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Management of Supervision of Madrasah Principals in Improving the Quality of the Learning Process (Research Studies at MTs Madinnatun Najah Cirebon)

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ABSTRACT

Madrasah heads have a strategic role in improving the quality of education in the institutions they lead. The head of the madrasa not only acts as a learning leader, but more than that he is the leader of all leadership functions in a madrasa such as planning, career development, coordination and evaluation. Moreover, in this era of decentralization, the leadership of educational institutions is run autonomously which gives flexibility to madrasa heads to manage the institutions they lead in accordance with the vision of their leadership. The madrasa head as a wise supervisor must be able to plan what to do as an alternative solution to the problems that occur among the teachers he leads cooperatively and cooperate with each other in adjusting plans and new situations that arise. This research is a qualitative type. The implementation of the supervision of the madrasah head in improving the quality of the teaching and learning process in these two MTs has been carried out well by the way the madrasah head provides an assessment of teachers through pre-class visit activities, carrying out class visits and post-class visits. Then the madrasah head creates a supervision team who is given the task of setting supervision goals and making a supervision schedule. although there is still a feeling of discomfort between the two parties, this feeling may arise due to differences in teaching experience, age, perceptions of the implementation of supervision.

Keywords: *supervision; madrasah; quality.*

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INTRODUCTION

Education is an integral part of human life, where humans can develop their personality by developing their potentials according to the values in society and culture. Thus, from the existing values, a process takes place that is in line with the main goal of education, namely to develop students' abilities, knowledge, skills and

attitudes optimally. The educational process greatly determines the personality, skills and character of the human being.

Education is one of the pillars of the nation's life. The future of a nation can be known through the extent of the community, nation or state's commitment to implementing national education. Therefore, education is the main or determining factor for the future of the nation. In order to realize its ideal function to improve the quality of human resources, the education system in Indonesia must always orient itself to respond to the needs and challenges that arise in Indonesian society as a logical consequence of change.

Education does not only equip intelligence, but also competence and ethical values and the formation of character that makes students have a strong identity and belief in their competence (Pupuh and Suryana, 2011: 3). School is not just a process related to knowledge, but also includes several things related to physical, emotional, and financial aspects in realizing the vision and mission. This method is a systematic effort and continuously improves service quality, so that the focus is directed to customers, in this case students, parents of students, users of graduates, teachers, government and employees. There are at least five services that must be owned, namely, services according to what was promised (reliability), being able to guarantee learning (assurance), a conducive school climate (tangible), giving full attention to students (empathy), and being responsive to students' needs. (responsiveness) (Mulyasa, 2013: 26).

Education is a planned effort to shape the development of potential and ability so that it is beneficial for the interests of his life as an individual, as a community and as a citizen. Education will be able to bring progress for each individual to become a perfect human being. Through education it will also be able to bring individual progress in various fields and will even elevate their rank in the sight of Allah SWT. As explained in the word of God

O you who believe, if you are told to you: "Be spacious in majlis", then make room for it, Allah will make room for you. and if it is said: "Stand up", then stand up, Allah will exalt those who believe among you and those who are given knowledge by degrees. and Allah is Aware of what you do. (QS: al-Mujadilah: 11).

Madrasah is a formal educational institution that organizes teaching and learning activities as an effort to achieve educational goals. The person in charge in the teaching and learning process carried out in madrasahs also determines how the morals and performance of the teacher are. The level of the quality of education is much influenced by the quality of the learning process carried out by the teacher, because the teacher directly provides guidance and assistance to students in an effort to achieve educational goals.

To improve the teacher's ability to manage learning activities in madrasah is the responsibility of the madrasah head as supervisor, coach and direct supervisor. As we

all understand that the problem of the teaching profession will always exist and will continue along with advances in science and technology, so that professional guidance and development from the head of the madrasa is always needed by teachers on an ongoing basis. In addition to improving teacher performance, this coaching is also expected to have a positive impact on the emergence of a teacher's professional attitude.

Madrasah heads have a strategic role in improving the quality of education in the institutions they lead. The head of the madrasa not only acts as a learning leader, but more than that he is the leader of all leadership functions in a madrasa such as planning, career development, coordination and evaluation. Moreover, in this era of decentralization, the leadership of educational institutions is run autonomously which gives flexibility to madrasa heads to manage the institutions they lead in accordance with the vision of their leadership. The madrasa head as a wise supervisor must be able to plan what to do as an alternative solution to the problems that occur among the teachers he leads cooperatively and cooperate with each other in adjusting plans and new situations that arise.

The success or failure of education and learning in schools is greatly influenced by the ability of the principal in managing each component of the school (who is behind the school). The ability of the principal is mainly related to their knowledge and understanding of management and leadership, as well as the tasks assigned to them, because it is not uncommon for the failure of education and learning in schools to be caused by a lack of understanding by the principal of the tasks that must be carried out. These conditions indicate that the success or failure of a school in achieving its goals and realizing its vision and mission lies in how the principal's management and leadership, especially in mobilizing and empowering the various components of the school.

This is reinforced by Regulation of the Minister of Religion (PMA) No. 58 paragraph 9 of 2017 regarding school/madrasah principal standards which include 5 competencies that must be possessed by madrasah heads, namely personality competencies, managerial competencies, entrepreneurial competencies, supervision competencies and also social competencies. Signs of assessing the performance of school/madrasah principals of the Directorate General of Elementary Education in 2000, namely: 1) Ability to develop teaching supervision programs, 2) Ability to carry out teaching supervision programs, and 3) Ability to utilize supervision results.

The head of the madrasa as a supervisor has responsibility for improving the ability of teachers to manage learning activities in madrasas and has a very important role in the development and progress of madrasas. Therefore he must carry out supervision properly and correctly in accordance with the principles of supervision as well as the right techniques and approaches. Guidance carried out by the head of the madrasa for teachers can improve the performance and dedication of teachers in the world of education. Teachers are helped to always make learning innovations for students so that learning values can be maximally absorbed and form the best

personality of students. The main concern of supervision activities is assistance that can improve the professional abilities of teachers. This professional ability is reflected in the ability of teachers to provide learning assistance to their students, resulting in changes in academic behavior.

This is in accordance with the opinion of Sergiovani and Starrat quoted by E. Mulyasa (2006: 111) who said that supervision is a process specifically designed to assist teachers and supervisors in learning their daily tasks in madrasahs, in order to be able to use the knowledge and its ability to provide better services to parents of students and madrasahs as a more effective learning community.

Schools can become successful institutions if school principals, teachers and employees are able to carry out the functions and practices of good education governance or management. The level of quality of human resources is highly dependent on the educational process, both formal and informal approaches.

A country, be it a developed country or a newly developing country, really prioritizes the need for education services. The progress of a country is certainly inseparable from the existence of educated and skilled human beings. Likewise, Indonesia is a developing country and is actively engaged in carrying out development, be it physical or non-physical development, including development in the education sector. One of the platforms for creating educated people regardless of cultural background, the socio-economic level of the students involved in it, is Madrasah.

The duties and obligations of the head of the madrasah, in addition to managing the running of the madrasah, must also be able to cooperate and have close relations with the community. He is obliged to arouse the enthusiasm of staff, teachers and madrasah employees to work better, build and maintain kinship, cohesiveness of unity between teachers, employees and their students, develop the madrasah curriculum, know the madrasah plan and know how to run it, pay attention to and work on it. the welfare of teachers and employees and so on. The duties of the madrasah head as such are part of the supervisory functions that are his responsibility as an educational leader. As explained by Ngalim Purwanto (1988:76) as follows:

Supervision is all assistance from madrasah leaders, which is aimed at developing the leadership of teachers and other madrasah personnel in achieving educational goals. It is the encouragement, guidance and opportunity for the growth of the skills and abilities of teachers such as guidance in the effort and implementation of reforms in education and teaching, the selection of learning tools and better teaching methods, methods of systematic assessment of phase of the whole teaching process and so on. In other words, supervision is a planned coaching activity to help teachers and other madrasah staff carry out their work effectively.

MC Narney reviewed supervision as an assessment process, saying: "Supervision is a procedure for giving direction and conducting a critical assessment of the teaching

process" (Herabudin, 2013: 196). Substantially, the meaning of supervision contains the following main elements:

- a. Objective,
- b. teaching and learning situations,
- c. Supervision,
- d. Guidance and direction,
- e. critical Appraisal,
- f. Supervisory duties. (Herabudin, 2013:196)

Supervision as an activity designed to improve teaching at all levels of schooling, related to the development and growth of children, supervision is also an aid in the development of good teaching and learning. So, the main task of supervision is to help teachers gain self-direction and solve their own teaching problems. Supervision is a set of activities and role formulation specifically designed to influence teaching so that it is carried out with higher quality. Educational supervision is focused on improving teaching as an effort to grow the teacher's professional position, emphasis is placed on integrating individual needs with the educational objectives of the main tasks in madrasah.

The madrasa head plays an important role in developing the madrasa. As an educator, the head of the madrasa is required with his experience as a senior teacher to educate not only students but all components in the madrasa. As a motivator, the principal of the madrasa always encourages his subordinates or students to do a good job. As an administrator, the madrasa head must have good management or governance because the leader is closely related to problems or and regulates. As a supervisor, in accordance with the meaning of supervision, the madrasa head is expected not only to supervise but also to carry out solutive supervision or supervise to improve. Leader is a leader that is as a person who is number one in all things. And innovative is that he is required to always think and work towards good reforms in order to create various ideas or in any way to help find quality educational formulations (Burhanudin, 1990:61).

In practice, supervision not only monitors whether teachers/staff carry out their duties as well as possible according to the instructions or provisions outlined, but also works with teachers on how to improve the teaching and learning process. So, in supervision activities teachers are not seen as passive executors, but are treated as working partners who have ideas, opinions and experiences that need to be heard and appreciated and included in efforts to improve education.

The supervisor is in charge of providing guidance and counselling, for the progress of the madrasah. Therefore, those who are in charge of being supervisors must be open-minded or wise in accepting various suggestions and criticisms from all parties so that every decision-making produces the best for the progress of the madrasa. Teachers and madrasa employees are continuously directed and fostered and guided to achieve perfection in their work. The madrasa head must also have high knowledge and skills in accordance with his area of responsibility in the madrasa. The

head of the madrasa must also have creative ideas that can enhance the development of the madrasa.

As a supervisor, the madrasa head is obliged to organize all madrasa activities and madrasa administration by connecting all organizational personnel with the tasks they carry out so that there is unity, harmony, and produce the right policies and decisions. These organizing actions include supervising, giving values, directing, and guiding organizational personnel. In other words, cooperation is needed, cooperation from various parts of the organization is needed so that the organization that is carried out can solve all the obstacles and obstacles that exist.

The task of a supervisor is to help, encourage and provide confidence to the teacher, that the teaching and learning process can provide development of various experiences, knowledge, attitudes and teacher skills, and the learning process carried out by the teacher must be assisted professionally so that the teacher can develop in his work, namely to improve the effectiveness and efficiency of the teaching and learning process. Improving teacher performance in carrying out this noble task is the responsibility of the madrasa head to teachers and students in madrasas. Motivational assistance can be in the form of awards for outstanding teachers, providing effective and enjoyable learning methods, and also giving strict punishment as good education to teachers who do not carry out their duties properly as a logical consequence.

In teaching supervision activities, the head of the madrasah does not only function as a supervisor. But there is also supervision attached to the headmaster of the madrasah. In line with this opinion, Made Pidarta (2009: 10) states that supervision carried out by the unit head or school principal is called inherent supervision. Because supervision here is one of the routine activities of the madrasa when the situation is calm or not turbulent.

Supervision carried out by the head of the madrasa, among other things, is to improve the competence of teachers in teaching and learning activities, so that it is hoped that they will be able to fulfill their teaching mission or national education mission in a broader scope. As we know that the problem of the teaching profession in carrying out teaching and learning activities will always and will continue and the supervision assistance of the madrasa head is important in developing teacher professionalism in carrying out their duties to the fullest. The head of the madrasah wants the support of teacher performance which is always a consistent increase in carrying out learning in madrasas.

Sahertian and Mataheru in Sagala (2012: 104) argue that the objectives of educational supervision are:

- a. Help teachers see clearly the goals of teaching
- b. Assist teachers in guiding learning experiences
- c. Help teachers use learning resources
- d. Assist teachers in meeting student learning needs

- e. Assist teachers in using teaching tools, methods, and models
- f. Help teachers assess the progress of students and the results of the teacher's own work
- g. Helping teachers foster the mental and moral reactions of teachers in the context of personal growth in their positions
- h. Helping teachers at school so that they feel happy with the tasks they carry out
- i. Assist teachers in making it easier to adapt to society and ways to use learning resources from the community and so on
- j. Helping teachers so that their time and energy are fully devoted to helping students learn and building schools.

The quality of education or the quality of madrasas is focused on the quality of graduates. It is impossible for education or madrasas to produce quality graduates, if they do not produce quality learning processes as well. To produce a quality learning process, it is necessary to control or supervise.

The head of the madrasa as a supervisor aims to help, improve and improve the management of education in madrasas in order to improve the quality of education in general and the quality of the teaching and learning process in particular, so supervision is important to carry out. The madrasah head as a supervisor besides having to master educational administration theory and knowledge of supervision also requires certain supervision techniques in carrying out his supervisory duties. Good supervision directs attention to the basics of education and ways of learning and its development in achieving the general goals of education where the purpose of supervision is the development of good teaching and learning situations. Efforts towards improving the quality of the teaching and learning process are aimed at achieving the ultimate goal of education, namely the formation of the child's personality to the fullest. Piet Sahertian and Frans Mutaher in Marsiyani (2009:5).

Based on the foregoing, it is realized that the madrasah head is required to carry out systematic and programmed coaching to teachers and madrasah personnel. The madrasa head has a great responsibility in fostering and developing teachers in carrying out their professional functions, especially in teaching and learning activities.

One of the competencies that must be possessed by a madrasah principal, one of the competencies that is difficult to implement is supervision competence. Supervision of teachers for the head of the madrasah is a task, while for the teacher supervision is a matter of assessing and finding fault with the teacher in teaching in class. Madrasah heads do not have the knowledge and skills to carry out academic supervision of their teachers. This needs to get special attention from the direct supervisor of the madrasah head, namely the madrasa supervisor or the authorities in an effort to increase the competence of the madrasah head who is more incentive in the future so that he has the knowledge, skills, abilities and confidence in carrying out his duties as a supervisor in the madrasa.

From the explanation above, it can be seen that the principal determines the success of his institution in educational activities. Principals as leaders in educational

institutions must have a strategy in leading, in order to achieve better results. The intended strategy is the methods used by the principal in leading so that the institution he leads develops and increases in quality and quantity.

Based on the author's observations, Madrasah Tsanawiyah (MTs) Madinnatun Najah Cirebon is one of the madrasahs that has a supervisor, namely the head of the Madrasah, clearly has the burden and responsibility to determine essential conditions or requirements, which will ensure the achievement of goals education at the madrasa, in the current atmosphere of the madrasa environment, it is starting to appear that there is an increase in optimal results from the performance of a supervisor towards his responsibility to increase quality students, MTs Madinnatun Najah Cirebon City is a madrasa that is developed so that the expected educational output is successful achieve the goals of education in general. In order to increase the optimal results from the performance of a supervisor, education staff, management, educational services, and supporting facilities and teaching and learning activities need good direction and supervision and supervision, especially from a supervisor or madrasah leader.

Madrasah Tsanawiyah (MTs) Madinnatun Najah Cirebon is a formal educational institution that studies religious sciences, although in a little general knowledge. Based on the results of an interview with one of the teachers at Madrasah Tsanawiyah (MTs) Madinnatun Najah Cirebon, that:

Madrasah Tsanawiyah (MTs) Madinnatun Najah Cirebon is now led by a madrasah head who has had a long career as a teacher, so it is hoped that this condition can create a good madrasah supervision process, the current head of the madrasa is a Master of Islamic Religious Education, his teaching career is quite good, so he deserves to be appointed head of Madrasah Tsanawiyah (MTs) Madinnatun Najah Cirebon. (Interview with Wakasek MTs Madinnatun Najah City of Cirebon on 20 January 2022).

Even so, this feasibility does not necessarily make the supervision process run well. Most of the educators who teach at this Madrasah graduate with a Bachelor of Education. Thus how can the head of the madrasah as a supervisor take advantage of the potential of educators as partners in improving the quality of the learning process at Madrasah Tsanawiyah (MTs) Madinnatun Najah Cirebon.

Based on the results of observations, the Madinnatun Najah Cirebon Conditions (MTs) are now starting to become exemplary madrasahs in various aspects of education and teaching, especially in student achievement. MTs Madinnatun Najah Cirebon City has also received an accreditation certificate from the National Accreditation Board for Schools / Madrasahs (BAN-S/M) and obtained an A rating of 85.01.

Seeing the increasing quality of students at MTs Madinnatun Najah Cirebon City, made researchers want to know exactly how the madrasa leadership/head as a supervisor supervises education in the form of teaching and learning processes, counseling activities, extracurricular activities, administrative activities utilization and development of facilities and infrastructure for student activities , financial activities

and development of relations with the community?. The progress of improving the quality of madrasas is seen from the quality of students where the quality of students from graduating students each year takes the National Examination (UN).

According to the author's view, MTs Madinnatun Najah, Cirebon City, has been able to develop its existence in the community, even now it continues to develop along with the increasing expectations of the community and the current demands for competence in religious education. It can be said that in Madinnatun Najah Cirebon Madrasah Tsanawiyah (MTs) the quality of learning is strongly influenced by the performance of the madrasa head as mobility to lead teachers to become quality education staff, academic staff to serve the needs of students and teachers, students to take advantage of all forms of external potential they have as well as all supporting aspects such as the availability of media, school facilities and infrastructure, as well as the process of implementing learning in a precise and accurate manner

METHODS

This research is of a qualitative type which is aimed at understanding phenomena about what MTs experience by research subjects such as behavior, perceptions, motivations, actions, etc. holistically and by means of descriptions in the form of words and language in a special natural context and with using a variety of scientific methods. According to Lexy J. Moleong (2005:6), that descriptive qualitative means that the data collected is in the form of words, pictures, and not numbers. This type of research is more interpretive in nature which uses a lot of methods in researching the problem, so that holistic results are obtained on the problem studied regarding the supervision management of madrasa heads to improve the quality of the teaching and learning process at MTs Madinnatun Najah, Cirebon City

RESULT AND DISCUSSION

Through all the data and statements from the results of the research which describe the conditions in the field from the implementation of the supervision carried out by the head of the madrasa, the meaning can be formulated, so that from that meaning it will be able to give meaning to the formulation of the problem in this study. The description contained in the results of the research was then formulated with the existing theory to be able to find out the condition of the supervision related to its implementation in the field. These data and information can explain in general how the implementation of supervision by the head of the madrasa at MTs Madinatun Najah is to improve the quality of the teaching and learning process. Then in detail the data and information include:

1. Planning for the Supervision of the Madrasah Principal to Improve the Quality of the Teaching and Learning Process at MTs Madinatun Najah

Before the supervision activities of the Madrasah head to improve the quality of the teaching and learning process were carried out, the madrasah head carried out

activities in the field of planning in the form of formulating a supervision program involving small meetings with several senior teachers and the deputy head of the madrasa. Within the framework of school management, planning means that the principal and his team think about determining the goals of previous activities. Activities are based more on method, logical thinking, and analysis than on presumptions. Long term planning requires balance. The plan provides the target direction for the organization and reflects the best procedures (Danim, Suparno, 2009: 9).

In line with the opinion above, Arikunto and Lia also stated that: Planning is a process of preparing a series of decisions to take action in the future directed at achieving goals with optimal means. As for according to him How to carry out planning: (1) described from the objectives that have been set and clearly formulated, (2) does not need to be grandiose, but simple, realistic, practical so that it can be carried out, (3) described in detail, contains a description of activities and the sequence or series of activities, (4) efforts are made to have flexibility, so that it is possible to be modified, (5) there are instructions regarding the urgency of the level of importance for parts of fields or activities, (6) are structured in such a way as to enable efficient utilization of all available resources in manpower, cost and time, (7) efforts are made to avoid duplication of implementation (Arikunto, Lia Yuliana, 2013: 9).

By looking at the explanation above, the first step taken by the two schools, both MTs Madinatun Najah, was to form a Supervision Assistant Team which was given a Decree (SK) by the Madrasah Principal. The Supervision Assistant Team that has been formed is planned to be able to assist the madrasah head in carrying out his supervisory duties with the aim of streamlining supervision activities in the madrasa. The members of the Supervision Support Team are senior teachers with ranks above the teachers being supervised and deemed capable or capable by the head of the madrasa of carrying out supervision duties properly and impartially, meaning being able to assess what is actually happening. Supervision program planning is based on teacher needs or madrasah needs. This is in line with the opinion of Sergiovanni and Daresh, (in <http://id.shvoong.com/social-sciences/education/2025213-supervisi-akademik/>), which state the level of abilities, needs, interests, and professional maturity as well as the personal characteristics of teachers others should be used as a basis for planning considerations in developing and implementing the supervision program.

This is also in accordance with the opinion of Asrori (2002: 43-44) there are five main steps in carrying out supervision or supervision, namely: (1) Setting benchmarks, namely determining the guidelines used; (2) Carry out an assessment, namely by checking the results of work that have actually been achieved; (3) Comparing the results of the assessment of work with what should have been achieved in accordance with predetermined benchmarks; (4) Take inventory of deviations and or waste that

occurs (if any); and (5) Carry out corrective actions, namely trying to make what is planned come true.

So, based on the opinion above planning is: (1) a plan that can be used as a framework and guidelines for completion, (2) a plan determines the most effective and efficient process to achieve goals, (3) a plan for each steps can be measured or compared with the results should be achieved, (4) narrow the possibility of interference and obstacles.

2. Supervision of the Madrasa Principal to Improve the Quality of the Teaching and Learning Process at MTs Madinatun Najah

In the implementation of supervision at MTs Madinatun Najah the head of the madrasa describes teachers through pre-class visit activities, carrying out class visits and post-class visits. Each teacher is assessed based on an analysis of the completeness of the learning device documents or the administration of lesson plans and learning activities carried out by the teacher in class according to the existing instruments.

The implementation of supervision at MTs Madinatun Najah is always monitored or supervised by the head of the madrasa, then the results of the evaluation. Before the implementation of supervision activities begins, the head of the madrasa conducts pre-class visit activities in the form of interviews and checks the completeness of the learning tools that will be used by the teacher. The head of the madrasa also follows up by holding post-supervision activities to reflect on the results of the supervision that has been carried out. The form of follow-up is in the form of sharing and then listening to the explanations of the teacher concerned. This activity is intended to find out and identify various difficulties and strengths or weaknesses of the teacher during the learning process.

This activity is an activity for how the principal of the madrasa monitors and evaluates the implementation of academic supervision by identifying any matters related to teachers and academic supervision in madrasas. This is in line with the opinion of the Ministry of National Education (2008: 27) which are: (1) Identify educational needs or problems - what differences (gaps) exist between the knowledge, skills, and attitudes that teachers actually have and those that teachers should have? Differences across groups, synthesized, and classified; (2) Identifying the environment and its obstacles; (3) Set general long-term goals; (4) Identify the management tasks required for this phase, such as finance, resources, equipment and media; (5) Recording procedures for collecting additional information about the knowledge, skills, and attitudes possessed by teachers. Use certain techniques, such as inviting consultants from outside the madrasa, interviews and questionnaires; (6) Identify and record the special needs of developing teacher learning skills. Use behavior or performance words; (7) Determine the needs for fostering teacher learning skills that can be fostered through techniques and media other than education; and (8) Noting

and coding the need for developing teacher learning skills which will be fostered through other means.

In management implementation supervision is an activity to achieve goals, carried out by individuals in contributing their best efforts through predetermined actions. Implementation of supervision is part of a management process, which is an activity carried out to determine how and understand how they should do it and measure the effectiveness of the efforts made (Terry, 2013: 9).

In the Big Indonesian Dictionary the word management can be interpreted as: (a) process, method, act of managing; (b) the process of carrying out certain activities by mobilizing the power of other people; (c) processes that help formulate organizational policies and objectives; (d) a process that provides oversight of all matters involved in implementing policies and achieving goals (Robbins, 2007: 10).

3. What is done by the Head of Madrasah to Overcome Problems in Supervision Activities at MTs Madinatun Najah

There have been many efforts made by the Madrasah Principal at MTs Madinatun Najah to overcome problems in supervision activities, in their own various ways. The madrasa head as a supervisor has the role and responsibility of monitoring, fostering, and improving the teaching and learning process in the classroom or at school (Prim Masrokan: 2013, 246). In connection with supervision, that the main activities in schools in the context of realizing educational goals are learning activities, so that all school organizational activities lead to achieving learning efficiency and effectiveness. Therefore, one of the roles and tasks of the school is as a supervisor (supervising), namely supervising the work carried out by education staff, in this case teachers. Mulyasa (2004: 21) says that supervision is an effort to observe systematically and continuously, record, provide explanations, instructions, coaching and rectify various things that are not quite right, and correct mistakes.

Supervision and control carried out by the school principal is not only focused on education staff, especially teachers, it can be on non-educational staff, or other school staff. Because supervision has a very important function, especially for teachers who aim to improve professional skills and improve the quality of learning, because teachers are the spearhead of the implementation of Teaching and Learning Activities (KBM), and this has a direct effect on the educational process which ultimately impacts on the quality of education.

The principal's duties as a supervisor are manifested in his ability to compile and implement educational supervision programs and utilize the results. The ability to develop educational supervision programs must be realized in the preparation of class supervision programs, development of supervision programs for extra-curricular activities, development of library, laboratory and examination supervision programs. The ability to carry out educational supervision programs is manifested in the

implementation of clinical supervision programs and in extra-curricular activity supervision programs. Meanwhile, the ability to utilize the results of educational supervision is manifested in the utilization of the results of supervision to improve the performance of educational staff and the utilization of the results of supervision to develop schools.

Semantically, educational supervision is coaching towards improving the educational situation. The guidance in question is in the form of guidance or guidance towards improving the educational situation, including teaching in general and improving the quality of teaching and learning in particular. According to Glickman (1981) in Sudjana, states that academic supervision is a series of activities to help teachers develop their ability to manage the learning process in order to achieve learning objectives. Academic supervision is an effort to help teachers develop their ability to achieve learning goals (Daresh, 1989). Sudjana stated that academic supervision is assessing and coaching teachers in order to improve the quality of the learning process in order to obtain more optimal student learning outcomes.

Therefore the target of academic supervision is the teacher in the learning process. Implementation of the learning process can be done in the classroom, outside the classroom and or in the laboratory. In carrying out learning there are still many teachers who experience difficulties, so that the process and student learning outcomes are not optimal. If humans can have basic skills which are the main requirements, it is hoped that they will be able to create good teaching and learning situations. Sergiovanni and Starratt (1983) suggested that teaching supervisors should help improve teaching, but in reality teaching supervisors work more emphasis on teacher administrative responsibilities, while on the other hand teachers want direct assistance to improve teaching. Therefore the expected supervisor is one who can combine supervisory and administrative responsibilities to achieve goals that are broader than the grade level.

Furthermore, still according to Glickman, et al (2007) quoted by Pra-sojo and Sudiyono that to carry out academic supervision effectively requires skills, conceptual, interpersonal and technical. Therefore, every madrasa head must own and master the concept of academic supervision which includes understanding, goals and functions, principles, and supervision techniques. Academic supervision is carried out by the head of the madrasa, including (a) understanding the concepts, principles, basic theories, characteristics, and development trends of each field of subject development in madrasas, (b) Guiding teachers in preparing the syllabus for each field of subject development in schools with Suggest content standards, competency standards, basic competencies, and KTSP development principles. (c) guide teachers in choosing and using learning strategies/methods/techniques/guidance that can develop various potentials of students through the field of subject development in madrasas, (d) guide teachers in preparing lesson plans for each field of subject development in madrasas, (e) guiding teachers to carry out learning/guidance activities to develop the potential of students in each field of subject development in madrasas, (f) guiding teachers to

manage, care for, develop and use educational media and learning facilities in madrasas, (g) motivating teachers to utilize information technology for learning/guidance in each field of subject development in madrasas.

4. Obstacles That Occur in the Supervision of Madrasah Heads to Improve the Quality of the Teaching and Learning Process at MTs Madinatun Najah

The implementation of supervision in the field encounters various forms of difficulties which are identified as several inhibiting factors for the academic supervision activities of madrasa principals based on the results of monitoring and evaluation that have been carried out. The inhibiting factor in the implementation of this supervision is that there are several difficulties experienced by the head of the madrasa, namely if the head of the madrasa supervises teachers who are not in the field of study which is the educational background of the head of the madrasa. Another inhibiting factor in the implementation of supervision by the head of the madrasah is busy work because sometimes there is some work that is sudden in nature and must be done so that the supervision activities carried out are not in accordance with the program that has been prepared previously. Several inhibiting factors were identified and analyzed so that they could be followed up or a solution could be found.

Based on the explanation above, the constraints or factors inhibiting the success of supervision are all aspects related to supervision that involve people and their materials. The man or person related to supervision is the supervisor as the supervisor, the principal, and the teacher, while the material elements are all infrastructure related to supervision and learning activities. The Fatah Yasin in detail these factors include:

- a. Differences in educational background, age, and work experience,
- b. Lack of teacher awareness
- c. The relationship between teacher and student,
- d. over-administration,
- e. Face-to-face supervisor-teacher minimal,
- f. Supervisor-teacher communication, superior-subordinate model,
- g. Teachers who are unable to attend during supervision,
- h. Teachers who are nervous when supervised by the principal,
- i. The school principal's busyness is seen with routine daily tasks, and there are still teachers who are less motivated in teaching techniques (A. Fatah Yasin: 2008,73).

The madrasa head must have extensive knowledge, so that problems that arise can be dealt with wisely and wisely. The leadership quality of the principal can be seen from the intelligence, creativity, and wisdom of the principal in finding solutions to every problem he faces. This ability can be built from the experience and breadth of knowledge of the principal. The principal's leadership quality can also be seen from professional skills. Professional skills related to their duties as school principals,

according to the Ministry of Education and Culture (1998: 11) "Include: 1) technical skills, for example preparing class schedules, supervising, leading meetings and so on, 2) human relations skills, for example working with others, motivating and encouraging teachers and staff and so on, 3) conceptual skills, for example developing school development concepts, predicting problems that will arise and finding solutions.

According to Wahjosumijo, who was quoted by Mulyasa, "Provided that the principal as a leader must have special characteristics that include personality, basic skills, experience and professional knowledge, as well as administrative and supervisory knowledge." Meanwhile, according to Mulyasa (2004: 115). "Explaining the abilities that must be realized by the principal as a leader can be analyzed from personality, knowledge of education staff, vision and mission of the school, decision-making ability, and communication skills."

Based on the views of the experts above, it can be formulated that the leadership quality of the madrasa principal is the quality of the principal's service in an effort to influence, encourage, guide, direct and mobilize all components responsible for the school in order to achieve the goals set, including 4 dimensions: a) dimensions personality which consists of 8 indicators, namely: 1) honesty, 2) self-confidence, 3) responsibility, 4) dare to take risks, 5) dare to make decisions, 6) big hearted, 7) emotional stability, 8) role model, b) the knowledge dimension which consists of 5 indicators, namely: 1) understanding education staff, 2) understanding student characteristics, 3) being able to compile programs, 4) understanding criticism and suggestions, 5) understanding school administration, c) understanding dimensions of vision and mission which consists of 3 indicators, namely: 1) having a vision, 2) formulating a mission, 3) realizing the vision and mission, d) the skill dimension consisting of 2 indicators, namely: 1) the ability to make decisions, 2) the ability to communicate.

5. Solutions for Overcoming the Supervision of Madrasah Heads to Improve the Quality of the Teaching and Learning Process at MTs Madinatun Najah

The solution to overcoming the supervision of the Head of Madrasah was done by MTs Madinatun Najah to improve the quality of the teaching and learning process, there are many varieties and ways. Adaun carried out by these two schools is in accordance with the instructions and directions of experts. Educational supervision activities are mandatory activities aimed at improving learning in order to improve learning outcomes. According to Arikunto (2004) supervision has the function of improving the quality of education which focuses on academic aspects that occur in class when the teacher is carrying out learning, triggers changes related to education which focuses on elements that influence improving the quality of learning and as activities in terms of leading and guiding, namely focusing on the implementation of supervision directed at teachers and administrative staff.

In order for the supervision to be carried out properly, it must be carried out with the following principles: feeling safe for the party being supervised, being constructive

and creative, being realistic based on actual circumstances and reality, carried out simply, establishing professional relationships not based on personal relationships, and based on the abilities, abilities, conditions and attitudes of those who are supervised, and supervision must help teachers to always grow on their own not depending on the principal. (Jerry H. Makawimbang, 2011:76). With the implementation of good supervision will have an impact on teacher performance.

In essence, educational supervision can be interpreted as professional guidance for teachers. Professional guidance in question is all matters that provide opportunities for teachers to develop professionally, so that they are even more advanced in carrying out their main tasks, namely improving and enhancing the learning process of students.

Supervision is a process, namely a series of activities to bring the teacher to a higher level of ability. Supervision cannot be completed with one activity in the form of class visits only or only by holding interviews or ordering teachers to attend upgrading (UPI Education Administration Lecturer Team: 2014, 318).

The principal as a supervisor has the role and responsibility of monitoring, fostering and improving the teaching and learning process in the classroom or at school (Prim Masrokan: 2013, 246). In connection with supervision, that the main activities in schools in the context of realizing educational goals are learning activities, so that all school organizational activities lead to achieving learning efficiency and effectiveness. Therefore, one of the roles and tasks of the school is as a supervisor (supervising), namely supervising the work carried out by education staff, in this case teachers. Mulyasa (2004: 21) says that supervision is an effort to observe systematically and continuously, record, provide explanations, instructions, coaching and rectify various things that are not quite right, and correct mistakes.

Supervision and control carried out by the school principal is not only focused on education staff, especially teachers, it can be on non-educational staff, or other school staff. Because supervision has a very important function, especially for teachers who aim to improve professional skills and improve the quality of learning, because teachers are the spearhead of implementing Teaching and Learning Activities (KBM), and this has a direct effect on the educational process which ultimately impacts on the quality of education.

The principal's duties as a supervisor are manifested in his ability to compile and implement educational supervision programs and utilize the results. The ability to develop educational supervision programs must be realized in the preparation of class supervision programs, development of supervision programs for extra-curricular activities, development of library, laboratory and examination supervision programs. The ability to carry out educational supervision programs is manifested in the implementation of clinical supervision programs and in extra-curricular activity supervision programs. Meanwhile, the ability to utilize the results of educational

supervision is manifested in the utilization of the results of supervision to improve the performance of educational staff and the utilization of the results of supervision to develop schools.

Semantically, educational supervision is coaching towards improving the educational situation. The guidance in question is in the form of guidance or guidance towards improving the educational situation, including teaching in general and improving the quality of teaching and learning in particular.

CONCLUSION

Planning for the supervision of the madrasah head at MTs Madinatun Najah Cirebon City to improve the quality of the teaching and learning process, is realized through short, medium-term and long-term programs and targets, by forming a Supervision Assistance Team which is given a Decree (SK) by the Madrasah Principal. The implementation of the supervision of the madrasah head in improving the quality of the teaching and learning process in these two MTs has been carried out well by the way the madrasah head provides an assessment of teachers through pre-class visit activities, conducting class visits and post-class visits. Then the madrasah head creates a supervision team who is given the task of setting supervision goals and making a supervision schedule. although there is still a feeling of discomfort between the two parties, this feeling may arise due to differences in teaching experience, age, perceptions of the implementation of supervision. What the madrasa head did to overcome problems in supervision activities at these two schools, namely by intensifying meetings, making teacher pickets effective, sending teachers to attend workshops or training, providing guidance and collaboration with related parties. Obstacles that occur in the supervision of madrasa heads to improve the quality of the teaching and learning process, related to teacher discipline, conflicting situations and conditions, inadequate facilities and infrastructure, limited funds, lack of mentality of teachers, teachers in the field of study are not the same as their educational background, and the busyness of the head of the madrasa which clashes with supervision. Solutions for overcoming the supervision of the Madrasa Head to improve the quality of the teaching and learning process at MTs Madinatun Najah, namely: Supervision of the Implementation of Teaching and Learning Activities, group discussions, class visits, individual talks, learning simulations, Motivating teachers, Delegating Implementation of Supervision, discussions, and Delegation of Supervision Implementation.

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