

## Implementation of Supervisors as Agents of Change in Islamic Education in Indonesia (Case Study of Islamic Religious Education Supervisors in Kuningan Regency)



Kosman Kosman<sup>1</sup>, Dedi Djubaedi<sup>2</sup>, Cecep Sumarna<sup>3</sup>, Didin Nurul Rosidin<sup>4</sup>

<sup>1</sup>Doctoral Student, Institut Agama Islam Negeri Syekh Nurjati Cirebon, Indonesia

<sup>2,3,4</sup> Professor, Institut Agama Islam Negeri Syekh Nurjati Cirebon, Indonesia

**ABSTRACT:** This article aims to reveal the implementation of the supervisor's role as an agent of Islamic education change in Indonesia and the impact of implementing supervision on teachers' performance. This research is field research using the method of observation, interviews, and documentation. The results showed that the role of Islamic religious education supervisors in Kuningan Regency was good, although it could have been better. The indicator is in carrying out the guidance for religious teachers, as expected. The relationship between implementing supervision by guiding teachers at schools is good, but it has yet to be optimal. It is due to the situation and condition of the school. Besides, many schools are fostered to be supervised, and the implementation of supervision significantly impacts the performance of Islamic religious education teachers. This is reflected in the implementation of teaching and learning activities carried out by the teacher and the current administration, and this indicates that the teacher has been able to feel the maximum guidance from the supervisor. The impact shown between the implementation of supervision on teacher performance is positive. With the more widespread discussion about improving the quality of education, this research will be a valuable input for existing regulations. Due to the limitations of this study, it is hoped that other studies will explore the aspects that have yet to be discussed in this study. The process of implementing teacher professionalism in the form of self-evaluation through teacher performance assessments is a new finding by the author on Islamic religious education supervisors in Kuningan regency, which has positive values in carrying out supervisory duties, so it will change the paradigm of supervisors in improving teacher competence, especially Islamic religious education teachers in Kuningan regency.

**KEYWORDS:** The role of supervisors, implementation of supervision, the impact of supervision

### I. INTRODUCTION

Supervision means seeing or reviewing from above or observing and assessing what is done by superiors (people with advantages) to embody subordinates' activities and work results (Fitriyani, 2018). Related to education, supervision is a professional activity by school supervisors to assist school principals, teachers, and education staff in improving the effectiveness and quality of education and learning (Karim et al., 2021; Wahyu, 2020).

Development and assessment of Islamic religious education (PAI) teachers through supervision activities are necessary (Nilda et al., 2020; Tonta et al., 2019). These activities contain coaching elements without looking for faults so that deficiencies found can be corrected to achieve better learning activities. This coaching can be done by giving directions, guidance, examples, and suggestions for implementing PAI learning in schools (Posangi, 2021; Suradi, 2018).

Supervisors related to work results that have been achieved in terms of quality and quantity, which will impact improving the quality of education (Miran & Sumampouw, 2023; Renata et al., 2018). Efforts to improve the quality of education require planning and a long process (Djubaedi et al., 2023; Hidayat et al., 2022; Maghfiroh, 2018). Improving the quality of education requires designing what to improve, choosing which parts need to be improved, and how to produce superior output among existing schools. Improving the quality of education requires high commitment, discipline, and joint responsibility from all components that drive the school (Masrullah & Ghufroon, 2020; Retnasari et al., 2023).

In Indonesia, in the Kuningan regency, there are 25 PAI supervisors, consisting of 13 PAI supervisors at the TK/SD/SDLB level, with a total of 228 TK and 658 SD, 9 PAI supervisors at the SMP/SMPLB level, with a total of 93 schools. 3

## Implementation of Supervisors as Agents of Change in Islamic Education in Indonesia (Case Study of Islamic Religious Education Supervisors in Kuningan Regency)

SMA/SMALB/SMK supervisors with 27 SMA and 35 SMK. This number includes two provincial PAI Disdik supervisors. Kuningan regency, which has a vast area, even with a geographical location that is primarily mountainous, is an obstacle in terms of transportation.

Implementation is a process of ideas, policies, and innovations in an appropriate action to impact the realized values and attitudes (Dalimunthe, 2019; Fatimah et al., 2022). Implementation in education is actions by individuals, government, or private groups to achieve the goals outlined in policy decisions (Yuliah, 2020). Implementation boils down to activities, actions, or the mechanism of a system. Implementation is not just an activity but an activity that is planned to achieve the objectives of the activity (Isya, 2022). In education, the implementation is not alone but is influenced by the next object, namely the curriculum.

Supervision is all activities carried out by managers to ensure that actual results follow planned results (Djadjuli, 2018). Supervision relates to comparisons between actual implementers of plans and initial steps for corrective action against significant deviations from plans.

Mukhtar (2013) suggests several elements of supervision activities. First, supervision consists of observing the facts regarding the implementation of the work or activity being observed. Second, this fact is material for formulating supervisory actions that guarantee that work is under predetermined plans. Third, supervision is more emphasized on work in progress and work that has been completed. Fourth, supervision is a systematic effort to set implementation standards to plan, design information systems, provide feedback, compare actual activities with standards, determine, measure deviations, and take corrective actions to ensure activities achieve goals effectively and efficiently. Fifth, supervision is constructive, does not find fault, but is more directed at the time, funds, materials, methods, and personnel efficiency by minimizing deviations.

A supervisor is a person who is professional when carrying out supervisory duties (Caras & Sandu, 2014). He acts normatively and based on scientific principles to improve the quality of education. To carry out supervision requires expertise that can see carefully the problems of improving the quality of education. Therefore, educational supervision activities cannot be carried out by people with supervisory disciplines; moreover, the person needs to prepare to be projected to become a supervisor (Marhawati, 2018).

The task of the school supervisor is to carry out coaching, technical evaluation, and educational administration at the school for which he is responsible (Rahmah, 2018). This task is carried out through monitoring, supervision, evaluation, reporting, and follow-up on the supervision results. Supervision that school supervisors should carry out consists of academic supervision, which is related to aspects of the learning process, as well as managerial supervision, which is related to aspects of school management and administration (Rohmatika, 2016).

According to Danim & Khairil (2015), supervisory functions are as follows:

- a. As an intermediary in conveying the interests of students, parents, and school programs to the government and other competent bodies.
- b. Monitor the use and results of learning resources.
- c. Planning educational programs for the next generation.
- d. Choose innovations that are consistent with the future.

School supervisors must have several competencies to ensure quality. According to Selamat (2017), these competencies are personality competencies, academic supervision competencies, managerial supervision competencies, educational evaluation competencies, research and development competencies, and social competencies.

In Indonesia, PAI (Islamic Religious Education) supervisors in schools, as stated in article 5 paragraph 4 of the Republic of Indonesia Minister of Religion number 23 of 2013 states that PAI supervisors have the authority to:

- 1) Provide input, advice, and guidance in the preparation, implementation, and evaluation of education and/or learning of Islamic religious education to school principals and agencies in charge of education affairs in districts/cities;
- 2) Monitor and assess the performance of PAI teachers and formulate follow-up suggestions needed;
- 3) Conduct training for PAI teachers;
- 4) Consider in assessing the implementation of the duties of the PAI teacher to the authorized official; And
- 5) Consider in assessing the implementation of tasks and placement of PAI teachers to school principals and authorized officials.

## II. METHODOLOGY

This research is field research using qualitative analysis. Therefore, the data collected in this study is in the form of information in the form of statements and not in the form of numbers. Qualitative analysis is considered more appropriate in this study because it is expected to make it more possible to develop this research to gain an in-depth understanding. The aim is to understand social phenomena from the participants' perspective.

## **Implementation of Supervisors as Agents of Change in Islamic Education in Indonesia (Case Study of Islamic Religious Education Supervisors in Kuningan Regency)**

The research site is in Kuningan regency, Indonesia. The primary data sources for this research are 1. Supervisors of elementary Islamic religious education at schools in Kuningan regency. 2. Elementary Islamic religious education teacher, 3. Principal of the school.

### **III. RESULTS AND DISCUSSION**

#### **A. Supervisors as an Agent of Change**

An agent of change is a person who influences clients to accept innovation according to their goals (Iskandar & Zulela, 2021). Change agents are tasked with creating a link between the innovation entrepreneur (source of innovation) and the client system (target) (Agusta et al., 2021; Djubaedi et al., 2022). Agents of change help communities or groups plan development or reform goals, focus on problems, seek possible solutions, organize assistance, plan actions intended to improve situations, overcome difficulties, and evaluate the results of planned efforts. People or parties who can become agents of change can come from within (internal agents) or outside the organization (external agents). Internal agents include managers and exceptional staff within the organization, while external agents include consultants or people who are indeed experts at leading organizational change in certain areas (Kodir et al., 2023; Tohirin et al., 2018).

The success of the change agent in changing the attitude and behavior of the change target social community depends on how far the change agent approaches the target community. The following are the keys to successful change agents (Anwar & Utama, 2013).

1. Change agent work ethic and effort
2. Orientation of the social community of change targets
3. Innovation compatibility with the needs of the social community of innovation targets or public policies
4. Change agent empathy

Various theories about change state that change cannot be avoided, and making changes requires strong commitment and effort from all components of the organization (school). The change will only occur functionally with awareness and understanding of the change itself. Fullan (2015) argues, "One cannot expect teachers to take ownership of change at the beginning of the change process - before they understand all of the implications, and before the change has shown positive effects."

According to Tushman & O'Reilly (1996), there are two categories of change: 1. Evolutionary change. This change is gradual, but constant efforts for improvement and adjustment to the new environment exist. 2. Revolutionary change. This rapid and dramatic change results in a radical shift towards new ideas and structures. A change agent must have four characteristics (Djubaedi et al., 2022): 1. Have interpersonal communication skills; 2. Having problem-solving capability; 3. Have educational skills; 4. Have self-awareness. It is not easy for a supervisor to become an agent of change. However, the abovementioned criteria are not impossible with good preparation through cadre, education, training, and selection.

#### **B. The role of PAI supervisors in schools**

The supervisor's role in this study is the function and primary task of the PAI supervisor in improving the quality of education and the preparation of educational programs by the supervisor on the quality of education in Kuningan Regency.

Several statements from informants show that PAI supervisors have had the role expected of teachers in schools. Namely: educational partners, innovators, consultants, and motivators. The teacher's success in the academic aspect is also not spared from the supervision activities carried out by the supervisor. This can be seen from the frequency of supervisor visits and the presence of school supervisors to carry out supervision or coaching in the KKG, which is good because, in one semester, supervisors can make 2-3 visits.

#### **C. Implementation of Supervision in Schools**

The findings show a good link between implementing supervision and coaching teachers in schools. Several statements from the interview results show that PAI supervisors have carried out the role expected of the assisted teachers in schools. The teacher's success in the academic aspect is also not spared from the supervision activities carried out by the supervisor. This can be seen from the frequency of good supervisor visits. The presence of school supervisors to carry out supervision or coaching in the KKG can be said to be quite good because, in one semester, the supervisor can make 2-3 visits or even more.

Supervisors as colleagues in improving the success and quality of education in schools, through discussions and good communication between teachers and supervisors, are open and always ready to serve any complaints teachers face and partners in helping teachers' difficulties. In comparison, the teacher is the leading actor and the spearhead of learning activities that interact directly with students in the learning process. Teachers are the foremost executors of children's education in schools. The existing abilities of teachers largely determine the success or failure of efforts to improve the quality of education.

## Implementation of Supervisors as Agents of Change in Islamic Education in Indonesia (Case Study of Islamic Religious Education Supervisors in Kuningan Regency)

Given the importance of the teacher's role in improving the quality of education, it is only appropriate that teachers' ability is increased through continuous coaching programs through supervisory activities. Visits to schools and class observations are the techniques of a supervisor in carrying out supervision at school.

### D. Impact of Supervision Implementation

The nation needs human resources that have high competitiveness and quality to face globalization which is full of intense competition in all aspects of life. Success in producing citizens as competitive and quality resources depend heavily on the quality of the educational process at and out of school.

Teacher performance is a component of human resources that must be nurtured and developed continuously to prepare generations who have skills and expertise in their respective fields and noble character, meaning that teacher performance has a vital role in improving the quality of education. Mashari (2019) and Putri & Mahmud (2016) also stated that no matter how good and complete the curriculum, media, methods, facilities, and infrastructure are, the success of education lies in the teacher's performance.

Teacher performance needs to be improved because it is responsible for forming students' abilities and mentality. For this reason, problems related to teacher performance, both in terms of physical and psychological aspects, need to be of concern to supervisors and motivators. This follows what was conveyed by the results of interviews with the chairman of the KKG PAI Cilimus that through various activities and meetings, it always motivates to work professionally as a teacher.

The success of schools in improving the quality of education is closely related to the ability of supervisors to supervise their teachers, such as providing guidance, coaching, and services that can advance teacher performance in carrying out their duties. Besides that, supervisors as supervisors must be able to develop the creative potential of the teachers, they foster either through training or education workshops.

## IV. CONCLUSIONS

The study results show that "Implementation of the Role of Supervisors as Agents of Change in Islamic Education in Indonesia" has been well implemented. The indicator is that the results of interviews with PAI supervisors, school principals, and Islamic Religious Education teachers show that in carrying out coaching, the religious teacher already has the role expected by the Islamic Religious Education teacher at school. This is because Islamic Education supervisors have carried out their supervision to the fullest and are trying to be at the forefront of their role as a motivator, namely the implementation of good teaching and learning, there is renewal as the role of an innovator, and there is discussion and openness that acts as a partner/co-teacher.

Implementing supervision, namely, the guidance of PAI teachers in schools, is good but could be more optimal. Based on the results of the researcher's interviews with Islamic Religious Education teachers, it was stated that the frequency of supervision, which is 2-3 times in one semester, causes less than optimal development of Islamic Religious Education teachers. Supervision is carried out using class visits, class observations, group coaching in collaboration with the KKG, workshops, and seminars.

The implementation of supervision significantly impacts the performance of PAI teachers in schools. This is reflected in the implementation of teaching and learning activities carried out by the teacher and the current administration, and this indicates that the teacher can feel maximum guidance from the supervisor. This means that the implementation of supervision of teacher performance is positive, with the implementation of better supervision will improve better teacher performance.

## REFERENCES

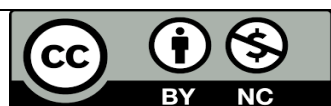
- 1) Agusta, A. R., Hanum, S., Simaremare, J. A., Wahab, A., Minar Trisnawati Tobing, M. P., Owon, R. A. S., Dahniar, N., Fimansyah, W., Kusnadi, E., & Awaludin, A. A. R. (2021). *Inovasi Pendidikan*. Yayasan Penerbit Muhammad Zaini.
- 2) Anditasari, R. D., Sutrisno, S., Nur'aini, K. N., & Aristyowati, A. (2023). Actualization of Civic Literacy in the Learning of Citizenship in High School. *International Journal of Educational Qualitative Quantitative Research*, 2(1), 7–11. <https://doi.org/10.58418/ijeqqr.v2i1.36>
- 3) Anwar, S., & Utama, W. (2013). Agen Perubahan (Agent Of Change). *Jurnal (Http://Www. Bppk. Kemenkeu. Go. Id)*, 12.
- 4) Caras, A., & Sandu, A. (2014). The role of supervision in professional development of social work specialists. *Journal of Social Work Practice*, 28(1), 75–94.
- 5) Dalimunthe, S. S. (2019). *Implementasi Nilai-Nilai Pendidikan Antikorupsi Pada Mata Pelajaran Aqidah Akhlak Di Madrasah Aliyah Negeri 3 Medan*. Universitas Islam Negeri Sumatera Utara.
- 6) Danim, S., & Khairil, H. (2015). *Profesi kependidikan*.

## Implementation of Supervisors as Agents of Change in Islamic Education in Indonesia (Case Study of Islamic Religious Education Supervisors in Kuningan Regency)

- 7) Djadjuli, D. (2018). Pelaksanaan pengawasan oleh pimpinan dalam meningkatkan kinerja pegawai. *Dinamika: Jurnal Ilmiah Ilmu Administrasi Negara*, 4(4), 565–573.
- 8) Djubaedi, D., Rohadi, T., & Kodama, Y. (2023). Core Entrepreneurial Competencies for Local Content Curriculum. *International Journal of Educational Qualitative Quantitative Research*, 2(1), 12–17. <https://doi.org/10.58418/ijeqqr.v2i1.38>
- 9) Djubaedi, D., Sutarno, U., Fatimah, S., & Hidayat, A. (2022). The Development of Multicultural Curriculum for Islamic Religious Education: A Literature Review. *International Journal of Social Science And Human Research*, 5(7), 3077–3083.
- 10) Djubaedi, D., Sumarna, C., & Rosidin, D. N. (2022). *Peran Pengawas Sebagai Agen Perubahan Pendidikan Islam di Indonesia*. Perkumpulan Rumah Cemerlang Indonesia.
- 11) Fatimah, S., Rosidin, D. N., & Hidayat, A. (2022). Student-based Learning in The Perspective of Constructivism Theory and Maieutics Method. *International Journal Of Social Science And Human Research*, 5(5), 1632–1637.
- 12) Fitriyani, F. (2018). Efektivitas Pelaksanaan Supervisi Kepala Sekolah dalam Meningkatkan Kinerja Guru Pendidikan Agama Islam. *El-Ghiroh: Jurnal Studi Keislaman*, 15(2), 79–95.
- 13) Fuad, V. (2023). Relationship between Young Citizens Democracy Education and Good Governance. *International Journal of Educational Qualitative Quantitative Research*, 2(1), 35–41. <https://doi.org/10.58418/ijeqqr.v2i1.41>
- 14) Fullan, M. (2015). *The new meaning of educational change*. Teachers college press.
- 15) Hidayat, A., Fatimah, S., & Rosidin, D. N. (2022). Challenges and Prospects of Islamic Education Institutions and Sustainability in The Digital Era. *Nazhruna: Jurnal Pendidikan Islam*, 5(2), 351–366.
- 16) Iskandar, R., & Zulela, M. S. (2021). Professionalism analysis of basic education teachers as agents to improve creativity in digital era. *Jurnal Ilmiah Sekolah Dasar*, 5(1), 16–24.
- 17) Isya, R. M. (2022). *Implementasi pembelajaran pendidikan agama islam melalui metode problem solving di SMP Negeri 5 Sidoarjo*. UIN Sunan Ampel surabaya.
- 18) Karim, A., Kartiko, A., Daulay, D. E., & Kumalasari, I. D. (2021). The Effect of The Supervision of The Principal and The Professional Competency of Teachers on Teacher Performance in Private MI in Pacet District. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 6(3), 497–512.
- 19) Kodir, D. A., Fatimatuzzahroh, F., Sukarna, S., & Mashuri, M. (2023). Memahami Peran Pemimpin sebagai Agen Perubahan. *Jurnal Syntax Admiration*, 4(1), 84–98.
- 20) Maghfiroh, L. (2018). Strategi Peningkatan Mutu Pendidikan Madrasah Melalui Total Quality Management (TQM) Di Madrasah Ibtidaiyah Wahid Hasyim Yogyakarta. *TA'LIM: Jurnal Studi Pendidikan Islam*, 1(1), 19–39.
- 21) Marhawati, B. (2018). *Pengantar Pengawasan Pendidikan*. Deepublish.
- 22) Mashari, A. (2019). Kontribusi motivasi dan karakteristik guru terhadap kinerja guru di SMP Maarif Metro Lampung. *Ahsanta Jurnal Pendidikan*, 5(2), 1–10.
- 23) Masrullah, F., & Ghufroon, G. (2020). Profesionalisme Pengawas dalam Pengembangan Mutu Guru Madrasah. *JIEMAN: Journal of Islamic Educational Management*, 2(1), 75–86.
- 24) Miran, M., & Sumampouw, O. (2023). Superior College Applied Research Competence of SPI Members in the Context of Improving the Quality of Supervisory Performance at Manado State University. *Aptisi Transactions on Technopreneurship (ATT)*, 5(1), 73–86.
- 25) Mukhtar, M. (2013). *Pengawasan Pendidikan*. BPJM Press.
- 26) Nurhaeni, H., Supriatin, S., & Rosmiatin, M. (2022). Educational Effects of Stop Smoking in Adolescents in the Covid-19 Pandemic. *International Journal of Nursing Information*, 1(2), 13–19. <https://doi.org/10.58418/ijni.v1i2.28>
- 27) Nuridin, N., Jamali, J., Firdaus, S., Rosidin, D. N., Fatimah, S., & Hidayat, A. (2021). Multicultural Awareness of Al-Qur'an Perspective and Prevention of Religious Radicalism-Liberalism. *International Journal of Multicultural and Multireligious Understanding*, 8(10), 256–261.
- 28) Nilda, N., Hifza, H., & Ubabuddin, U. (2020). Peran Kepala Sekolah Sebagai Supervisor dalam Meningkatkan Kinerja Guru Pendidikan Agama Islam Sekolah Dasar. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 3(1), 12–18.
- 29) Posangi, S. S. (2021). Peran Pengawas dalam Meningkatkan Kinerja Guru di Madrasah Tsanawiyah Negeri 2 Kotamobagu. *Tadbir: Jurnal Manajemen Pendidikan Islam*, 9(2), 222–240.
- 30) Pratomo, H. W. (2022). Educational Leadership: Islamic Religious, Philosophy, Psychology, and Sociology Perspectives. *International Journal of Social Science and Human Research*, 05(05). <https://doi.org/10.47191/ijsshr/v5-i5-26>
- 31) Putri, O. E., & Mahmud, A. (2016). Pengaruh Pemahaman Kurikulum, Supervisi Akademik, Dan Fasilitas Kerja Terhadap Kinerja Guru Ekonomi SMA/MA Negeri Di Kota Magelang. *Economic Education Analysis Journal*, 5(1).

## Implementation of Supervisors as Agents of Change in Islamic Education in Indonesia (Case Study of Islamic Religious Education Supervisors in Kuningan Regency)

- 32) Rahmah, S. (2018). Pengawas sekolah penentu kualitas pendidikan. *Jurnal Tarbiyah*, 25(2).
- 33) Renata, R., Wardiah, D., & Kristiawan, M. (2018). The influence of headmaster's supervision and achievement motivation on effective teachers. *International Journal of Scientific & Technology Research*, 7(4), 44–49.
- 34) Retnasari, L., Hakim, A. P., Hermawan, H., & Prasetyo, D. (2023). Cultivating Religious Character through School Culture. *International Journal of Educational Qualitative Quantitative Research*, 2(1), 27–34. <https://doi.org/10.58418/ijeqqr.v2i1.29>
- 35) Rohmatika, R. V. (2016). Urgensi Supervisi Manajerial Untuk Peningkatan Kinerja Sekolah. *Ijtima'iyya: Jurnal Pengembangan Masyarakat Islam*, 9(1), 1–20.
- 36) Rosmalina, A., Elrahman, H., Handayani, H., & Affendi, H. (2023). Islamic Mental Health Education for Adolescents in the Digital Era. *International Journal of Educational Qualitative Quantitative Research*, 2(1), 18–26. <https://doi.org/10.58418/ijeqqr.v2i1.39>
- 37) Selamat, M. (2017). Pengaruh Kompetensi Supervisi Manajerial Dan Supervisi Akademik Pengawas Sekolah Terhadap Kinerja Guru (Studi Deskriptif Kuantitatif pada SMP Negeri di Kota Banjar). *Administrasi Pendidikan: Jurnal Ilmiah Mahasiswa Pascasarjana*, 2(1), 73–86.
- 38) Suradi, A. (2018). Supervisi Akademik Kepala Sekolah Pada Kinerja Guru Pendidikan Agama Islam Di Sekolah Dasar Negeri 79 Kota Bengkulu. *AULADUNA: Jurnal Pendidikan Dasar Islam*, 5(1), 13–29.
- 39) Tohirin, A., Mustiningsih, M., & Sultoni, S. (2018). Proses Perubahan Status Madrasah Swasta Menjadi Madrasah Negeri. *JAMP: Jurnal Administrasi Dan Manajemen Pendidikan*, 1(3), 270–278.
- 40) Tonta, N., Siraj, A., & Yaumi, M. (2019). Pelaksanaan Supervisi Akademik Pengawas dalam Pembinaan Guru PAI pada Madrasah Aliyah Pondok Pesantren Nurul Falah. *Manajemen Pendidikan*, 14(1), 31–37.
- 41) Tushman, M. L., & O'Reilly III, C. A. (1996). Ambidextrous organizations: Managing evolutionary and revolutionary change. *California Management Review*, 38(4), 8–29.
- 42) Wahyu, W. (2020). Concept of supervision of learning process in increasing the quality of education results in Madrasah. *International Journal of Nusantara Islam*, 8(1), 67–77.
- 43) Yuliah, E. (2020). Implementasi Kebijakan Pendidikan. *Jurnal At-Tadbir: Media Hukum Dan Pendidikan*, 30(2), 129–153.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.