



SUPERVISION OF SUPERVISORS IN IMPROVING THE PERFORMANCE OF PROFESSIONAL TEACHERS RAUDHATUL ATHFAL IN JAYAPURA CITY

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Abstract

Early religious education through the Raudhatul Athfal level is essential. The existence of Raudhatul Athfal teachers in Jayapura City amounts to 31 people spread across 6 Raudhatul Athfal with one supervisor; their existence as educators and professional education must continue to be improved. A supervisor under the Ministry of Religious Affairs is also a supervisor in 10 madrasas in the Jayapura City area. This study aims to describe the supervisor's strategy for improving the performance of professional teachers in Raudhatul Athfal Jayapura City. The research uses a qualitative approach with case study research—collection techniques through interviews, participatory observation, and documentation studies. The results showed that there are three strategies carried out by supervisors of Raudhatul Athfal of the Ministry of Religious Affairs of Jayapura City in improving the performance of RA teachers in Jayapura City through 1) the preparation of supervision programs by involving fellow elementary level supervisors, namely Islamic Education supervisors at the kindergarten-elementary level, 2) in the implementation of supervision always coordinates with the Chairman of IGRA Jayapura City KKGRA management Jayapura City. 3) Discuss with all teachers of Raudhatul Athfal.

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INTRODUCTION

Raudhatul Athfal's educational institution is essentially a nursery of national character carried out through example and habituation (Muin, 2013). Raudhatul Athfal has a strategic position in developing the surface of the

nation's children. Children's education in Raudhatul Athfal was a golden period that shaped Indonesia's future leaders. The golden age of early childhood, known as *the golden age*, is a critical period to optimize growth and development (Kertamuda, 2015). Various children's development at this time is the basis of a foundation that continues to be firmly attached to character in their lives. Good and quality Raudhatul Athfal educational institutions have a central role in shaping superior future leaders, as well as preparing the Golden Generation 2045, which is a generation with good character, knowledge, personal and social skills known as the 4Cs of 21st Century Learning, namely critical thinking, creativity, communicative and collaborative (Purnama & Hayati, 2023).

Under the auspices of the Ministry of Religious Affairs, Raudhatul Athfal, early childhood formal education strives to uphold the humanization process by organizing inclusive education in the curriculum, planning, strategy, and assessment (Kulsum, 2022). Teacher Raudhlatut Athfal must improve competence to understand students' character, provide learning according to the needs of these students, and adapt to new curriculum developments. In addition, teachers are expected to be able to place all children according to their respective conditions as they are to serve their growth and development optimally.

The paradigm shift in 21st-century education and skills in Raudhatul Athfal is expected to answer the challenges of the Industrial Revolution 4.0 (Jelantik, 2021). Education that is carried out from an early age, in a structured and sustainable manner is a form of effort to build character and self-quality to become intelligent and responsible people. Islamic religious education in Raudhatul Athfal is a character of early childhood education that creates a generation that fears Allah SWT and has noble morals (Andiyanto, 2021). The main goal to be achieved is a generation that is honest, fair, ethical, respectful, disciplined, harmonious, and productive personally and socially in everyday life (Machali, 2014).

Ahmad Tafsir explained the purpose of Islamic education at length. The purpose of Islamic education covers various aspects, namely physical and spiritual aspects, which include morals, reason, creed, and culture (Tafsir, 2007). Islamic religious education is essential for the life of humanity. The reality of human motivation to study religion is very low, both the motivation of society in general or the motivation of children in school (Sari, 2021). The challenge of Islamic Education today is much more severe due to the emergence of aspirations and idealistic human beings who are complex in meeting the demands of life. Like swallowing bitter medicine when sick, everyone needs it as a life guideline, but few people are reluctant to learn it.

Teacher Raudhatul Athfal needs to try to increase motivation to learn religious and other sciences for students (Harmalis, 2019). This is because teachers play the role of directors and actors in learning or teaching and learning processes. This means that the duties and responsibilities of the teacher plan and conduct learning at school. Teachers as professionals must have broad

insight and competence as educators, namely Pedagogic, Social, Personality, and professional competencies, to apply various learning theories in carrying out their duties as educators (Saodi, Hajerah & Amri, 2019)). The ability to choose and use practical and efficient learning methods involves students participating actively and creatively and creating a learning atmosphere supporting educational goals (Soecipto, 2009). The Prophet SAW strongly recommended that his people become strong people. These people can carry out their duties professionally, as the Prophet said in a hadith narrated by Imam Muslim:

عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ قَالَ: قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: الْمُؤْمِنُ الْقَوِيُّ خَيْرٌ وَأَحَبُّ إِلَى اللَّهِ مِنَ الْمُؤْمِنِ الضَّعِيفِ (رواه المسلم)

Means.

Abu Hurairah (r.a.) said: The Prophet (peace be upon him) said: "A strong believer is better and favored by Allah Almighty than a weak believer." (HR. Muslim) (Baqi, 2010).

In the Qur'an a Muslim is commanded to always compete in goodness, as written in Q.S. Al-Baqarah 148:

وَلِكُلٍّ وِجْهَةٌ هُوَ مُوَلِّيهَا فَاسْتَبِقُوا الْخَيْرَاتِ أَيْنَ مَا تَكُونُوا يَأْتِ بِكُمُ اللَّهُ جَمِيعًا إِنَّ اللَّهَ عَلَى كُلِّ شَيْءٍ قَدِيرٌ ١٤٨

Translation.

"And for every person, there is his own Qibla (which he faces). So compete (in making) good. Wherever you are, Allah will gather you all (on the Day of Judgment). Verily Allah is Almighty over all things". (Al-Baqarah. 2:148) (Departemen Agama, 2009).

Following the continuous development of science and technology is the way Raudhatul Athfal's teachers develop their profession. This is so that teachers can adjust their knowledge following the development of science and technology, so that the material mastered by teachers is not expired material, and teachers can find out the latest products in pedagogics so that teachers can take the best steps in student learning.

As implementers in education, supervisors are one of the assets in shaping concepts designed in current programs. Supervisors must be able to provide guidance and supervision in carrying out their roles. In essence, teachers and supervisors must provide empathy and sympathy in *human relationships* to establish good communication (Gafur, 2020). The excellent relationship is intended to improve teacher professionalism, which is why teacher professional improvement is needed.

The current education system needs professional teachers to carry out their duties. The conclusion of several books explains that "the quality of education is largely determined by the professional ability of teachers, while the

professional ability of teachers in schools in general is still low" (Fathurrohman, 2011). Implementing Raudhatul Athfal's professional improvement is very important, considering that the professional demands of teachers today continue to develop following the times and technology. Especially now, all administrative access for teachers and education staff is through the SIMPATIKA and EMIS applications. In addition, there is socialization of KMA 624 of 2021 concerning Guidelines for Learning Supervision in Madrasah and Decree of the Director General of Islamic Education Number 6333 of 2021 concerning Technical Guidelines for Learning Supervision in Raudhatul Athfal (Kementerian Agama, 2021).

The Ministry of Religious Affairs of Jayapura City assigns a supervisor to carry out supervisory duties in the educational sphere of Jayapura City. Basic level supervisors' responsibilities include Raudhatul Athfal and Madrasah Ibtidaiyah in the Jayapura City area, with 6 Raudhatul Athfal and 10 Madrasah Ibtidaiyah. The supervisor must improve the professionalism of Raudhatul Athfal teachers in Jayapura. This is intended so that the implementation of education in the city of Jayapura achieves maximum results. Based on preliminary observations made by researchers in April 2022, the supervisor of Raudhatul Athfal in Jayapura City has taken several steps to overcome various problems teachers face in Jayapura City.

The supervisor's efforts are prioritized in improving the performance of Raudhatul Athfal teachers in the city of Jayapura and enhancing the ability to carry out duties by providing knowledge related to the professionalism of teachers or educators. The efforts made by the supervisor are expected to be able to make Raudhatul Athfal teachers in the city of Jayapura better prepared to carry out their primary duties to face the implementation of the learning curriculum following KMA RI 624 of 2021 concerning guidelines for learning supervision in Madrasah which explains the concept of Learning Supervision, Implementation of Learning Supervision, Analysis and follow-up of learning supervision results. The implementation of supervisory supervision at the Raudhatul Athfal level in Jayapura City is guided by the Director General of Islamic Education Number 6333 of 2021's decree concerning Technical Guidelines for Learning Supervision at Raudhatul Athfal. The Juknis explained the Learning Supervision Program and the Implementation of Learning Supervision at Raudhatul Athfal.

METHOD

This research on implementing supervisory supervision to improve the performance of professional teachers at Raudhatul Athfal in Jayapura City uses a qualitative approach with a type of case study research using an emic perspective. Researchers understand and appreciate, explain the implementation of supervisory supervision in improving the performance of professional teachers in Raudhatul Athfal Jayapura City following existing phenomena and data. Data collection techniques through interviews,

participatory observation, and documentation studies. Interviews were conducted with the Supervisor of Raudhatul Athfal of the Ministry of Religious Affairs of Jayapura City, the Chairman of IGRA Jayapura City, the Principal of Raudhatul Athfal School, who was selected as a sampling informant, and other education personnel. Observation of the participation of researchers is carried out because researchers and RA teachers involved in the implementation of the supervised program can photograph the phenomenon studied directly. Documentation studies were conducted on reports on the performance of the 2022-2023 supervision program, excerpts of field notes from IGRA activities, and written analysis of policy documents. Data processing and analysis techniques using the Miles Huberman model start from data reduction, data presentation, and conclusions. For data validity techniques, data triangulation is used.

RESULTS AND DISCUSSION

Supervision planning in improving the performance of professional teachers in Raudhatul Athfal Jayapura City

The results of observations obtained by researchers about how supervisors develop coaching strategies for Raudhatul Athfal teachers in Jayapura City to improve professional teacher performance. The first strategy supervisor Raudhataul Athfal uses in supervising teachers is to discuss with fellow elementary-level supervisors, namely the supervisor of Islamic Education at the Ministry of Religious Affairs of Jayapura City at the kindergarten-elementary level. This is intended so that the strategy program gets input and suggestions and that all obstacles can be minimized in its implementation. Second, supervisors coordinate with the Chairman of IGRA and KKGRA administrators to discuss how the program implementation model has been prepared by the supervisor, where it will be implemented, and how much time is needed for coaching activities. The KKGRA meeting forum is a place that facilitates teachers' activities in the form of teacher working groups. The management of KKGRA Jayapura City also facilitates various teacher affairs with their work units or supervisors. Therefore, coordinating with the Chairman of IGRA and the management of KKGRA is very necessary because the Chairman of IGRA and the management of KKGRA will facilitate the implementation of the program the supervisor has designed. Third, discuss with all the teachers of Raudhatul Athfal. This is a finishing activity carried out by the Ministry of Religious Affairs supervisor of Jayapura City in compiling a supervision program for teachers in Jayapura City, namely discussing with all teachers in Jayapura City. The nature of this activity is socialization about the program to be implemented. However, teachers can still provide suggestions or input on programs that the supervisor has designed for the perfection of the program. With this socialization activity, it is hoped that all Raudhatul Athfal Jayapura City teachers will be ready to follow the implementation of the program that has been designed together.

The program was designed by the supervisor of Raudhatul Athfal of the Ministry of Religious Affairs of Jayapura City which has been coordinated with fellow elementary level supervisors, IGRA Chairman, KKGRA administrators and socialized with all Raudhatul Athfal teachers of Jayapura City. Supervisors, including one design two activities) a Routine coaching program every month, which includes teacher competence development, namely personality, pedagogic, social, and professional competencies, and ICT-based learning administration activities, and 2) Monitoring and evaluation of the schools fostered to find out the results of supervision that have been implemented.

Implementation of supervisory supervision to improve the performance of professional teachers in Raudhatul Athfal Jayapura City

The supervision strategy carried out by the supervisor Raudhatul Athfal of the Ministry of Religious Affairs of Jayapura City to improve the performance of professional teachers is to find solutions to every problem teachers face. The step taken by the supervisor is to develop a coaching program and strategy. After seeing the right program and teacher development strategy, the supervisor coordinated with the head of IGRA Jayapura City and KKGRA management to discuss further the programs and strategies implemented.

1) Have discussions with fellow supervisors.

To develop coaching programs and strategies, supervisors held discussions with fellow elementary-level supervisors, namely (1) Supervisors of Raudhatul Athfal and Madrasah Ibtida'iyah of the Ministry of Religious Affairs of Jayapura City and (2) Supervisors of Islamic Education at the Elementary Level of Kindergarten-Elementary School of the Ministry of Religious Affairs of Jayapura City. This is intended so that the programs and strategies that the supervisor has designed get suggestions and criticisms so that in their implementation, the obstacles faced by Raudhatul Athfal teachers in Jayapura City can be overcome and minimized.

2) Coordinating with the Chairman of IGRA and the management of KKGRA Jayapura City

The supervisor coordinates with the IGRA chairman to discuss how the implementation model is, where it will be implemented, and determine the period for its development. The IGRA Chairman and KKGRA administrators facilitate various obstacles teachers face in their relationship with the work unit and with supervisors. Coordination with the IGRA chairman and KKGRA management is needed because, in the KKGRA activity meeting forum, coaching programs and strategies that supervisors have designed are implemented.

3) Discuss with all Raudhatul Athfal teachers in Jayapura City.

This activity is finishing developing supervisory programs and strategies to improve professional teachers' performance in Raudhatul Athfal Jayapura City. After discussions with fellow elementary-level supervisors and KKGRA administrators, we discussed it with all Raudhatul Athfal teachers

in Jayapura City. This activity is socialization about the programs and strategies to be implemented, and teachers can still provide input on programs and plans designed for their perfection.

The supervisory supervision program and strategy that the supervisor has designed has been coordinated with the supervisor of Islamic Education of the Ministry of Religious Affairs at the kindergarten-elementary level, the Head of IGRA, and the management of the KKGRA of Jayapura City, has also been socialized and discussed with all teachers in Jayapura City consisting of two activities:

- 1) Every month, Regular coaching through the KKGRA meeting forum contains personality coaching, curriculum and official development, and ICT-based data administration learning activities.

Coaching is routinely carried out once a month through the KKGRA meeting forum, located at the Raudhatul Athfal institution and arranged in turns at 6 Raudhatul Athfal: (1) RA Al Hamidi, (2) RA Ya Bunayya, (3) RA Al Fatah, (4) RA Al Hidayah, (5) RA Darul Ma'arif, and (6) RA Al Qosywa. This routine coaching agenda is personality coaching, curriculum and official development, and ICT-based learning activities. The KKGRA meeting forum is usually held on the second week of each month. In this meeting activity, three things were scheduled, namely (1) Personality competency development, (2) Curriculum development and official development, delivered by the supervisor of Raudhatul Athfal of the Ministry of Religious Affairs of Jayapura City, Mrs. Hj. Sutinah, S.Pd.I, M.Pd, (3) While Mrs. Siti Maimuna, S.E as the operator of simpatika and Emis of the Ministry of Religious Affairs of Jayapura City delivered the development of learning activities and ICT-based data administration.

Table 1. Madrasah Operator Data from the Raudhatul Athfal level to Madrasah Aliyah in Jayapura City who participated in the activity on July 21, 2022, at the Office Hall of the Ministry of Religious Affairs in Jayapura City

No	Full Name	Place of Duty
1.	Harmoko Sekking, S.Pd.I, M.Pd	MA Baiturrahim
2.	Adi Firdanu	MTs Al Muttaqin
3.	Hanik zunaidah, S.Pd.I	RA Al Hamidi
4.	Lukmanul Hakim, S.Kom.	MIN Kota Jayapura
5.	Lukmanul Hakim, S.Kom.	MA Persiapan Negeri
6.	Efti Noverani, S.H., M.Pd	Ra Ya Bunayya
7.	Baharuddin	MI Integral Hidayatulloh
8.	Dwi Pristiwanto	MI Nurul Huda
9.	Mario Cahyo. W	MTs Baiturrahim
10.	Masita	MTs DDI Entrop
11.	Yuliana Fatimah	MTs Ya Bunayya
12.	Rahmawati, S.Pd, M.Pd	RA Al Fatah
13.	Karlina Maulana	MTs Al Hidayah
14.	Asriatul Khairia, S.Kom	MI Bait Qur'ani
15.	Sulastri, S.Pd	RA Darul Ma'arif
16.	Wardatun ni'mah, S.Pd.I	RA Al Hidayah
17.	Rasunah Saleh	MI As Sholihin
18.	Sudin Lasahia	MI Darul Ma'arif Numbay
19.	Nur Aini	MTs Baiturrahim
20.	Hamza umsapyat	MI Yaa Bunayya
21.	Dewi Purwitasari ning tyas	MA Al Muttaqin
22.	Nur Wahid	MI AL Fatah Abepantai
23.	Cici kurniawati	MA DDI Entrop
24.	Ismawati, S.Pd	MI Integral Hidayatullah
25.	Ipung H. Prihanto	MTs Darul Maarif
26.	Mahmud jaidi Bahri	MA Darul Ma'arif Numbay
27.	Ina Dwi Purwati	MI Al-Hidayah
28.	Rizal	MI Darul Qur'an Wadda'wah

Source: Data from the Head of Islamic Education Section, Office of the Ministry of Religious Affairs of Jayapura City (2022)

Table 2. Data on Raudhatul Athfal teachers who participated in the coaching on April 16, 2022, took place at Raudhatul Athfal Al Hamidi

No	Full Name	Place of Duty
1	Harbia, S.Ag	Raudhatul Athfal Al Hamidi
2	Nadirah, S.Pd.I	Raudhatul Athfal Al Hamidi
3	Hanik zunaidah, S.Pd.I	Raudhatul Athfal Al Hamidi
4	Sri Khusniyati, S.Pd.I	Raudhatul Athfal Al Hamidi
5	Puji widarti, S.Pd.I	Raudhatul Athfal Al Hamidi
6	Nur muhaemi, S.Pd	Raudhatul Athfal Al Hamidi
7	Nining sumarsih, S.Pd	Raudhatul Athfal Al Hamidi
8	Kasmawati, S.Pd.I	Raudhatul Athfal Al Hamidi
9	Siti Aisyah, S.Pd.I	Raudhatul Athfal Al Hamidi
10	Ermita, S.Pd	Raudhatul Athfal Al Hamidi
11	Wulandari, S.Pd	Raudhatul Athfal Al Hamidi
12	Rahmawati, S.Pd, M.Pd	Raudhatul Athfal Al Hamidi Al Fatah
13	Nurhedah, S.pd	Raudhatul Athfal Al Hamidi Al Fatah
14	Barirotul Istiqomah, A. Ma.Pd	Raudhatul Athfal Al Hamidi Darul Ma'arif
15	Sulastri, S.Pd	Raudhatul Athfal Al Hamidi a Darul Ma'arif
16	Wardatun ni'mah, S.Pd.I	Raudhatul Athfal Al Hamidi Al Hidayah
17	Siti Rahmah, S.Pd	Raudhatul Athfal Al Hamidi Ya Bunayya
18	Nur azizah, S.Pd, M.Pd	Raudhatul Athfal Al Hamidi Ya Bunayya
19	Efty Noverani, S.H, M.Pd	Raudhatul Athfal Al Hamidi Ya Bunayya
20	Khaerunnisa, S.K.M	Raudhatul Athfal Al Hamidi Ya Bunayya
21	Alfiani Syahra Ramadhani	Raudhatul Athfal Al Hamidi Ya Bunayya
22	Lani Haryani	Raudhatul Athfal Al Hamidi Ya Bunayya
23	Musdalipa	Raudhatul Athfal Al Hamidi Ya Bunayya
24	Nasbiyani Kilkoda	Raudhatul Athfal Al Hamidi Ya Bunayya
25	Astini Anjani puspasari, S.Pd	Raudhatul Athfal Al Hamidi Ya Bunayya
26	Andi Fitria Ika Mariana, S.Pd	Raudhatul Athfal Al Qoswa
27	Siti Aysa	Raudhatul Athfal Al Hamidi Ya Bunayya
28	Rahmawati	Raudhatul Athfal Al Qoswa
29	Rahmaniar zainudin, S.Pd	Raudhatul Athfal Al Qoswa
30	Asri Puji Astuti	Raudhatul Athfal Al Qoswa

Source: Raudhatul Athfal Supervisory Data in Jayapura City (2022)

Coaching learning activities and ICT-based data administration. This activity was carried out with all madrasah operators from the Raudhatul Athfal to the Madrasah Aliyah level. Madrasah Jayapura City operators totaled 28 people. The activities carried out by madrasah operators are inputting their respective school data into the Simpatika Application and Education Management Information System (EMIS). The Ministry of Religious Affairs uses this application to capture school data directly. The application contains student, teacher, and school infrastructure data so that the Ministry of Religious Affairs can quickly determine the number and condition of all madrasahs and appropriate policies. In addition, this activity also teaches how to use electronic media such as laptops and cellphones as

exciting learning resources, such as making learning videos using the Canva application, Inhot application, and others.

This activity is carried out once every month in the hall of the Ministry of Religious Affairs of Jayapura City. The Chairman of the Jayapura City Madrasah operator forum is Mr. Harmoko Sekking, S.Pd.I, M.Pd, and as a companion for this activity is Mrs. Siti Maimunah, S.E as the admin of the madrasah operator of the Ministry of Religious Affairs of Jayapura City. In this activity, all madrasah operators must have laptops and be under at the time of the action because the training is practical. Teachers who are proficient in operating their laptops and already understand how to fill out Simpatika or Emis applications teach beginners who do not understand so that all school operators can input their respective school data.

2) Monitoring and Evaluation every semester.

As a follow-up to the guidance that has been carried out, the supervisor of Raudhatul Athfal conducts monitoring and evaluation activities at the school to see firsthand the development of Raudhatul Athfal teachers in carrying out the learning process in schools. The supervisor does not coordinate with the school when the monitoring schedule will be implemented. Still, the supervisor suddenly visits the school to know the actual condition of the school and its teachers in carrying out the learning process without any engineering and manipulation. In this monitoring and evaluation activity, supervisors see correcting the completeness of the learning administration made by Raudhatul Athfal's teachers. The learning administration in question is a) Annual program (PROTA), b) Semester program (PROSEM), c) Weekly learning program plan (RPPM), d) Daily learning program plan (RPPH), e) Effective day analysis, f) Student attendance, g) List of grades, h) Learning media and learning resource tools. In addition to seeing and correcting the completeness of the administration, the supervisor also evaluates by recording all complaints and obstacles from Raudhatul Athfal teachers in the field. The purpose is to analyze material in determining the next coaching strategy.

In this monitoring activity, supervisors see firsthand the completeness of classroom administration made by teachers, such as learning syllabi, including annual programs, semester programs, weekly lesson plans, daily lesson plans, practical day analysis, student grade lists, class journal books, and learning resource tools. The supervisor observes and records each teacher's condition as material for research in determining the next steps of coaching. The supervisor makes a monitoring schedule every semester. There are 6 Raudhatul Athfal and 10 Madrasah Ibtida'iyah with 197 teachers in Jayapura City who are his mentors.

Table 3. Madrasah Data and Assisted Educators

No	Madrasah name	Address	Number of Teachers
1	RA Al Hamidi	Jl. Amphibi No.12 Hamadi, Japsel	9
2	RA Al-Fatah	Jl. Raya Arso	3
3	RA Al-Hidayah	Jl. Baru Tembus Melati	1
4	RA Ya Bunayya	Jl. Yoka Pantai 20 Waena Heram	8
5	MIS Nurul Huda	Jl. Percetakan Negara 126 Japsel	20
6	MIS Unggulan DQ	Argapura Bawah Japsel	11
7	MIS Bait Qur'ani DDI	Jl. Pantai Kelapa Argapura Japsel	25
8	MIS Darul Ma'arif,N	Jl. Kali Acai Tembus Pasar Youtefa Abepura	17
9	MIS Ash-Shilihin	Jl. Gerilyawan 126 Abepura	14
10	MIS Al-Fatah	Jl. Raya Arso No.2 Abepantai Abepura	10
11	MIS Al-Hidayah	Jl. Baru Tembus Melati Abepura	14
12	MIS Ya Bunayya	Jl. Yoka Pantai 20 Waena Heram	20
13	MIS Integral Hidayatullah	Jl. Hanurata Holtekamp Muara Tami	7
14	MIN Kota Jayapura	Jl. Abe 2 Koya Barat Muara Tami	31
15	RA Darul Ma'arif	Jl. Kali Acai Tembus Pasa Youtefa Abepura	2
16	RA ALQoswa	Kampung Tiba-Tiba Abepura	5
Total			197

Source: Data from the Head of Islamic Education Section, Office of the Ministry of Religious Affairs of Jayapura City (2022)

The programs and strategies prepared by the supervisor of Raudhatul Athfal of the Ministry of Religious Affairs of Jayapura City follow KMA procedures NUMBER 624 OF 2021 concerning guidelines for learning supervision in Madrasah and Decree of the Director General of Islamic Education Number 6333 of 2021 concerning technical guidelines for learning management in Raudhatul Athfal. The strategies carried out by the supervisors are: a) Regular coaching every month through the KKGRA activity forum, which includes coaching personality, pedagogic, social, and professional competencies, as well as coaching ICT-based learning activities and administration, and b) Conducting monitoring and evaluation (MONEV) every semester, aiming to determine the next appropriate strategy for Raudhatul Athfal teachers, so that they can become professional teachers.

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