Academic Supervision of Planning and Implementation of Arabic Language Learning

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Abstract

The Madrasah head is responsible for organizing and implementing supervision activities in an effort to improve and enhance the teacher-learning process. The study aims to determine academic supervision on Arabic language learning planning and implementation at MTsN 1 Makassar City. The research uses a descriptive method, and the qualitative approach uses Nvivo12. Results showed that the head of the madrasah and senior Arabic teachers work together to conduct academic supervision, which includes carrying out Arabic lesson planning supervision through direct supervision and indirectly, which is carried out through the Arabic MGMP forum. In addition, MTsN 1 Makassar City also invites education practitioners to help guide teachers. Then, in supervising the implementation of Arabic learning, the Head of Madrasah, in collaboration with the MGMP coordinator, conducts classroom visits to observe the administration and implementation of learning. In the course of learning, if teachers are found to have difficulties, they will be directed and assisted in the Arabic MGMP forum. Implication of research is the emphasis on the important role of madrasah principals in organizing and implementing supervision activities, strengthening collaboration between madrasah principals and senior Arabic teachers and focusing on supporting teachers who experience difficulties, both through direct direction and assistance in the Arabic MGMP forum.

Keywords: Academic Supervision; Planning; Implementation; Arabic Language.

Abstrak

Kepala Madrasah bertanggung jawab mengatur dan melaksanakan kegiatan supervisi dalam upaya meningkatkan dan meningkatkan proses pembelajaran guru. Penelitian ini bertujuan untuk mengetahui supervisi akademik pada perencanaan dan pelaksanaan pembelajaran Bahasa Arab di MTsN 1 Kota Makassar. Penelitian ini menggunakan metode deskriptif dan pendekatan kualitatif yang menggunakan Nvivo12. Hasil penelitian menunjukkan bahwa kepala madrasah dan guru senior Bahasa Arab bekerja sama untuk melakukan supervisi akademik, yang meliputi: dalam melaksanakan supervisi perencanaan pembelajaran Bahasa Arab dilakukan melalui supervisi langsung dan juga tidak langsung, supervisi ini dilakukan melalui forum MGMP Bahasa Arab. Selain itu, MTsN 1 Kota Makassar juga mengundang praktisi Pendidikan untuk turut membimbing guru-guru. Kemudian dalam supervisi

pelaksanaan pembelajaran Bahasa Arab, Kepala Madrasah yang berkolaborasi dengan coordinator MGMP melakukan kunjungan kelas untuk mengamati administrasi dan pelaksanaan pembelajaran. Dalam berjalannya pembelajaran, jika ditemukan guru yang mengalami kesulitan, maka akan diarahkan dan dibantu dalam forum MGMP Bahasa Arab. Implikasi penelitian ini adalah penekanan pada peran penting kepala madrasah dalam mengorganisir dan melaksanakan kegiatan supervisi, penguatan kolaborasi antara kepala madrasah dan guru senior Bahasa Arab dan fokus pada mendukung guru yang mengalami kesulitan, baik melalui arahan langsung maupun bantuan dalam forum MGMP Bahasa Arab.

Kata Kunci: Supervisi Akademik. Perencanaan, Pelaksanaan, Bahasa Arab

INTRODUCTION

Good learning objectives are intrinsically tied to the teaching and learning process. Teachers are crucial characters who play an important role in achieving the teaching and learning goals in high-quality schools, whether or not the teaching and learning process carried out by teachers for pupils at school results in higher educational quality. The teacher's responsibility is no longer merely to deliver information; it is also to fulfill students' needs and solve difficulties. Good learning objectives are intrinsically tied to the teaching and learning process. Teachers are crucial characters who play an important role in achieving the teaching and learning goals in high-quality schools. In addition, teachers must be able to analyze and determine the right learning methods according to the abilities and needs of students.

A good learning process must begin with careful planning and preparation. As a result, teachers must grasp students' difficulties as well as their wants in acquiring knowledge based on their talents and connected to student life. Furthermore, teachers must clearly understand the steps they must take to carry out their duties and responsibilities as educators. Teachers are responsible for three major tasks: (a) designing learning, (b) executing learning, and (c) assessing learning. The three main tasks that teachers must do are learning planning and implementation and assessment of learning, which can be carried out properly if the teacher is able to make good learning planning. Conversely, a teacher only carries out learning activities and assesses students if they are planned properly.

Currently, we find many teachers who have yet to be able to compile lesson plans completely and systematically. This is based on the observation of Rambe (2019) occurs because 1) teachers consider lesson plans as administrative requirements without considering the essence of the expected goals, namely the learning process that produces good output so that the lesson plans made are only copies of copy and paste from the previous year, peers, book publishers, the internet, and other sources. 2) The implementation of academic supervision is still considered less than optimal because there is no structured planning and continuous guidance on assignments and training on the preparation of lesson plans. Hence, teachers feel indecisive and, finally, do not continue to improve. They consider it to be completely arranged in accordance with the applicable curriculum. 3) Teachers rarely get training on the preparation of lesson plans from both principals and supervisors, so the last solution to meet administrative needs is to

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take existing lesson plans. 4) the lack of correction from supervisors and principals on lesson plans prepared by teachers, even though supervisors are obliged to guide the preparation of lesson plans by teachers in accordance with what Sudjana in Hasmariyanti (2023) said supervisors must review or ensure that all components in the lesson plan are included in line with the defined criteria. Supervisors must remind instructors that lesson plans are created thoroughly and methodically. If the teacher does not understand it, the school supervisor must direct and explain it to the teacher.

Based on this statement, it is clear that the principal/madrasah is entrusted with arranging and conducting supervision activities in order to develop and strengthen the learning process carried out by instructors. It is a crucial responsibility because, as a supervisor, the principal can give aid, direction, or services to teachers in carrying out their tasks or fixing difficulties that arise throughout the learning process. Academic monitoring is focused on academic difficulties. These academic challenges include a wide range of learning activities implemented by teachers to assist students' learning processes. Academic monitoring is used to assess how the learning process takes place in the classroom.

The results of pre-research observations showed that academic supervision at MTsN 1 Makassar City is carried out collaboratively between the head of the madrasah and the MGMP coordinator or MGMP coordinator. Based on the given description, the author is interested in undertaking research using the title "Academic Supervision of Planning and Implementation Of Arabic Language Learning At MTsN 1 Makassar City".

As for the previous studies, Research conducted by Khasanah et al. (2019) discusses the implementation of academic supervision in developing teacher professionalism and the factors that influence it. The study used a qualitative method with a descriptive approach. Furthermore, linear research was also conducted by Fahmi et al. (2019) in this study, which discussed the implementation of academic supervision in improving teacher competence in elementary schools. The study used a descriptive method with a qualitative analysis approach. There is also research from Noor et al. (2020). His research explores the principal's academic supervision in helping teachers improve their ability as teacher professionals to improve student learning outcomes. In his research, mixed methods were used. Alwis (2021) also examined related matters, and he discussed the academic supervision model carried out virtually at Madrasah Aliyah Sungai Penuh. This research uses a survey method. Arhasy and Mulyani (2019) examined the implementation of mathematics academic supervision led by elementary school principals in mathematics subjects at SDN Ciawi. This research uses qualitative research methods. Istiningsih et al. (2020) in her research discussed Academic Supervision to Improve Teacher Readiness in Utilizing Information and Communication Technology at Vocational High Schools. In this research, researchers used qualitative methods. Muttaqin et al. (2023) discussed the effect of academic supervision, managerial competence, and teacher empowerment on teacher performance. The survey method was used in Muttaqin's research. Furthermore, research conducted by Nasution et al. (2023) discussed the Academic Supervision Model Based on Total Quality Management (TQM) with a Case study in Medan Elementary School. Research and development is the research method used.

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Then Lorensius et al. (2022) in his research discussed the effective practice of Academic Supervision in Improving Teachers' Professional Competence. In this study, researchers used qualitative research methods. The last is research conducted by Fadillah et al. (2021), which discusses academic supervision in improving the professional competence of teachers at Paramount Palembang School. Researchers used qualitative methods in the study.

The distinction and novelty of this research compared to the existing research is that it focuses on the planning and implementation of academic supervision of Arabic language lessons using descriptive methods and a qualitative approach using Nvivo 12 tools. The problem formulation in this study is: How is academic supervision on Arabic language learning planning and implementation at MTsN 1 Makassar City?. This research specifically aims to describe and analyze (1) The concept of academic supervision, (2) Academic supervision on Arabic language learning planning at MTsN 1 Makassar City, and (3) Academic supervision on Arabic language learning implementation at MTsN 1 Makassar City.

METHOD
Research Design
The methods used in this research are qualitative and descriptive. Qualitative methods describe the situation that occurs, which then produces findings on data or information that cannot be processed using statistical procedures. Descriptive methods analyze data from observed symptoms, which are not in the form of numbers.
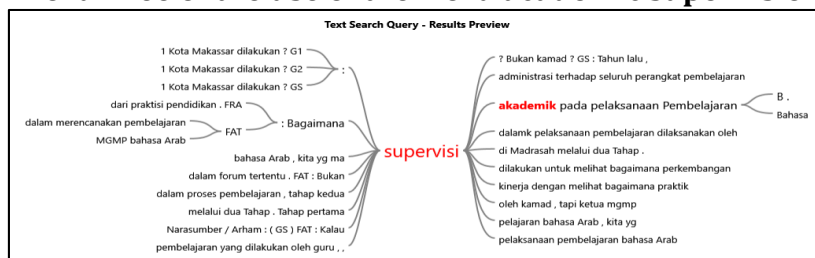
Data Collection Technique
The data collection techniques used are observation, interviews, and documentation studies; in qualitative research, data collection is carried out in natural settings (natural conditions), primary data sources and data collection techniques are more on participant observation, in-depth interviews and documentation (Sugiyono, 2023, p. 296). The data sources in this research are the Arabic MGMP Coordinator and 2 Arabic teachers. The Arabic MGMP coordinator was chosen as the data source because he is the representation of the madrasah head in supervision; 2 Arabic teachers were chosen because they have been teaching at MTsN 1 Makassar City for more than three years. The interview process was conducted using structured and individual interviews.

Data Analysis Technique
The data analysis technique in this study, namely open coding, was developed by Corbin & Straus (2015). Open coding is coding data based on the main concept, namely "academic supervision of Arabic language learning planning and implementation". Based on the main concept, researchers classified data related to the main concept. Data analysis used Nvivo 12 plus software, which is qualitative data analysis software that can classify data properly. In addition, Nvivo 12 plus software can analyze document content to produce data that can be used as a foundation for building arguments to answer research questions. The Nvivo 12 plus features used in this research are word cloud and word tree. Word cloud is used to understand the use of the word "academic supervision" as one of the dominant words and is a keyword in this study. Word tree is used to find out how academic supervision in Arabic lessons at MTsN 1 Makassar City.

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RESULT

Academic supervision on Arabic learning planning at MTsN 1 Makassar City

School principals provide academic supervision on learning planning, which includes assisting with establishing learning objectives, selecting learning materials, organizing learning materials, selecting learning methods, selecting learning resources/learning media, and preparing learning activities. Academic supervision by school administrators on learning planning was rated as good, particularly in helping with creating learning objectives.

The implementation of teaching supervision is not done by the principal alone but is also assisted by vice principals and MGMP teacher-coordinators. Principals can authorize other MGMP coordinators who are truly capable and experienced in supervision (Maisyaroh et al., 2021). This authorization aims to ensure that all teachers can be supervised on time; therefore, MGMP coordinators can also be appointed as supervisors (Alfiani, 2022).

This study interviewed three Arabic language teachers as participants which consisted of one MGMP Arabic coordinator and two Arabic language teachers. The names of the three participants in this article are not written according to their real names for the confidentiality of the participants' identities. The names of the participants used are GS, G1, and G2. The interview data from the five participants were compiled in the form of transcripts and then imported into NVivo 12 software for further analysis.

Word Frequency Query is one of NVivo software's tools for graphically displaying text. This feature allows researchers to illustrate the frequency of intriguing and useful terms. The term "learning" dominated the participants' talks, accounting for 5.31% of all data, followed by the words "in", "mentoring", "supervision", and "direct."

Picture 1.
The most frequently occurring word from the data

Furthermore, the Text Search Query tool is used to determine the meanings of the terms in the word cloud above. The researcher intended to discover how the term "academic supervision" was used as a prominent word and keyword in this investigation. The search results are shown as a word tree.

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Picture 2.
Word Tree of the use of the word academic supervision

The examination of word tree characteristics revealed that academic supervision in Arabic courses at MTsN 1 Makassar City is carried out in conjunction with the madrasah's head and the coordinator/head of MGMP. The execution of Arabic language learning supervision is divided into two stages: administrative and implementation.

According to interviews with the Arabic Language MGMP coordinator of MTsN 1 Makassar City, lesson plan guidance is carried out through MGMP (Subject Teacher Consultation), and the head of the madrasah, assisted by the MGMP coordinator in Arabic language subjects, checks and sees the administration of learning tools made by teachers. In addition, Arabic lesson plan guidance is also carried out through training or information on the internet / online, as stated by GS:

> "*Pembimbingan rencana pembelajaran ; melalui MGMP (musyawarah guru mata pelajaran) juga melalui pelatihan-pelatihan juga melalui informasi-informasi internet/online*"

> "Guidance on lesson plans; through MGMP (subject teacher meetings) as well as through trainings and internet/online information"

In lesson planning, the principal, who is the MGMP coordinator who assists in Arabic subjects, provides direct and indirect guidance in terms of making syllabi and lesson plans. It is as revealed by GS:

> "*Terjadi dua-duanya langsung dan tidak langsung*"

> "It happens both directly and indirectly."

In addition, the Head of Madrasah usually organizes workshops with presenting speakers or education practitioners. At these events, teachers can share their insights on how to plan effective learning.

> "*Madrasah juga biasanya menghadirkan pembicara dan praktisi pendidikan dalam rangka menambah wawasan dalam merencanakan pembelajaran*"

> "Madrasah also usually presents speakers and educational practitioners in order to add insight into planning learning."

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Based on the results of interviews with several Arabic language subject teachers, it was found that in guiding lesson planning, MGMP coordinators provide more direction and input related to lesson planning prepared by teachers. However, previously, comprehensive guidance was also given to all teachers after being further clarified in the Subject Teacher Forum (MGMP). As stated by G1:

> "*Pembuatan rencana pembelajaran di MTsN 1 Kota Makassar dilakukan oleh setiap guru, tetapi sebelumnya telah dilakukan pembimbingan secara menyeluruh kepada seluruh guru setelah itu lebih diperjelas di dalam Musyawarah Guru Mata Pelajaran (MGMP)*"

> "Each teacher carries out the making of lesson plans at MTsN 1 Makassar City, but previously thorough guidance was given to all teachers after it was further clarified in the Subject Teacher Forum (MGMP)."

G2 also conveyed the same thing.

> "*Pembimbingan RPP dilaksanakan melalui sosialisasi, dimana seluruh guru berkumpul bersama rumpun MGMP Supaya bisa langsung berdiakusi tentang penyusunan RPP*".

> "The lesson plan guidance is carried out through socialization, where all teachers gather with the MGMP group so that they can directly discuss the preparation of lesson plans".

This direct mentoring also has discussion sessions for teachers who teach at the same level or grouped classes.

> "*Perumusan tujuan pembelajaran, memilih metode pembelajaran, media pembelajaran dibahas dlm MGMP, dalam hal ini dilakukan oleh masing-masing guru yg mengajar di tingkatan yg sama. Jadi dilaksanakan secara berkelompok-kelompok*"

> "Formulating learning objectives, choosing learning methods, learning media are discussed in MGMP, in this case carried out by each teacher who teaches at the same level. So, it is carried out in groups."

Supervision methods or techniques can be classified into two, namely individual techniques and group techniques (Gapari, 2021). As described by G2 above, this group technique is quite relevant. The group supervision technique is a way of implementing a supervision program that is aimed at two or more people. They are given supervision services according to the problems or needs they face (Mariyah, 2019). Thus, teachers are expected to carry out learning well based on the lesson plans that each teacher has made.

By holding MGMP teacher meetings, MGMP coordinators, who have collaborated with Madrasah Principals, assist them in carrying out direct mentoring.

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Teachers who are in the MGMP forum together practice direct guidance, as stated by G1:

> "*Pembimbingan dilakukan secara langsung di lingkungan Madrasah kepada seluruh guru-guru.*"

> "Guidance is carried out directly in the Madrasah environment to all teachers."

> "*Guru-guru praktik mebuat perencanaan lalu di arahkan oleh praktisi pendidikan, tetapi kalau di dalam MGMP dilakukan secara bersama dan diskusi untuk mengembangkan lebih jauh*"

> "Practicing teachers make plans and then are directed by educational practitioners, but if in MGMP, it is done together and discussions to develop further."

and also, as stated by G2:

> "*Pembimbingan RPP dilakukan secara langsung. Namun materinya hanya secara garis besar saja, untuk penjelasan yg lebih detail, masing-masing guru bisa mengikuti webinar secara On-line.*"

> "Guidance on lesson plans is done directly. However, the material is only an outline, for a more detailed explanation, each teacher can take part in an online webinar."

In carrying out academic supervision activities on lesson planning, the principal held a workshop, which, in this case, was guided by educational practitioners. The presence of this education practitioner in the workshop agenda, confirmed by G2:

> "*Benar. Madrasah mendatangkan pembicara dari praktisi pendidikan.*"

> "That's right. Madrasahs bring in speakers from education practitioners."

According to G1, this is quite useful in developing learning and adding new information in developing the learning process.

> "*Dalam perencanaan pembelajaran pihak Madrasah mendatangkan praktisi pendidikan di dalam pengembangan pembelajaran atau ketika ada perubahan tentang hal yg baru untuk pengembangan proses pembelajaran di Madrasah, setelah itu lebih dikembangkan di dalam MGMP bahasa Arab.*"

> "In learning planning, Madrasahs bring in educational practitioners in the development of learning or when there are changes about new things for the development of the learning process in Madrasahs, after which it is further developed in the Arabic MGMP."

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The workshop implements the Minister of Education, Culture, Research and Technology's statement that the head of the education unit assesses the planning and implementation of learning carried out by educators (Menteri Pendidikan Kebudayaan Riset dan Teknologi Republik Indonesia, 2022, p. 15).

Picture 3.
Supervision of Arabic Language lesson planning

Picture 4.
MGMP Workshop

Academic supervision on the implementation of Arabic language learning at MTsN 1 Makassar City

According to the findings of interviews with the Arabic MGMP coordinator of MTsN 1 Makassar City, the MGMP coordinator works with the Head of Madrasah to guide the implementation of Arabic language learning, which is accompanied by the issue of a decree. The head of the madrasah or supervisor oversees the head of the MGMP. By visiting the class, the Madrasah head or supervisor supervises and pays attention to administrative preparation, learning, and application of knowledge.

> "*Supervisi dalam pelaksanaan pembelajaran dilaksanakan oleh guru-koordinator MGMP yang di-sk-kan oleh kamad dan juga para ketua MGMP masing-masing mapel, adapun ketua mgmp di suvervisi oleh kamad atau pengawas. Dengan mengamati dan memperhatikan persiapan administrasi pembelajaran dan pelaksanaan pembelajaran dikelas.*"

"Supervision in the implementation of learning is carried out by MGMP teacher-coordinators who are appointed by the head of school and also the heads of MGMP for each subject, while the head of MGMP is supervisid by the

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head of school or supervisor. By observing and paying attention to the preparation of learning administration and the implementation of learning in the classroom."

The Directorate of Education Personnel of the Ministry of Education and Culture emphasizes that school principals must guide teachers in carrying out learning/guidance activities (in the classroom/laboratory or the field) for each subject in the relevant subject family in similar secondary schools. Academic supervision activities by school principals by means of classroom visits that are limited to seeing and ensuring the implementation of learning goes well are considered by teachers as poor academic supervision. Academic supervision activities by school principals on learning implementation should be carried out by means of teaching demonstrations in order to provide direct benefits for teachers.

It is in accordance with the opinion of Odoemenam and Ebere Agatha (2022), who state that one of the professional supervision techniques that can directly benefit teachers' teaching skills is teaching demonstrations. Therefore, principals need to conduct teaching demonstrations because, through teaching demonstrations, teachers can directly observe good teaching methods so that they can practice them with their students.

Based on the results of interviews with the MGMP coordinator for Arabic lessons at MTsN 1 Makassar City, information was obtained that in guiding the implementation of learning, the MGMP coordinator always guides in its implementation, and if there are teachers who experience obstacles or in terms of preparation and implementation still need improvement, they are given notes and delivered personally, and intensify the implementation of MGMP to improve the shortcomings and difficulties encountered both in terms of administration, teaching preparation, or during the implementation of learning. In addition, supervisors usually give general explanations in certain forums. Teachers feel more helped by academic supervision by the MGMP coordinator in this way so that they will be able to carry out learning activities properly.

> "..... *mereka diberi catatan dan disampaikan secara personal, dan mengintensifkan pelaksanaan mgmp guna perbaikan2 perihal kekurangan dan kesulitan2 yg ditemui baik dari segi administrasi persiapan mengajar ataupun saat pelaksanaan pembelajaran. Selain itu juga biasanya diberikan penjelasan secara umum oleh supervisor dalam forum tertentu*"

> "..... they are given notes and delivered personally, and intensify the implementation of MGMP in order to improve the shortcomings and difficulties encountered both in terms of teaching preparation administration and during the implementation of learning. In addition, a general explanation is usually given by the supervisor in a particular forum."

Based on the results of interviews with Arabic language teachers at MTsN 1 Makassar City, information was obtained that in conducting guidance when teachers carry out learning, principals who collaborate with senior Arabic language teachers conduct learning supervision in two stages. Namely administrative supervision and

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performance supervision. In the administrative supervision stage, all learning tools needed in the learning process are reviewed by senior teachers, and then in the second stage, senior teachers see how teachers in the classroom carry out the learning practices; this is as stated by G1:

> "*Supervisi dilakukan untuk melihat bagaimana perkembangan proses pembelajaran yang dilakukan oleh guru,, supervisi di Madrasah melalui dua Tahap. Tahap pertama supervisi administrasi terhadap seluruh perangkat pembelajaran yang dibutuhkan dalam proses pembelajaran, tahap kedua supervisi kinerja dengan melihat bagaimana praktik pembelajaran yang dilakukan oleh guru di dalam kelas*"

> "Supervision is carried out to see how the development of the learning process is carried out by the teacher. Supervision in madrasah has two stages. The first stage is administrative supervision of all learning tools needed in the learning process, and the second stage is performance supervision by seeing how learning practices are carried out by teachers in the classroom."

The implementation of class visits can be stated that class visits or classroom supervision are carried out at least once a year, with the principal as a supervisor or assisted by senior teachers whom the principal trusts to become supervisors because of the large number of teachers who must be supervised (Ningsih et al., 2020). Based on the results of interviews with G2 at MTsN 1 Makassar City itself, academic supervision on learning implementation is also carried out once a year. Supervising learning implementation is carried out by the supervisor of MTsN 1 Makassar City and also the coordinator/chair of MGMP.

> "*Supervisi akademik pada pelaksanaan pembelajaran Bahasa Arab dilakukan setiap tahun oleh pengawas bina MTsN 1 Kota Makassar dan Ketua MGMP. Dilakukan di kelas saat guru melaksanakan pembelajaran.*"

> "Academic supervision on the implementation of Arabic learning is carried out every year by the supervisor of MTsN 1 Makassar City and the Head of MGMP. Conducted in the classroom when the teacher is carrying out learning."

As we know, academic supervision aims to provide assistance and guidance to teachers who have difficulties when conducting classroom learning so that it can help to improve teacher performance (Sitaasih, 2020). Academic supervision activities are one of the goals of developing the learning process in the classroom and improving teacher performance (Sunaryo, 2020). In MTsN 1 Makassar City itself, in Arabic language subject teachers, if during supervision, teachers are found to have difficulties in implementing their learning, it will be noted. The supervisor will provide direction and input, and the MGMP team will provide guidance and assistance in MGMP discussions or meetings. It is as stated by G1 and G2:

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"*Jika terdapat guru yang mengalami kesulitan melaksanakan pembelajaran atau ada sesuatu yang didapatkan oleh supervisor maka itu akan menjadi catatan dan supervisor memberikan pengarahan dan masukan dan selanjutnya akan di diskusikan kembali dalam kegiatan/rapat MGMP.*"

"If there are teachers who have difficulty implementing learning or something is obtained by the supervisor, it will be noted and the supervisor provides direction and input and will then be discussed again in MGMP activities/meetings."

"*Tim MGMP akan memberikan bimbingan dan bantuan.*"

"The MGMP team will provide guidance and assistance."

In this approach, instructors feel better aided by academic monitoring and will be able to carry out learning activities correctly (Suradi, 2018).

Picture 5.
Supervision on the implementation of Arabic language learning

DISCUSSION
Academic supervision on Arabic learning planning
According to Burden and Byrd in Eva Susanti (2019), planning is determining the work that groups or individuals must carry out to achieve the goals outlined. Furthermore, Syafarudin and Irawan in Suradi (2018) explain that learning planning is one of the basic roles of management activities in achieving goals effectively and efficiently.

Clark & Yinger in Suradi (2018) explains several factors that are of concern for making learning plans, namely: learning content, learning tools, planning strategies, teacher behavior, lesson structure, learning improvement, students, the time needed in learning, and place of learning. Meanwhile, in Permendibudristek Number 16 of 2022, learning planning includes learning objectives, learning activities, and assessment of learning outcomes.

Learning objectives
According to Permendikbudristek Number 16 of 2022, learning objectives are a set of competencies and scope of learning materials in accordance with the curriculum of the education unit. Meanwhile, according to Robert F. Mager in Prastiwi & Abduh (2023), learning objectives are behaviors to be achieved or that

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students can do under certain conditions and competency levels. Based on this description, learning objectives are behaviors that students can do and achieve at a certain competency level.

Learning activities

In Permendikbudristek Number 16 of 2022, it is explained that learning activities include preliminary activities, core activities, and closing activities. In line with this opinion, Rusman in Hidayatun, et al. (2019) also revealed that learning activities consist of three activities: introductory activities, core activities, and closing activities.

Assessment of learning outcomes

In Permendikbudristek Number 16 of 2022, it is explained that the procedures and instruments for assessing the process and learning outcomes are adjusted to the indicators of competency achievement and refer to the assessment standards. Meanwhile, Rusman in Suradi (2018) explains that assessment intends to identify strengths and weaknesses so that it can be followed up towards improvement in the future. Thus, the assessment of learning outcomes is a way to find out the strengths and weaknesses so that they can be improved.

According to the description above, learning planning is an activity performed by the teacher, namely determining a series of future actions to explain the description and steps of the learning process that will come with the goal that the implementation of learning runs well, effectively, and efficiently. Learning objectives, learning materials, learning resources, learning methodologies, and learning activities implemented by instructors are all components of learning planning. Thus, school principals can provide academic supervision of learning planning by guiding students in formulating learning objectives, selecting learning materials, organizing learning materials, selecting learning methods, selecting learning resources/learning media, and guiding scenarios/learning activities.

The results of research on academic supervision on Arabic language learning planning at MTsN 1 Makassar City are carried out by the principal with the assistance of the MGMP coordinator in Arabic language subjects, and this supervision is in the form of direct and indirect guidance. In addition, the Head of Madrasah also usually holds workshops by presenting speakers or education practitioners. This is in line with research conducted by Ahmad and Saefurohman (2020), Liliana et al. (2020), and Nguyen (2023).

Academic supervision on the implementation of Arabic language learning

Learning implementation is the core of educational activities in schools. According to Mayasari and Kemal (2020), Learning implementation refers to the interaction between teachers and students to transfer learning materials to students and achieve instructional objectives. Lau et al. (2018) agree with this viewpoint, saying that learning implementation is a process of structuring students' interactions with educators and learning materials in a learning environment.

Implementation of the learning process, according to Wahyu et al. (2021), includes activities to open learning, carry out the core of the learning process, and close learning. Furthermore, Pohan and Dafit (2021) describes that the implementation of learning includes:
a) Introductory activities: prepare students, ask questions, explain objectives, and convey the scope of the material.

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b) Core activities: the process of achieving core skills through interactive learning that is exciting, enjoyable, challenging, motivating, and leaves enough room for initiative, creativity, and independence based on ability and interest.
c) Closing activities: draw lesson conclusions together, reflect, provide feedback, plan follow-up, and convey learning plans for the next meeting.

Based on the preceding definition, learning implementation is a process of instructor and student interaction that transfers learning content to students in a learning environment. Learning implementation activities include opening, core, and closing learning activities.

Thus, academic supervision of learning implementation by school administrators may be accomplished by offering instances of opening learning, examples of presenting learning materials, direction in using learning techniques, advice in using learning media, guidance in using communicative language, assistance in motivating students, guidance in organizing learning activities, providing examples in interacting with students, providing examples in concluding learning, providing examples in providing feedback to students, direction in using effective time, and providing examples in closing learning activities.

Academic supervision on learning implementation includes giving examples in opening learning, giving examples in presenting learning materials, guidance in using learning methods, guidance in using learning media, guidance in using communicative language, assistance in motivating students, guidance in organizing learning activities, giving examples in interacting with students, giving examples in concluding learning, and giving examples in providing feedback to students.

The results of research on academic supervision on the implementation of Arabic language learning at MTsN 1 Makassar City, namely by teaching demonstrations, class visits, and assistance in forums if there are teachers who have difficulty implementing learning, are in line with research conducted by Mok & Staub (2021) and Babullah & Nur Achadijat (2023).

CONCLUSION

The principal carries out academic supervision on Arabic language learning planning at MTsN 1 Makassar City with the assistance of the MGMP coordinator in Arabic language subjects, and this supervision is in the form of direct and indirect guidance. In addition, the Head of Madrasah also usually holds workshops by presenting speakers or education practitioners. Then, in terms of academic supervision on the implementation of Arabic language learning at MTsN 1 Makassar City, namely by teaching demonstrations, class visits, and assistance in forums if there are teachers who need help in implementing learning.

Future research should explore more effective supervision models incorporating technology and innovative practices, conduct longitudinal studies on the long-term impact of supervision, and compare practices across subjects and educational levels. Additionally, investigating the effectiveness of teacher training programs for supervision roles and incorporating student feedback into the process could provide a more comprehensive understanding and refinement of teaching practices. This research can enhance academic supervision quality and improve educational experiences for teachers and students.

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