

# Supervision Management in Improving Madrasah Achievement in State Aliyah Madrasah

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## ABSTRACT

This study aims to reveal Supervisory Management in an effort to increase outstanding Madrasahs in Muaro Jambi district, this is in line with our educational goals, namely to educate thnation's life, that supervisors are one of the important subjects in the educational process for students and institutions to achieve. This research tries to dig deeper into how Supervisory Management achieves outstanding Madrasahs, especially at the Sungai Gelam State Aliyah Madrasah. Jambi Muaro district. This research used a qualitative approach by employing observation, interviews, and documentation as data collection methods. Data analysis techniques include data reduction, data presentation, and verification or drawing conclusions. Checking the validity of the data by extending participation, the accuracy of observations, triangulation, and consulting the supervisor. Does this study aim to find out (1) how is the management of supervisors at the Sungai Gelam Muaro Jambi State Aliyah Madrasah? (2) What are the efforts to increase the achievement of Sungai Gelam Muaro Jambi State Aliyah Madrasah? (3) How is the evaluation of the implementation of the supervisor's task program in improving the achievement of Sungai Gelam Muaro Jambi State Aliyah Aliyah?

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## 1. INTRODUCTION

The purpose of education in Indonesia is written in RI law number 20 of 3003 concerning the national education system and regulations related to education. Government Regulation of the Republic of Indonesia (PPRI) Number 19 of 2005 concerning National Education Standards Article 26 paragraph 1, in Made Pidarta, states that basic education is to impart intelligence, knowledge, personality, noble character, and skills to live independently and attend further education (Pidarta, 2009). It seems that elementary and junior high school basic education has been oriented towards the basics of his life. This can be seen from the items of skills to live independently. So humans really

need education because they are born in a state of helplessness and do not have any knowledge (Komalasari & Yakubu, 2023; N. Komariah & Nihayah, 2023).

Educational supervisors are school/madrasah supervisors who carry out the main tasks of supervision which consist of carrying out academic supervision activities and managerial supervision as well as optimal mentoring and teacher professional training activities supported by standard competency dimensions of the required prerequisites (Almuzaini & Azmi, 2022; Bakalim, Şanal-Karahan, & Şensoy, 2018; Karim, Kartiko, Daulay, & Kumalasari, 2021). Regarding supervisory management in improving madrasah achievement, especially at MAN Sungai Gelam, Muaro Jambi Regency, (Grand Tour), the author obtained information that MAN Sungai Gelam already had a series of achievements both intra-curricular and extra-curricular, including 1st place in the Madrasa Student Competition in the subject: Geography, Mathematics, Citizenship Education, and Economics, Madrasah Aliyah level, Muaro Jambi Regency, organized by the Ministry of Religion, Kab. Muaro Jambi, 2017, 1st winner in the FCMJ Jambi Boys Girls Competition (Muaro Jambi Temple Festival) 2017, the overall winner I TLTD in the 2014 Bukit Cinto Kenang enforcement and *pandega* competition, and many other achievements won by MAN Gelam River Muaro Jambi. Seeing the achievements achieved, the authors are interested in doing deeper research, because the authors also see and know the extent of the supervisor's contribution in achieving these achievements and also want to know the things that are obstacles in increasing achievement both academic and non-academic.

Based on the Grand Tour that has been explained above, there are several things that become problems that are found: (1) Supervisors face obstacles in carrying out supervisory duties. Supervisors in carrying out supervisory duties lack of supervisory personnel. (2) The implementation of the supervisory task program has not been optimally carried out in the field because there are still teachers who have not made teaching tools, teachers have not developed learning resources, and have not used teaching methods properly. (3) The evaluation of the implementation of the supervisor's task program in Madrasah Achievement Improvement has not yet been carried out, the supervisor has carried out a program evaluation based on the school principal's report and there has been no follow-up program (Donni Juni Priansa, 2014; Sirojuddin, Aprilianto, & Zahari, 2021; Tasrif, Abubakari, & Hidayat, 2022).

Based on the background of the problems raised above, the main problem in this study in general is "Why is the supervisor's task in improving the achievement of Sungai Gelam Muaro Jambi State Aliyah Madrasah not optimal?". which are described in the form of questions as follows: (1) How is the Supervisory Management at the Sungai Gelam Muaro Jambi State Aliyah Madrasah? (2) What are the efforts to increase the achievement of Sungai Gelam Muaro Jambi State Aliyah Madrasah? (3) How is the evaluation of the implementation of the supervisor's task program in improving the achievement of Sungai Gelam Muaro Jambi State Aliyah Aliyah?

In general, this study aims to formulate supervisory duties in Madrasah Achievement Improvement at MAN Sungai Gelam Muaro Jambi. Specifically this research aims are. (1) To find out the supervisory task planning program in improving the performance of MAN Sungai Gelam Muaro Jambi madrasah. (2) To find out the obstacles faced by supervisors in carrying out supervisory duties to improve madrasah performance at MAN Sungai Gelam Muaro Jambi. (3) To find out the evaluation of the program carried out by the supervisor in improving the achievement of MAN Sungai Gelam madrasah.

## 2. METHODS

This research is a field study that finds, and explores information about the duties of supervisors in improving Madrasah Achievement in this case is MAN Sungai Gelam Muaro Jambi, while the research method used to study and research knows the duties of supervisors in improving achievement MAN Sungai Gelam Muaro Jambi is a method qualitative. In a study a research approach is needed, so that the research carried out has a clear direction in accordance with the objectives and the right procedures.

This is in accordance with the opinion of Lexy J. (Moleong, 1989) who explains that qualitative research is research that aims to understand phenomena about what is experienced by research subjects, for example, behavior, perceptions, motivations, actions and others in a holistic manner, by means of descriptions in the form of words -words and language, in a special natural context and by utilizing various natural methods. The social situation is a condition or place where the subject is domiciled which influences the activities, circumstances, and those related to the behavior of the subject itself. The situation of the school in this study is MAN Sungai Gelam Muaro. The reason for establishing the Sungai Gelam Muaro Jambi MAN is because the Sungai Gelam MAN is very strategically located, both the number of students is quite large and has the potential to be able to develop and advance in academic and extra-curricular or non-academic achievements.

The subjects in this study were 1 Pokjawas/School Superintendent, 1 madrasah head, 10 teachers and 1 administrator at MAN Sungai Gelam district. Muaro Jambi was found using a purposive sampling technique, which is a technique based on certain characteristics which are thought to be closely related to the characteristics or traits that exist in a previously known population. Subjects in this study were partly visited and interviewed, and partly to be observed or observed directly. This is done to adjust the information or data obtained through interviews with data obtained through observation through triangulation techniques, so that data or information reaches a saturation point.

Primary data collection techniques in this study are observation techniques, interview techniques, and documentation techniques. Observational method: researchers make direct observations and systematically record the symptoms or phenomena investigated. The data collected will usually produce numbers, which can then be percentaged (Creswell, 2012). Those who provide information through interviews are called informants. The technique used in this study is in the form of qualitative analysis, which is an approach that reveals certain social situations by describing reality correctly, formed by words based on relevant data collection techniques obtained from natural situations (A. Komariah et al., 2018).

## 3. FINDINGS AND DISCUSSION

### 3.1 Supervision within the Ministry of Religion Muaro Jambi

Supervision activities at the Sungai Gelam Muaro Jambi State Madrasah Aliyah, in general, have been carried out through a planning process. This can be seen from the division of tasks between supervisors. This has been done quite clearly, namely through the division of tasks based on the number of Madrasah objects supervised

In addition, the planning stages in managing supervisory activities at the State Madrasah Aliyah within the Ministry of Religion of Muaro Jambi were also carried out by preparing and providing blanks containing all elements of supervision, starting with

elements of educational technical supervision and administrative technical supervision elements. Through these forms, the implementation of supervisory duties becomes lighter, Documentation of the Head of Madrasah Section for the Ministry of Religion Muaro Jambi in 2018 because they are only required to fill in the blanks that have been provided. Thus, each supervisor no longer needs to prepare a separate list of questions regarding matters to be supervised, both during class visits and during school visits.

Planning is essentially a forward-oriented activity, there is a saying that says "the future without planning is nonsense", or in other words not having a plan is the same as planning for failure. The call to plan has been conveyed by Allah swt. In the Qur'an letter at Hasyr verse 18, which reads: "O you who believe, fear Allah and let everyone pay attention to what he has done for tomorrow (hereafter); and fear Allah, verily Allah is Aware of what you do" (QS. al Hasyr, 18).

The command to pay attention to what has been done for tomorrow, is understood by Thabaathabai as an order to evaluate the practices that have been done, perfect them if they are good and correct them if there are still deficiencies. The findings in the field show that prior to the formulation of the plan, a teamwork was formed consisting of supervisors under the coordination of the Head of the Supervisory Working Group who had received legality and responsibilities for the Madrasa Office of the Ministry of Religion in Muaro Jambi.

One thing that must be considered in planning is an analysis of the human resources that are owned, the ability to empower the resources owned is an important element in supporting success, because empowerment is closely related to professionalism which is always owned by each individual, therefore empowerment occurs when power is passed to employees who then experience a sense of ownership and are more in control.

However, based on the author's observations and interviews with a number of supervisory staff, there are fundamental weaknesses in determining work programs. Theoretically, the work program should be determined based on the evaluation results of previous activities. However, in practice, the determination of work programs is rarely a follow-up and evaluation of previous activities, so that work programs that are structured tend to stagnate, and do not produce breakthrough programs that are expected to correct weaknesses in existing education and supervisory activities.

In addition to the above, planning should ideally be guided by the supervisor's workload in one week, namely 37.5 working hours 60 minutes in carrying out coaching, monitoring, assessment and guidance activities in the target schools. This can be done face to face or non face to face, according to the needs and conditions of the Madrasah. Examples of workload distribution based on face-to-face and non-face-to-face can be seen in the findings below:

No	Main tasks	Face to face	No-Face to face	Distribution of Hours per Week
1	Develop a Monitoring Program		✓	4
2	Carry out Teacher Training	✓		4
3	Monitoring SNP Compliance	✓		4
4	Carry out Teacher Performance Assessments	✓		4

5	Carry out an evaluation of the results of the implementation of the supervision program in the target schools	✓	4
6	Develop a Teacher Professional Coaching and Training Program	✓	4
7	Carry out teacher professional development and training	✓	4
8	Evaluate teacher professional development and training	✓	
<b>Total</b>			<b>37,5</b>

The existence of a schedule for the distribution of supervision that has been prepared makes it easier for teachers to carry out their duties and fulfill mandatory hours in carrying out daily tasks (Davis, Meloncelli, Hannigan, & Ward, 2022; Saihu, 2020; Tazkiah, Hendriani, Salam, Asmendri, & Aisyah, 2022). Organizing means organizing the work to carry out the plan, which includes the activities of forming/holding up a new organizational structure to produce new products, and establishing lines of working relationships between existing structures and new structures, formulating communications and relationships, creating job descriptions and compiling the qualifications of each position that designates whether the plan can be implemented by the existing organization or someone else who requires special skills is needed (Chams & García-Blandón, 2019; Sa'dullah & Hidayatullah, 2020).

With regard to organizing, it contains the first elements of the process, namely as an organizing process that cannot be separated from other management functions, because organizing is built by paying attention to the functions before and after it, organizing without ignoring the elements of planning will have an impact on achieving organizational goals (Fu'adah, Sholihah, & Masthuroh, 2022; Sarnoto, 2022). Second, target effectiveness is the extent to which organizing can deliver organizational resources to achieve the goals set. The three elements of resource efficiency, namely elements related to the utilization of human resources.

Monitoring activities at MAN Sungai Gelam Muaro Jambi have fulfilled two categories of supervision. First, educational technical supervision, which includes supervision of the learning process that takes place in class, namely through class visits which are carried out routinely once every three months (quarterly). Second, administrative technical supervision, which includes six elements of activity, namely (1) Madrasah administrative supervision; (2) Oversight of student administration; (3) Oversight of the administration of new student admissions; (4) Supervision of curriculum administration; (5) Supervision of the implementation of the 6K; (6) Oversight of Labor administration.

As for the technical aspect of implementation, the practice of supervising the State Madrasah Aliyah within the Ministry of Religion Jambi Muaro Jambi revolves around five techniques, namely: (1) class visits (classroom visitation), (2) Madrasah visits (school visitation), (3) observation documents (observation documents), (4) interviews (interviews), and written reports. The most commonly used techniques are class visits and Madrasah visits, which are carried out regularly every 1 month 2 times. The document observation technique

is carried out to check the completeness of Madrasah administration and administration. While interviews were conducted to find problems faced by Madrasahs.

Thus, it is known that case conference techniques and questionnaire techniques are not commonly used in supervisory practices at Madrasah Aliyah Negeri within the Ministry of Religion of Muaro Jambi. Even though these two techniques are very urgent to be used to identify the problems faced by Madrasahs in the entire educational process, in accordance with the conditions faced by every Madrasah member.

While MAN Sungai Gelam supervision used is formal supervision, namely supervision carried out to fulfill the supervisory duties of supervisors, by following supervision formats that have been standardized by the supervisory agency/working group, and filling in the blanks that have been provided. MAN Sungai Gelam supervision is almost no different from inspection activities from a superior to a subordinate.

Thus, it is difficult to expect a form of clinical supervision, namely MAN Sungai Gelam supervision which requires a process of exchanging experiences and competent supervisors in the field of education to teachers who are still lacking in experience. Based on the author's observations, in Sungai Gelam MAN this clinical supervision is rarely found in the field.

MAN Sungai Gelam collegial supervision, which requires cooperation between teachers to supervise each other and correct each other's weaknesses in teaching, is also not found in the field, because supervisors themselves do not direct teachers under their supervision to carry out supervision.

The absence of using clinical and collegial supervision, in turn, affects the effectiveness of supervision activities on the learning process in the classroom. As a result, the learning process is fully surrendered to the teacher's competence, without any efforts to increase it from the supervisor. which should be able to provide direction and input for improving teacher performance and competence in the classroom.

Empowerment of supervisors for State Madrasah Aliyah within the Ministry of Religion Muaro Jambi is realized organizationally with the existence of a supervisory organizational structure under the coordination of the head of the office of the Ministry of Religion Muaro Jambi. Prajudi Atmosudirjo said the principle of organization must follow the line of superior relations, starting and going down to ending at one point, namely the top and the organization. All matters of commands/orders, reports, information management, work management must have a clear hierarchical line. However, it should not be too rigid, flexible in dealing with developments and changing situations and conditions.

Findings in the field show that the implementation of supervision of teachers is equipped with several supervisory documents as a reference in carrying out supervision, this affects the process and output produced, Berrl, LL and Parasuraman argue that among the ten dimensions of quality in service there is a tangible dimension, namely related to the condition of the facilities and delivery, namely the ability to provide teaching and presentations effectively. According to Gibson, material that is poorly organized when originally taught will fade more quickly than material that is well organized. Sorenson, who has reviewed a number of research results, concluded that well-organized activities can last longer in memory than learning content that is not well structured.

From the aspect of supervision (controlling), it is found that in the field it is carried out routinely and periodically, and control is carried out in stages which are carried out either directly or based on reports and supervision under them (Hasanah, Basalamah, & Farida, 2022; Jumiati & Kartiko, 2022; Kovach, 2018). Empowering means believing in self-determination for everyone, which includes the need and right for everyone to feel that they are capable of being effective and achieving. Bandura stated that how much humans feel their self-effectiveness determines whether they will be able to adapt to certain situations. Beliefs about one's own ability to do much help decide how much effort people will exert to get ahead and how long they persist in unsuitable conditions.

Supervision is needed especially in: (1) ensuring that every work is carried out according to plan, (2) assisting the Ministry of Religion in overseeing and realizing the wishes of the vision and mission of supervision. (3) supervision has a positive value in building a good relationship between leaders and subordinates. Terry and Rue say effective managers employ control to share information praising good practice and showing those who need what kind of help they need. (4) good supervision has a role in developing stakeholder confidence in the organization.

Ideally, the stages of supervision carried out in empowering supervisors begin with preliminary supervision to anticipate problems that may occur, deviations and standards or goals that allow corrections to be made before a certain stage of activity is completed (Horswill, Hill, Bemis-Morrison, & Watson, 2021; Puspitasari, Sulaiman, & Supriyanto, 2020). The findings in the field show that the stages of supervision as above are not passed one by one. The supervision carried out is only situational and casuistic, as long as the activities are carried out and there are no reports, it is considered that there are no problems in the implementation of supervision. Supervision is carried out if there are negative symptoms that arise. MAN Sungai Gelam supervision is top down, namely supervision is carried out from direct superiors to subordinates. Controlling activities are carried out periodically in order to ensure the continuity of an activity. MAN Sungai Gelam the most dominant supervision is inherent supervision (WASKAT), namely supervision that includes self-control, namely superiors or subordinates always supervise themselves, this supervision is based on personal awareness, self-introspection and efforts to become *uswah* for others.

Evaluation activities on the implementation of supervision at the State Aliyah Madrasah within the Ministry of Religion of Muaro Jambi are carried out by making a written report on supervision activities once a month. In addition, supervisors at the Ministry of Religion Muaro Jambi also regularly hold meetings every month under the coordination of the Chair of the Supervisory Working Group, to discuss issues of carrying out daily supervisory duties. But the author's observation, the two forms of activity are less effective in evaluating monitoring activities. This is due to the absence of follow-up and evaluation activities, so that the activity reports and routine Pokjawas meetings seem to be just routine work.

### **3.2 Supervisory Barriers and Challenges**

School supervisors are teachers who are appointed to supervisory positions who are tasked with evaluating and coaching, both in the form of academic supervision and managerial supervision, as well as conducting teacher professional guidance and research

(Wang, Xin, Zhang, Du, & Wang, 2022). According to Nana (Sudjana, 1991, 2005) in the supervisor's work book, school supervisors are civil servants appointed to the position of school supervisor (PP 74 of 2008). And supervision is the activity of supervising schools in preparing supervision programs, carrying out supervision programs, evaluating the results of program implementation, and carrying out teacher professional guidance.

Professional supervisors are school supervisors who carry out the main supervisory duties which consist of carrying out academic supervision activities and managerial supervision as well as teacher professional guidance and training activities optimally supported by standard competency dimensions of the required prerequisites related to (1) school supervision (2) professional development (3) technical operations and (4) educational insight (Fischer, Tian, Lee, & Hughes, 2021).

The Supervisory Working Group as a supervising partner in carrying out its activities encourages the growing awareness of school members of the need for supervisory activities in the context of fostering school principals, teachers and school administration. Things that become obstacles in its implementation, including: (1) The number of supervision with the number of teachers is not comparable. (2) The appointment of supervisors who are not in accordance with the required qualifications and competence. (3) There is no infrastructure that specifically regulates the appointment and competence development of supervisors. (4) The ability and competence of supervisors is not evenly distributed, so that it affects the output produced. (5) Geographical location of the madrasa, the distance between one madrasa and another is very far. (6) There are frequent changes in the curriculum that require rapid changes to the educational paradigm, while the supervisor's capability in this regard is limited. (6) The teacher's enthusiasm and mental attitude in responding to changes in the curriculum have implications for planning, implementing and researching learning programs that are less responsive and are still waiting for instructions from superiors. (7) The lack of attendance volume of supervisors at school, and their presence communicates more with the principal than with the teacher.

### **3.3 Empowerment of Supervisors in Increasing Madrasah Academic Achievement**

The competencies that must be possessed by a supervisor are competencies that are able to foster school principals and teachers, at the same time must master and understand and be able to foster the achievement of national education standards. The presence of supervisors should be a supporting factor in improving the quality of educational staff, so that it significantly helps create a conducive quality of education (Annisa, Akrim, & Manurung, 2020; Laili, Supriyatno, & Gafur, 2022).

In this regard, Djam'an Satori in (Rostini, Syam, & Achmad, 2022; Szeto, 2020) provides guidelines regarding the ideal attitude that a supervisor should have, namely (1) Supervision should begin with positive things. (2) The relationship between supervisors and teachers should be based on professional relations. (3) Professional Development should be based on a positive outlook. (4) Professional development should be based on healthy human relations. (5) Professional development should encourage the development of potential initiatives and creativity of teachers. (6) Professional development must be carried out continuously and continuously. (7) Coaching is carried out according to the needs of the



teacher. (8) Coaching should be carried out on the basis of kinship, togetherness, openness and exemplary.

#### 4. CONCLUSION

Supervisory management within the Ministry of Religion Muaro Jambi begins with systematic and prospective planning to achieve goals effectively. Planning is an activity that needs to be carried out as well as possible, without good planning the practice of supervision will only disappoint the parties involved in it, namely teachers, principals and students who crave an effective, creative and fun learning atmosphere. The factors that become challenges and obstacles to educational supervision activities at State Madrasah Aliyah within the Ministry of Muaro Jambi can be grouped into two factors, namely: internal factors and external factors.

This effort is an important factor compared to other factors in improving the quality of education. This has been realized and carried out by the government through the assignment of further studies, various training and upgrading of supervisors. Further studies are intended for supervisors who do not yet have the qualifications of Human Resources (HR) who master science and technology tend to utilize their technology to master Natural Resources (SDA). The steps taken according to the Kasi Madrasah as direct superiors and supervisors as a solution offered to empower supervisors include: (1) The need to reorganize Education Supervisors who are independent. (2) The recruitment of supervisors really refers to Permendiknas number 12/2007 and PP number 19/2005. (3) Supervisors have the authority to select candidates for Madrasah heads. (4) All of these activities must be supported by adequate funds.

The results of the study show how important it is to empower and improve the quality of supervisors in relation to increasing achievement in Madrasahs, because the empowerment of supervisors is related to the granting of authority and responsibility in fostering Madrasahs through the Ministry of Religion's policy.

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