to prepare academic supervision programs that are distinct from those used in public schools, Daarul Hikmah Bontang Integrated Islamic High School uses two curricula in its teaching and learning activities: the 2013 curriculum, which is used in all Indonesian schools, and the "Integrated" Islamic School Network Curriculum (JSIT).

Participant A further added that the goal of the academic monitoring program is to guarantee that all teachers use the "Integrated" method of teaching as specified in the JSIT curriculum. The teacher develops the "Integrated" method, starting with lesson planning in the form of lesson plans, putting teaching and learning into practice, and then assessing those activities with the "Integrated" stage (L3/KS/16-04-2021). The goal of the academic monitoring program is to make sure that teaching and learning activities adhere to the JSIT curriculum by using the "Integrated" learning model, namely, T = Study, which refers to

learning the fundamentals of the subject matter by participating in activities. E stands for exploration, which refers to engaging in activities to investigate information using different teaching strategies. R = Formulate, which refers to presenting the findings of the investigation in a variety of ways. P = Explain, discuss, or present the meaning of the findings from the investigation. A = Apply refers to using what has been learned to solve problems and connect them to pertinent fields. D = Worldly, which refers to connecting learned concepts to actual situations. U = Ukhrowi refers to relating the knowledge gained through service to Allah SWT. According to the findings of participant B's interview, one of the vice-principal programs in the area of the curriculum is the supervision program. Participant B went on to say that, although the principal is responsible for academic supervision in this instance, "I support the principal as a representative to guarantee that this program is executed appropriately" (L4/GF1/26-02-2021).

Additionally, the outcomes of the interviews with participants C and D revealed that the supervision program was structured to meet the requirements and circumstances of the teacher. Following compilation, the school principal distributed it to all teachers via teacher meetings and school notice boards along with the program oversight team. There is a supervision program and schedule that was sent to all teachers, according to the findings of interviews with participants C and D (L6/GF2/26-02-2021). Through the socialization of the supervision program offered by the vice principal for curriculum, (L5/GF1/22-04-21), participants C and D learned about what needed to be prepared. They find that planning out what will be evaluated during supervision activities is important when using the supervision program.

Following the document Quality Standard book Specialties of "Integrated" Islamic Schools, 2021 is information from the interview findings, including: (1) Vice principals for curriculum, core teachers, and school principals carry out supervision activities; (2) The planning, implementation, and evaluation stages of the learning process are where the supervision of the learning process is carried out. (3) Following the learning supervision are examples, conversations, training, and consultations.

3.2 Arranging Academic Supervision Schedules

During the course of the research, researchers were able to get a schedule for carrying out phase 1 academic supervision in the second semester of the 2020–2021 academic year. Five teachers have the chance to be supervised by the principal or a group of supervisors at this point. All of the teachers—two physics instructors, one chemistry instructor, one math instructor, and one biology instructor—are scientific majors. Two physics instructors that participated in this investigation as subjects C and D.

Table 1. Schedule of Academic Supervision Stage 1 Semester 2, Integrated Islamic Senior High School Daarul Hikmah Bontang Indonesia Academic Year 2020/2021

No	Name	Subjects	Class	Date
1	AWW, S.Pd (C)	Physics	XI IPA	12 -02-2021
2	MB (D)	Physics	X IPA	26-02-2021
3	BE, S, S.Pd	Chemical	X IPA	2-04-2021
4	Z, S.Pd	Mathematics	XI IPA	4- 04 -2021
5	LA, S.Pd	Biology	X IPA	7-04 -2021

Data source: Daarul Hikmah Integrated Islamic Senior High School, 2021

The results of the interview with participant A (L3/KS/16-04-2021) revealed that: the principal, in collaboration with the supervision team, created a schedule for carrying out academic supervision. This schedule was then regularly distributed to all teachers via the WA group, posted on a notice board in each teacher's room, and spoken at the teacher coordination meeting. The objective is for teachers to get ready to implement academic supervision activities. This was further supported by participant C's statement to the researcher that the academic supervision implementation schedule was communicated via group WhatsApp guru-guru (L6/GF2/26-02-2021) and placed on the notice board. Participant A (L3/KS/16-04-2021) explained that there was a set schedule for academic monitoring activities for learning devices. Teachers will be inspired to continually improve their teaching methods if academic supervision is conducted in a rigorous manner.

3.3 Develop Supervision Instruments

According to the results of an interview with informant A (L3/KS/16-04-2021), creating monitoring tools requires taking into account planning procedures, such as setting objectives and ensuring that learning is based on the JSIT curriculum. Indicators for using the JSIT curriculum in teaching and learning activities are also mentioned in the instruments created (L3/KS/16-04-2021). According to the supervision tools displayed by the participants, some aspects of "Integrated" learning, which is a component of the JSIT curriculum, focus on teacher identification throughout planning and implementation. Schools that sign up with JSIT adopt a "Integrated" learning strategy that is described as (1) Study, which entails learning the fundamentals of the subject matter through activities that involve meditation (through the eyes of the heart); (2) Exploration, which refers to actions taken to examine information using various techniques and methods of learning; (3) Formulate, which means to share the form of presentation after sharing the findings of exploration; (4) Explaining or debating how exploratory results were formulated; (5) A = Apply refers to using the knowledge you've learned to solve problems and connect them to related subjects. (6) D = Worldly refers to connecting the learning outcomes attained with real-world situations; (7) U = Ukhrowi refers to connecting the knowledge gained through service to Allah SWT.

The "Integrated" stage can be found in both the learning implementation observation instrument and the study implementation planning instrument (RPP). In a conversation with the researcher regarding the academic supervision instrument, Participant A stated that the steps of the fundamental learning activities—study, investigation, formulate, present, apply, mundane, and spiritual—are the instrument's main focus (L3/KS/16-04-2021). The justification provided by participant A is in accordance with the document used to record the supervisory activity. In Table 2 below, the researcher provides more information about the strategy for putting the academic supervision of the school principal into action.

Table 2. Planning for Academic Supervision by the Principal of the Integrated Islamic High School Daarul Hikmah Bontang Indonesia

Indicator	Findings
Develop an academic supervision program	To carry out supervision activities, the principal creates an academic supervision program together with the vice principal and several core teachers at the Daarul Hikmah Bontang Indonesia Integrated Islamic Senior High School.

Arrange academic supervision schedule	The principal determines the time for supervision by making a schedule according to the stages of implementing academic supervision, namely pre-observation, observation and post-observation.
Developing academic supervision instruments according to the JSIT curriculum	The academic supervision carried out at the Daarul Hikmah Integrated Islamic Senior High School is related to the implementation of the JSIT curriculum, this can be seen in the observation instruments for each stage of academic supervision which always contain indicators of the implementation of "Integrated" learning activities which are the core of implementing the JSIT curriculum.

Discussion

The Integrated Islamic Senior High School (SMA-IT) Daarul Hikmah Bontang (DHB) Indonesia differs from public schools, which solely use the 2013 curriculum, according to participant A who created the academic supervision program. In addition to implementing the 2013 curriculum, which is mandated in all Indonesian schools, SMA-IT Daarul Hikmah Bontang Indonesia also uses the "Integrated" Islamic School Network Curriculum (JSIT), which is different from that used in public schools for the creation of academic supervision programs. The goal of the academic supervision program, according to participant A, is to make sure that all teachers learn to apply an "integrated" approach as specified in the JSIT curriculum.

That the curriculum implemented by SMA-IT DHB Indonesia is a curriculum adapted from the curriculum of the Ministry of Education and Culture with various modifications, including applying the curriculum 2013 by adding Islamic distinctiveness from planning, implementation, strategy, and evaluation, was explained by participant L3/KS/16-04-2021, which supported participant A's explanation. Furthermore, the participants (L3/KS/16-04-2021), explained that SIT is an integral part of the National education system which accepts all subjects from the National curriculum and adds them to Al-Quran and Arabic subjects. This is reinforced by the explanation in (Integrated Islamic School Network, 2017) that the JSIT curriculum is based on the national curriculum which is enriched with approaches and content that are by the philosophical foundations, vision, and goals of Islamic education, (JSIT, 2017). Lessons on reading and memorization of the Qur'an are included in the curriculum, and it also strengthens the scouting program's emphasis on character development, (JSIT, 2017).

Regarding the "Integrated" approach, participant A explained that the teachers had prepared an "Integrated" approach starting from lesson plans in the form of lesson plans, implementing teaching and learning activities to evaluating teaching and learning activities.

The participant's perspective (L3/KS/16-04-2021), which said that teachers prepared the "Integrated" approach beginning with lesson planning, implementation of learning, and evaluation of teaching and learning activities with the "Integrated" stage, supported this. According to research (Narwisan, 2020) on the JSIT curriculum implementation at SD IT Asy Syaamil, the learning process for implementing the JSIT curriculum uses an TERPADU approach (Review, Exploration, Formulate, Present, Apply, Worldly, Ukhrowi) that is divided into initial activities, core activities, and final activities. 2020 (Narwisan).

Regarding the integrated method, it is stated that the JSIT curriculum adopts a unique approach to apply learning, termed TERPADU learning, with the following justification:

1. Study refers to learning the fundamental ideas of the subject matter by observing activities.
2. To engage in exploration, one must engage in learning activities using a variety of techniques.
3. Create strategies for presenting the exploration's findings in various ways to conclude it.
4. Present means explaining or discussing the formulation of exploration results.
5. Applying implies using what has been learned to address issues and link them to pertinent fields.
6. To associate learning outcomes with the real world is to be worldly.
7. Ukhrowi means connecting the learning outcomes obtained in carrying out the service to Allah SWT.

This method of instruction is used to create lesson plans, carry out the instruction, and assess instruction ((JSIT, 2017). The goal of the academic monitoring program is to make sure that teaching and learning activities adhere to the JSIT curriculum by using the "Integrated" learning model, namely, T = Study, which refers to learning the fundamentals of the subject matter by participating in activities. E= stands for exploration, which refers to engaging in activities to investigate information using different teaching strategies. R = Formulate, which refers to presenting the findings of the investigation in a variety of ways. P = Explain, discuss, or present the meaning of the findings from the investigation. A = Apply refers to using what has been learned to solve problems and connect them to pertinent fields. D = Worldly, which refers to connecting learned concepts to actual situations. U = Ukhrowi refers to relating the knowledge gained through service to Allah SWT.

According to the findings of participant B interview, one of the vice-principal programs in the area of the curriculum is the supervision program. Even though academic supervision is one of the principal's responsibilities, Participant B said, "In this situation, I support the principal as a representative to guarantee that this program is conducted appropriately." (L4/GF1/26-02-2021).

Additionally, the outcomes of the interviews with participants C and D revealed that the supervision program was structured to meet the requirements and circumstances of the teacher. Following compilation, the school principal distributed it to all teachers via teacher meetings and school notice boards along with the program oversight team. There is a supervision program and schedule that was sent to all teachers, according to the findings of interviews with participants C and D (L6/GF2/26-02-2021). Through the socialization of the supervision program offered by the vice principal for curriculum, (L5/GF1/22-04-21), participants C and D learned about what needed to be prepared. They find that planning out what will be evaluated during supervision activities is important when using the supervision program. The material for the book "Integrated" Islamic School Specific Quality Standards, 2021 contains information from the findings of these interviews, including (1) Core teachers, curriculum area deputy principals, and school principals carry out supervision duties; (2) The planning, execution, and assessment stages of learning outcomes involve supervision of the learning process. (3) After providing examples, conversations, training, and consultations follow learning supervision.

In this study, it was also discovered that the Integrated Islamic High School (SMA-IT) principal, Daarul Hikmah Bontang (DHB) of Indonesia, had planned the academic supervision program, which was implemented on a regular basis in accordance with the Integrated Islamic School Network (JSIT) curriculum.

In this study, it was also discovered that the Integrated Islamic High School (SMA-IT) principal, Daarul Hikmah Bontang (DHB) of Indonesia, had planned the academic supervision program, which was implemented on a regular basis in accordance with the Integrated Islamic School Network (JSIT) curriculum. In order for the guidance to be provided

in accordance with the teacher's needs, it is expected that the monitoring program is able to observe teaching and learning activities in schools and be aware of the teacher's responsibilities during the learning process. This is consistent with research by (Asad et al., 2022), who found that regular academic supervision programs run by school principals enhance the effectiveness of instructors in the classroom.

The teacher council has always been involved in the creation of the supervisory program run by the school administrator, one of which is through teacher meetings.Hal ini sejalan dengan penelitian yang dilakukan. According to(Pettersson & Ström, 2019), all teacher boards in the educational setting must be involved in the development of the supervision program. A similar phenomenon was discovered by Nilda et alresearch .'s (2020), which claimed that all teachers in the school setting participated in teacher meetings where the topic of developing a monitoring program was discussed.

Arranging Academic Supervision Schedules

According to the findings of the participant A interview (L3/KS/16-04-2021), the schedule for academic supervision was created by the school principal and the supervision team, distributed to all teachers via the WA group, posted on the notice board in each teacher's room, and discussed verbally at the teacher coordination meeting. The objective is for teachers to get ready to implement academic supervision activities. The explanation to participant C that the academic supervision schedule was posted on the notice board and disseminated via group Whatsapp guru-guru, (L6/GF2/26-02-2021) strengthened participant A's opinion.

Academic supervision tasks for learning devices are completed in accordance with a set schedule. Participant A (L3/KS/16-04-2021) explained that there was a set schedule for academic monitoring activities for learning devices. Teachers will be inspired to continually improve their teaching methods if academic supervision is conducted in a rigorous manner. Researchers were able to receive a plan for phase 1 academic supervision to be completed in semester 2 of the 2020–2021 academic year as they were creating a schedule for academic supervision. Five teachers get the chance to be supervised by the principal or a team of supervisors at this point. All of the teachers—two physics instructors, one chemistry instructor, one math instructor, and one biology instructor—are scientific majors. Two physics instructors participated in this investigation as subjects C and D.

The following is a list of the contents of the academic supervision program planning document, according to the Ministry of National Education (2010): (1) an introduction, (2) supervision objectives, (3) supervision techniques: individual or group, (4) activity and subject objectives, (5) time implementation of supervisors (principals and senior teachers), (6) attachments: (a) schedule (allocation of time, number, day date, time, target class, maple, teacher's name, supervisor's name), (b) supervision instrument, consisting of observation sheets, interview guidelines, (c) results from recapitulation form containing numbers, teacher names, subject matter, score numbers, conversion into qualifications and meetings, and follow-up in the form of confirmation with teachers, (Director General of Quality Improvement of Educators and Education Personnel of the Ministry of National Education, 2010).

SMA-IT Daarul Hikmah Bontang Indonesia mentions the steps of learning planning, such as deciding on objectives like making sure learning uses the JSIT curriculum so that the prepared instruments also refer to indicators of implementing the JSIT curriculum in teaching and learning activities, in terms of creating academic supervision instruments (informant A L3/KS/16-04-2021). It appears that some planning and implementation of "Integrated" learning, which is a component of the JSIT curriculum, places a priority on teacher identification, according to the supervision instruments collected from the participants. Schools that take part in JSIT employ a "Integrated" learning strategy with the following description: T = Review, which entails going over the fundamental ideas in the

subject matter while engaging in meditation and related activities (using the heart's eyes); E= Exploration is the act of exploring information using numerous techniques and methods of learning; R = Formulate, which means to share presentational formats in order to summarize the findings of exploration; P = Present denotes the explanation or discussion of how exploration results were formulated; A = Apply refers to using what has been learned to solve problems and connect them to pertinent fields. D = Worldly refers to connecting learned concepts to practical applications; U = Ukhrowi refers to relating the knowledge gained through service to Allah SWT.

The "Integrated" stage can be found in both the learning implementation observation instrument and the study implementation planning instrument (RPP). In a conversation with the researcher regarding the academic supervision instrument, Participant A stated that the steps of the fundamental learning activities—study, investigation, formulate, present, apply, mundane, and spiritual—are the instrument's main focus (L3/KS/16-04-2021).

The school principal's supervision planning involves creating academic supervision tools, one of which is the RPP assessment, or the lesson plan that the instructor created before beginning the activity or learning process. Planning learning activities in class is a requirement for teachers. This includes creating the learning resources, media, and learning strategies that will be used during the learning activities. This is consistent with research which found that the lesson plan utilized by the teacher serves as a monitoring tool that the school principal must use as a resource for assessing and reflecting on classroom learning. Implications **:** The school principal's appropriate planning, execution, and evaluation of academic supervision can result in teaching and learning activities that are up to par. Teachers that have complete supervision are able to assess their lessons and student progress. The implementation of supervision that is correctly carried out can also offer assurances for the implementation of the curriculum that is imposed in a school by the goals that the curriculum is intended to achieve. The implementation of the school's curriculum may be hampered, on the other hand, if academic monitoring is not performed correctly and the effectiveness of teaching and learning activities is not evaluated.

4. CONCLUSION

According to the study's findings, the Province of East Kalimantan in Indonesia is having success implementing the JSIT curriculum thanks to the school principal's position as an academic supervision planner. The planning procedure is carried out in stages, including the compilation of programs, the compilation of implementation schedules for academic supervision, and the compilation of academic supervision tools in accordance with the JSIT curriculum.

1). The Integrated Islamic Senior High School (SMA-IT) in East Kalimantan Province, Indonesia, differs from other public schools in how it creates an academic monitoring program. The "Integrated" Islamic School Network Curriculum (JSIT) is used by SMA-IT in East Kalimantan Province of Indonesia in addition to the 2013 curriculum, which is mandated in all Indonesian schools, making academic supervision programs prepared there different from those in public schools. The goal is to guarantee that all teachers carry out instruction utilizing the "Integrated" method specified in the JSIT curriculum

2). The principal of the school and the supervision team created the schedule for carrying out academic supervision, which was then sent to all teachers via the WA group, put on the notice board in each teacher's room, and verbally given at the teacher coordination meeting. The objective is for teachers to get ready to implement academic supervision activities. The second semester of the 2020–2021 academic year will mark the implementation of phase 1 academic supervision schedule.

3). In order to include signs of JSIT curriculum implementation in teaching and learning activities, SMA-IT in the Indonesian province of East Kalimantan refers to the phases of lesson planning, including identifying learning objectives using the JSIT curriculum.

Conflicts of Interest: "The authors declare no conflict of interest."

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