

The role of educational supervisors in supporting the implementation of the Deep Learning Curriculum and the Love-Based Curriculum (KBC) at Madrasah Tsanawiyah in Tarakan City

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Article Info

Keywords:

Educational Supervisor,, Academic Supervision,, Deep Learning Curriculum,, Love-Based Curriculum,, Islamic Education Management,, Educational Transformation;

ABSTRACT

This study aims to analyze the role of educational supervisors in supporting the implementation of the Deep Learning Curriculum and the Love-Based Curriculum (KBC) at Madrasah Tsanawiyah (Islamic junior high schools) in Tarakan City. The study used a qualitative approach through observation, in-depth interviews, and documentation studies involving madrasah supervisors, madrasah principals, teachers, and educational stakeholders. The results indicate that madrasah supervisors play a strategic role as academic supervisors, facilitators, and change agents in overseeing the implementation of the Deep Learning Curriculum and the Love-Based Curriculum through academic supervision, teacher professional development, assistance in developing curriculum-aligned learning materials, and strengthening a learning culture that fosters critical thinking, collaboration, communication, and character development based on the value of love. However, implementation still faces obstacles such as a limited number of supervisors, high workloads, varying teacher competencies, and limited resources. Therefore, strengthening supervisor competencies, collaborative supervision, utilizing digital technology, and synergy among stakeholders is necessary. This study confirms that optimizing the supervisor's role is key to the successful implementation of the Deep Learning Curriculum and the Love-Based Curriculum in madrasahs.

Informasi Artikel

Kata Kunci:

Pengawas Pendidikan,, Supervisi Akademik,, Kurikulum Deep Learning,, Kurikulum Berbasis Cinta,, Manajemen Pendidikan Islam,, Transformasi Pendidikan,;

ABSTRAK

Penelitian ini bertujuan untuk menganalisis peran pengawas pendidikan dalam mendukung implementasi Kurikulum Deep Learning dan Kurikulum Berbasis Cinta (KBC) di Madrasah Tsanawiyah Kota Tarakan. Penelitian menggunakan pendekatan kualitatif melalui observasi, wawancara mendalam, dan studi dokumentasi yang melibatkan pengawas madrasah, kepala madrasah, guru, dan pemangku kepentingan pendidikan. Hasil penelitian menunjukkan bahwa pengawas madrasah memiliki peran strategis sebagai supervisor akademik, fasilitator, dan agen perubahan dalam mengawal implementasi Kurikulum Deep Learning dan Kurikulum Berbasis Cinta melalui supervisi akademik, pembinaan profesional guru, pendampingan penyusunan perangkat pembelajaran yang sesuai dengan kurikulum, dan penguatan budaya belajar yang menumbuhkan kemampuan berpikir kritis, kolaborasi, komunikasi, serta pembentukan karakter berbasis nilai cinta. Namun, implementasinya masih menghadapi kendala keterbatasan jumlah pengawas, beban kerja yang tinggi, variasi kompetensi guru, serta keterbatasan sarana. Oleh karena itu, diperlukan penguatan kompetensi pengawas, supervisi kolaboratif, pemanfaatan teknologi digital, dan sinergi antar pemangku kepentingan. Penelitian ini menegaskan bahwa optimalisasi peran pengawas merupakan kunci keberhasilan implementasi Kurikulum Deep Learning dan Kurikulum Berbasis Cinta di madrasah.

Article History

Received : 02/06/2026
Revised : 28/06/2026
Accepted : 21/07/2026

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1. Introduction

Social change, the development of digital technology, and advances in artificial intelligence have driven a paradigm shift in education in the 21st century. Education is no longer solely oriented toward mastering knowledge; it is also required to develop critical thinking skills, creativity, collaboration, communication, problem-solving abilities, and strong character.[1] In this context, educational institutions are required to produce graduates who excel not only academically but also possess social, emotional, and spiritual intelligence, as well as the ability to adapt to rapid change. This transformation demands curriculum and learning innovations that address the needs of students in the knowledge-based society era.

As part of the national education system, madrasahs have broader responsibilities, not only developing students' academic competencies but also shaping character, noble morals, and the Islamic values that are the hallmark of Islamic education.[2] This challenge becomes even more complex when madrasahs must prepare students to compete globally without losing their religious identity and humanitarian values. Therefore, a curriculum approach is needed that not only emphasizes cognitive aspects but also integrates affective, spiritual, and social dimensions into the learning process.

One approach currently receiving attention in the transformation of national education is the concept of Deep Learning. In the educational context, Deep Learning is not defined as artificial intelligence technology, but rather as a learning approach that emphasizes in-depth, reflective, meaningful, contextual, and learner-centered understanding.[3] This approach is aimed at fostering active student involvement in the learning process so they can connect knowledge with the realities of life, develop higher-order thinking skills, and generate sustainable learning. The transformation of learning toward in-depth education has even become a direction of national education policy in order to prepare human resources that are adaptive to current developments.

In line with the concept of deep learning, the Ministry of Religious Affairs of the Republic of Indonesia is also developing a humanistic educational paradigm through the Love-Based Curriculum (KBC). This curriculum was launched as an effort to provide education that is not only oriented towards the transfer of knowledge, but also instills the values of compassion, togetherness, tolerance, respect for human dignity, and social and ecological responsibility. The KBC was born from the awareness that education must be an instrument for building social harmony, strengthening religious moderation, and reducing various forms of intolerance and violence still found in society.[4]

Philosophically, the Love-Based Curriculum is not a new curriculum that replaces existing ones, but rather a value orientation and educational spirit that animates the entire learning process. This curriculum places love for God, fellow human beings, science, the environment, and the homeland as the foundation for developing

students' character. In its implementation, the KBC emphasizes the importance of learning experiences that build empathy, respect for differences, social awareness, and a humanistic relationship between teachers and students.

The Deep Learning Curriculum and the Love-Based Curriculum essentially have complementary orientations. Deep Learning seeks to improve the quality of the learning process by strengthening higher-order thinking skills and meaningful learning, while the Love-Based Curriculum strengthens the dimensions of character, spirituality, and human values in education. The integration of these two approaches has the potential to produce students who are not only intellectually intelligent but also possess mature personalities, strong social empathy, and the ability to face global challenges while remaining grounded in religious and humanitarian values.

The successful implementation of both curricula is greatly influenced by the quality of educational management and the effectiveness of the guidance system implemented by educational supervisors. In the madrasah education system, supervisors have a strategic function as academic and managerial supervisors, tasked with coaching, monitoring, evaluating, mentoring, and developing the professionalism of teachers and principals.[5] The supervisor's role becomes increasingly important as madrasahs face demands for curriculum change that require a transformation of learning paradigms, improved teacher competency, and a strengthened culture of educational quality.

In practice, the implementation of the Deep Learning Curriculum and the Love-Based Curriculum at Madrasah Tsanawiyah in Tarakan City still faces various challenges. Initial observations indicate that teachers' understanding of the concept of deep learning is uneven, their ability to develop innovative learning strategies varies, and the internalization of the Love-Based Curriculum values into learning practices requires more systematic mentoring. Furthermore, educational supervisors also face various obstacles, such as a limited number of supervisors, the size of their supervised areas, high administrative burdens, and the need to improve competency to address the dynamics of contemporary educational transformation.

Previous studies have shown that academic supervision significantly contributes to improving teacher competency, learning quality, and education quality. However, most research still focuses on general educational supervision, partial curriculum implementation, or teacher competency development without directly linking it to the implementation of the Deep Learning Curriculum and the Love-Based Curriculum.[6] Research that specifically examines how educational supervisors play a role in integrating these two curriculum approaches in the madrasa environment, especially in the context of border areas such as Tarakan City, is still relatively limited.

Based on these conditions, there are research gaps that require attention. First, there are still limited studies linking the role of educational supervisors to the simultaneous implementation of the Deep Learning Curriculum and the Love-Based Curriculum. Second,

there are not many studies that comprehensively identify the obstacles and challenges faced by supervisors in overseeing the implementation of both curricula. Third, there are still few studies that offer strategies to optimize the role of supervisors as agents of educational transformation in the madrasa context. Therefore, this study aims to analyze the role of educational supervisors in supporting the implementation of the Deep Learning Curriculum and the Love-Based Curriculum in Madrasah Tsanawiyah (Islamic junior high schools) in Tarakan City, identify various obstacles and challenges faced in the implementation of supervision and coaching, and formulate strategies to optimize the role of supervisors to increase the effectiveness of the implementation of both curricula. The novelty of this research lies in the development of a humanistic transformative supervision perspective that integrates academic supervision, deep learning, strengthening the values of love, and the madrasa's quality culture within a coherent conceptual framework. The results of this study are expected to provide theoretical contributions to the development of Islamic education management and educational supervision, as well as provide practical recommendations for supervisors, madrasa principals, teachers, and policy makers in improving the quality of madrasa education in the era of digital transformation.

2. Method

This research employed a qualitative research method with a case study approach. This approach was used to gain an in-depth understanding of the role of educational supervisors in supporting the implementation of the Deep Learning Curriculum and the Love-Based Curriculum (KBC) at Madrasah Tsanawiyah (Islamic junior high school) in Tarakan City.

Location and Time

The research was conducted at Madrasah Tsanawiyah Tarakan City, Tarakan Regency, North Kalimantan, Indonesia, from February to April 2026.

Research Subjects: Madrasah Supervisor, Madrasah Principal, Deputy Madrasah Principal for Curriculum, Teachers, Students of Tarakan City Middle School

Data Collection Techniques

- Observation
- In-depth interviews
- Documentation

Data Analysis Techniques

- Data reduction
- Data display
- Conclusion drawing and data verification

Data Validity

- Source triangulation
- Technique triangulation
- Time triangulation

3. Result and Discussion

Result

1. The Role of Educational Supervisors in Supporting the Implementation of the Deep Learning Curriculum and the Love-Based Curriculum (KBC) at Madrasah Tsanawiyah in Tarakan City

The research findings indicate that educational supervisors hold a highly strategic position in supporting the implementation of the Deep Learning Curriculum and the Love-Based Curriculum (KBC) at Tarakan City Islamic Junior High Schools (Madrasah Tsanawiyah). This role extends beyond administrative oversight and also encompasses academic supervision, teacher professional development, curriculum development facilitation, learning mentoring, and strengthening a culture of quality within the madrasah environment. Interviews with madrasah supervisors, principals, and teachers revealed that implementing both curricula requires a paradigm shift in learning from a teacher-centered approach to one that is student-centered, contextual, reflective, collaborative, and oriented toward character development.

In the context of the Deep Learning Curriculum, supervisors act as facilitators of learning transformation, helping teachers understand the concept of deep learning as a process that encourages students to think critically and creatively, solve problems, reflect, and connect learning material to the realities of life.[7] Supervisors regularly conduct academic supervision through learning observations, review of teaching materials, reflective discussions, and providing constructive feedback to teachers. Through these activities, teachers receive assistance in developing teaching modules, project-based learning strategies, collaborative learning, and authentic assessments, which are the main characteristics of in-depth learning. Research findings indicate that the presence of supervisors has a positive impact on improving teachers' understanding of the implementation of deep learning. Teachers are no longer solely focused on delivering material and achieving curriculum targets, but are beginning to develop learning activities that foster active student engagement. This is evident in the increasing use of discussion methods, case studies, project-based learning, problem-based learning, and contextual learning, which enable students to build more meaningful understanding.

In addition to supporting the implementation of the Deep Learning Curriculum, supervisors also play a crucial role in overseeing the implementation of the Love-Based Curriculum (KBC). Research findings indicate that supervisors strive to internalize the values of love, compassion, empathy, respect for diversity, tolerance, and religious moderation through various teacher and principal development programs. Supervisors view education as not only aimed at developing academically intelligent students, but also individuals with noble character and strong social awareness.

In implementing academic supervision, supervisors encourage teachers to create a safe, comfortable, inclusive learning environment that respects student

diversity. Teachers are directed to develop humanistic communication, build positive emotional relationships with students, and implement learning approaches that prioritize respect for human dignity. These practices align with the principles of the Love-Based Curriculum, which places the value of compassion as the primary foundation of the educational process.

The research findings also indicate that supervisors act as mediators between educational policy and implementation practices at the madrasah level. Supervisors help translate normative curriculum concepts into operational programs that can be implemented by teachers and madrasah principals. This role is crucial given the varying understanding of teachers regarding the concepts of Deep Learning and the Love-Based Curriculum.

From an Islamic educational management perspective, the supervisory role identified in this study reflects a transformative supervision model. Supervisors no longer function as controllers who merely assess teacher performance, but rather develop into professional partners who accompany the process of change and continuous improvement of educational quality. These findings reinforce modern supervision theory, which emphasizes collaboration, empowerment, and human resource capacity development as core elements of educational supervision practice.

2. Obstacles and Challenges Faced by Educational Supervisors in Conducting Supervision and Guidance Related to the Implementation of the Deep Learning Curriculum and the Love-Based Curriculum

Although educational supervisors have performed various strategic functions in supporting the implementation of both curricula, this study identified several obstacles and challenges that impacted the effectiveness of supervision and coaching. The first obstacle relates to the limited number of supervisors compared to the number of madrasahs (Islamic schools) that must be supervised. This situation has prevented the intensity of academic supervision from being optimally and sustainably provided to all teachers.

Interviews indicate that each supervisor must handle several madrasahs with different characteristics, needs, and challenges. This situation has limited the time available to provide in-depth support for the implementation of the Deep Learning Curriculum and the Love-Based Curriculum. In some cases, supervision has focused more on administrative aspects than on substantive pedagogical support.

The second obstacle is the varying levels of teacher understanding and readiness to implement both curricula. Some teachers have grasped the concepts of deep learning and values-based education, while others still require intensive support. Differences in educational background, teaching experience, digital competency, and adaptability to change are factors that influence the success of curriculum implementation.

The next challenge relates to changing work culture within the madrasah environment. Implementing the Deep Learning Curriculum requires a paradigm shift

from memory-oriented learning to one that emphasizes higher-order thinking processes. Meanwhile, the Love-Based Curriculum requires all madrasa members to build a more humanistic, collaborative organizational culture oriented toward respect for human values. This cultural change is not always easy, requiring a continuous adaptation process.

This study also found that limited educational facilities and infrastructure remain a challenge in supporting deep learning. Several teachers revealed that the implementation of project-based learning models, digital collaboration, and exploration of technology-based learning resources are often hampered by limited supporting facilities. This situation has prevented the implementation of Deep Learning from being fully implemented.

Furthermore, the limited availability of specific training programs related to the Deep Learning Curriculum and the Love-Based Curriculum is a factor affecting the quality of implementation. Most teachers obtain information through short socialization sessions or independent learning, resulting in a less comprehensive understanding. This situation requires supervisors to play a more active role in providing ongoing professional development.

From the perspective of organizational change in education, these various obstacles demonstrate that implementing curriculum innovation is not merely a technical issue, but also relates to human resource readiness, organizational culture, educational leadership, and institutional system support. Therefore, the successful implementation of both curricula requires a systemic and collaborative approach.

3. Strategy for Optimizing the Role of Educational Supervisors in Supporting the Successful Implementation of the Deep Learning Curriculum and the Love-Based Curriculum at Madrasah Tsanawiyah in Tarakan City

Based on research findings, optimizing the role of educational supervisors can be achieved through various integrated strategies. The first strategy is strengthening supervisors' professional competencies. Supervisors need to receive ongoing training on the concepts of Deep Learning, Love-Based Curriculum, coaching-based academic supervision, the use of educational technology, and transformative leadership approaches. This competency enhancement is crucial for supervisors to be able to provide mentoring relevant to teacher needs and contemporary educational developments.

The second strategy is developing a collaborative supervision model. Research shows that a dialogic, participatory, and reflective supervisory approach is more effective than an instructive and administrative supervision model. Through collaborative supervision, supervisors can build stronger professional relationships with teachers, making the mentoring process more meaningful and sustainable.

The third strategy is utilizing digital technology in supervision. The use of digital platforms allows supervisors to monitor, consult, share best practices,

and provide professional mentoring without having to be physically present at the madrasah. This approach is an effective solution to overcome time constraints and the limited scope of supervisors' responsibilities.

The fourth strategy is strengthening professional learning communities. Supervisors can facilitate the formation of collaborative forums among teachers to share experiences, discuss curriculum implementation challenges, and jointly develop learning innovations. Through professional learning communities, the process of improving teacher competency can be more sustainable and based on real needs in the field.

The fifth strategy is to strengthen synergy between supervisors, madrasah principals, teachers, madrasah committees, and other educational stakeholders. The implementation of the Deep Learning Curriculum and the Love-Based Curriculum cannot be done in isolation but requires the support of all elements of the educational system. Strong collaboration will create a learning ecosystem conducive to the development of student competencies and character.

The key findings of this study indicate that optimizing the role of educational supervisors not only contributes to improving the quality of academic supervision but also plays a role in building a culture of quality, learning, and love within the madrasah environment. A transformative, humanistic, and collaborative supervisory model has proven to be a relevant approach to supporting the implementation of the Deep Learning Curriculum and the Love-Based Curriculum in the era of 21st-century educational transformation.[8]

The major findings of this study indicate that the successful implementation of the Deep Learning and Love-Based Curriculums in Madrasah Tsanawiyah (Islamic junior high schools) in Tarakan City was significantly influenced by the transformation of the role of educational supervisors from an administrative oversight function to a transformative supervisory function oriented towards mentoring, empowerment, and professional development of teachers. Supervisors act as agents of change, integrating deep learning with values-based and compassionate education within a comprehensive academic supervision framework.

The novelty of this research lies in the development of the Humanistic Transformative Supervision Model concept, which integrates four main dimensions: academic supervision, deep learning, internalization of the Love-Based Curriculum values, and strengthening the madrasah's quality culture. This model offers a new perspective in the study of Islamic education management because it positions supervisors not only as evaluators of educational quality but also as facilitators of learning transformation and holistic student character development. Thus, this research makes a conceptual contribution to the development of Islamic educational supervision theory as well as a practical contribution to improving madrasah quality in the digital and artificial intelligence era.

Conclusion

Based on the research and discussion on optimizing the role of educational supervisors in the implementation of

the Deep Learning Curriculum and the Love-Based Curriculum (KBC) at Madrasah Tsanawiyah (Islamic junior high school) in Tarakan City, it can be concluded that educational supervisors play a highly strategic role in supporting the successful implementation of both curricula. This role is realized through academic supervision, teacher professional development, mentoring in the development of learning tools, monitoring curriculum implementation, facilitating the strengthening of a culture of quality, and fostering the character and humanitarian values that underpin the Love-Based Curriculum.

In the implementation of the Deep Learning Curriculum, supervisors play a role in enhancing teacher capacity to develop more meaningful, reflective, contextual, and student-centered learning. Through ongoing supervision and coaching, teachers gain a better understanding of learning strategies that foster critical thinking, creativity, collaboration, communication, and problem-solving skills. Meanwhile, in the implementation of the Love-Based Curriculum, supervisors play a role in fostering a humanistic, inclusive, empathetic educational culture oriented toward character building, religious moderation, and respect for human dignity.

This study also found that the implementation of supervision and coaching still faces various obstacles and challenges. These obstacles include the limited number of supervisors compared to the number of supervised madrasahs, the high workload of supervisors, varying teacher competencies in understanding and implementing the two curricula, limited learning support facilities and infrastructure, and suboptimal training and mentoring programs related to the Deep Learning Curriculum and the Love-Based Curriculum. Furthermore, changes in the learning paradigm and organizational culture of madrasahs require an adaptation process that cannot be achieved instantly and therefore requires ongoing support and coaching. To address these challenges, this study identified several optimization strategies that can be implemented, including strengthening the professional competency of supervisors, developing collaborative supervision based on coaching and mentoring, utilizing digital technology in academic supervision, strengthening professional learning communities, and increasing synergy between supervisors, madrasah principals, teachers, and other educational stakeholders. These strategies are believed to strengthen the effectiveness of supervisors' roles in overseeing the sustainable implementation of both curricula.

The main findings of this study indicate that the successful implementation of the Deep Learning Curriculum and the Love-Based Curriculum is not only determined by the quality of the curriculum itself, but is also greatly influenced by the effectiveness of the educational guidance and supervision system. Therefore, educational supervisors need to be positioned as agents of transformation capable of bridging educational policy with learning practices at the madrasah level through a professional, humanistic, collaborative approach oriented toward improving educational quality.

Madrasah principals need to build an organizational culture that supports collaboration, reflection,

innovation, and continuous learning so that the implementation of both curricula can be effective. Teachers also need to continuously improve their pedagogical, professional, social, and personal competencies to translate the principles of deep learning and love-based education into daily learning practices.

For policymakers, this research provides an empirical basis for formulating policies to strengthen the capacity of educational supervisors as an integral part of the strategy to improve the quality of madrasah education. Support for the digitalization of supervision, the development of professional learning communities, and the provision of ongoing training will be crucial factors in accelerating the successful implementation of various curriculum innovations in the future.

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