

# Madrasah Head Supervision In Improving The Teaching Quality of Pendidikan a Teachers In Madrasah Ibtidaiyah Negeri 1 Boyolali

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## Abstract

This research aims to determine the supervision of Madrasah heads in improving the quality of teaching of Islamic religious education teachers at MIN 1 Boyolali. The subjects in this research were Islamic Religious Education Teachers at Madrasah Ibtidaiyah Negeri 1 Boyolali. Data was obtained using participant observation, structured interviews, and documentation. Data analysis uses the Miles and Huberman analysis model called interactive analysis. This analysis is divided into several stages, namely data collection, data reduction, data presentation, and drawing conclusions. The research results show that the Madras head as supervisor carries out supervision with guidance, supervision and mentoring. There are supporting and inhibiting factors in the implementation of supervision. To overcome these inhibiting factors, school principals need to continue to monitor developments in educational policies and adjust supervision practices according to applicable policies. Meanwhile, the supporting factor is a clear understanding of the purpose of supervision. All parties in the school, including teachers and staff, clearly understand the objectives of the Madras principal's supervision, this helps create a shared focus in efforts to improve performance.

**Keywords:** supervision, madrasa head, teaching quality PAI teacher

## Introduction

There are many problems faced in the educational process, school principals, teachers, students, employees and other educational stakeholders will almost certainly have problems or problems in relation to learning. Teachers as one of the important stakeholders in learning are also not immune from teaching problems, therefore experience, input, assistance and opinions from other people are needed to solve, provide alternative solutions to the problems faced by the teacher (Machlmi et al, 2016). Teaching and educational activities in schools will be successful if all the elements involved in them can work together or become a solid working team to achieve school goals. The quality of learning is greatly influenced by the professional quality of the performance of school principals and teachers (Sagala, 2009).

The school principal carries out his duties and functions related to teaching Islamic religious education lessons (Charisatuniswah, 2012). One program that can be implemented to improve quality education is the implementation of assistance to teachers or what is better known as supervision. The principal as the educational leader in the school has duties in the field of supervision (Depdiknas, 2007). Principal is not just a position but a professional career. The professional career in question is a position that requires expertise to carry out obligations and duties effectively. In carrying out one of his duties, the school principal can act as a supervisor (Karwati et al, 2013).

According to Suharsimi Arikunto, supervision focuses on observing academic problems, namely those that are directly within the scope of learning activities carried out by teachers to

help students while they are in the learning process. (Arikunto, 2004). According to Glickman, academic supervision is a series of activities to help teachers develop the ability to manage the learning process in order to achieve learning goals (Directorate of Educational Personnel, 2008). At the time of the initial observation, information was obtained that the supervision carried out by the principal as supervisor had not been able to optimize the PAI teacher's ability professionally in learning, apart from that, the PAI teacher's ability in implementing learning was still less than optimal, Because the supervision carried out was still limited to supervising class visits., then there is less preparation of learning plans carried out by PAI teachers.

Teachers as educators have a very important role in the progress of the Indonesian nation. Teachers are also one of the determining factors for educational success, but there are still teachers who are not disciplined in carrying out learning. According to Hidayat, there are still some PAI teachers who lack discipline when carrying out learning in class, for example, often entering class late and leaving class too early before the specified time, PAI teachers convey monotonous learning, meaning completing the material is not balanced with appropriate learning methods or media. , and classroom conditions were not conducive, some students were joking and running around the classroom (Hidayat et al, 2022). In relation to the role of teachers, the teacher who plays an important role in the implementation of education in schools is the Principal. The principal as the leader of an organization has an important role in ensuring the quality of education that meets national education standards. This is necessary to maintain the performance of educational staff, especially teachers, to provide effective and efficient education.

The aim of this research is to determine the extent of supervision carried out by school principals in improving the teaching quality of PAI teachers. Because we know that the head of the Madras is one of the factors that can encourage the Madras to be able to realize its vision, mission, goals and targets through madrasah programs which are implemented in a planned and gradual manner. (Gaol et al, 2018). Madrasahs are educational institutions that function to realize national education goals as stated in Republic of Indonesia Law no. 20 of 2003 concerning the National Education System that: National Education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, Aiming to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, healthy, independent and become democratic and responsible citizens (RI Law No. 20 of 2003). The realization of quality human beings is the responsibility of education, especially in preparing students to become subjects who increasingly play a role, displaying strong, creative, independent and professional excellence in their respective fields (Roqib, 2014).

In this global competition, whether we admit it or not, madrasah educational institutions are required to improve effective and productive institutional performance. Good school principal leadership is able to manage all existing resources to achieve educational goals both in terms of learning and human resource development (Sukisno et al, 2023). If you look at the reality above, it is mandatory for a school principal to supervise the teachers for whom he is responsible, lest the teacher be unable to carry out his duties as a professional teacher.

## Method

This research is qualitative research. Qualitative research aims to describe and analyze natural phenomena, events, social activities (Sutama, 2012). This research was conducted at Madrasah Ibtidaiyah Negeri 1 Boyolali from October to December 2023 with the informants in this research being the school principal and teachers. The data in this research were obtained

through observation, structured interviews and documentation as well as the results of relevant literature. Data analysis uses the Miles and Huberman analysis model called interactive analysis. This analysis is divided into several stages: data collection, data reduction, data presentation, and drawing conclusions. With this interactive analysis technique, the analysis process starts from data collection and continues until all the data is collected (Miles et al, 1984).

## Results

### ***Supervision of Madrasah Heads in improving the teaching quality of PAI Teachers at MI Negeri 1 Boyolali***

Supervision is all assistance from school leaders aimed at developing leadership, teachers and other school personnel in achieving educational goals. An effective monitoring and evaluation model is very important for improving the performance of school principals. Supervision takes the form of encouragement, guidance and opportunities for the growth of teachers' skills and abilities, such as guidance on implementing reforms in education and teaching, selecting better learning tools and teaching methods, systematic ways of assessing phases. The entire teaching process. Supervision is monitoring the implementation of educational, technical activities in schools, not just physical supervision of physical materials. Supervision is supervision of academic activities in the form of the teaching and learning process, supervision of teachers in teaching, supervision of situations that cause it.

The Head of Madrasah Ibtidaiyah Negeri 1 Boyolali carries out activities as a supervisor by identifying learning weaknesses to be corrected, what is the cause and why teachers are not successful in carrying out their duties well. Based on this, follow-up was then carried out in the form of improvements in the form of coaching. Madrasah Ibtidaiyah Negeri 1 Boyolali is an educational institution oriented towards da'wah, education and social activities based on the Al-Quran and As-Sunnah. Supervision has been implemented at Madrasah Ibtidaiyah Negeri 1 Boyolali because supervision is coaching, namely coaching to solve the problems faced. Meanwhile, coaching is carried out by the school principal as a supervisor, by conducting training for teachers on new ways of carrying out the learning process, including by means of teaching demonstrations, workshops, training, observation, individual and group conferences, as well as supervisory visits.

**Table 1. Guidance from Supervisors**

Category	Results
Coaching	Training for PAI teachers in new ways of carrying out the learning process, including teaching demonstrations, workshops, training, observation, individual and group conferences, as well as supervisory visits
Supervision	Academic activities in the form of teaching and learning processes, supervision of teachers in teaching, supervision of situations that cause it.
Guidance	Guidance in improving the competency of PAI teachers, creating learning tools and improving the teaching abilities of PAI teachers

### ***Inhibiting And Supporting Factors For Madrasah Head Supervision In Improving The Teaching Quality Of PAI Teachers At MI Negeri 1 Boyolali?***

Madrasah head supervision can face several inhibiting factors that can affect its effectiveness. Some of these factors may vary depending on the context and conditions of each madrasah. The following are several inhibiting factors that are generally faced in the process of supervising madrasah principals:

1. Limited power, personnel and physical facilities can be obstacles in carrying out effective supervision. Madrasah principals may have difficulty providing sufficient support to carry out comprehensive supervision.
2. Unclear Goals of Supervision. If the objectives of supervision are unclear or not well understood by all parties concerned, this can reduce its effectiveness. Madrasah heads need to ensure that the objectives of supervision are clearly defined and can be implemented in real terms.
3. Poor communication between madrasah principals and staff can be an obstacle. Openness in communication, providing constructive feedback, and listening skills is very important to create an environment that supports the supervision process
4. Teachers' motivation levels are low, they may be less responsive to supervision. Madrasah principals need to understand and address factors that influence teacher motivation, such as lack of professional development or lack of support.
5. Absence of a System of Rewards and Sanctions Without a clear system of rewards and sanctions, teachers may not feel encouraged to improve their performance. Incentive and recognition systems can be an important factor in driving positive change
6. The unavailability or inactivity of related parties, such as parents, school committees, or the educational policy parties, can be an obstacle. Madrasah heads need to collaborate with all related parties to support the implementation of supervision.
7. Policy changes at the national or regional level can affect the implementation of supervision by madrasah heads. Madrasah heads need to continue to monitor developments in educational policies and adjust supervision practices according to applicable policies.

Overcoming these inhibiting factors requires sustained efforts, collaboration, and a deep understanding of the context of each madrasah. Effective principal supervision can be supported by various factors. These factors create a conducive environment for teacher professional development and improving the quality of education in schools. The following are several supporting factors for principal supervision:

1. Principals who are highly committed to supervision will be better able to provide the attention and resources needed to support staff development.
2. Clear Understanding of Supervision Goals. All parties in the school, including teachers and staff, clearly understand the objectives of the principal's supervision. This helps create a common focus in efforts to improve performance.
3. Open and Effective Communication There are open communication channels between the principal and staff. School principals who are effective in communicating can convey expectations, provide feedback, and listen to input well.
4. A culture of continuous learning in schools that encourages continuous learning, both for teachers and students. Supportive supervision focuses on professional development and improving learning outcomes.
5. The school principal involves teachers in the decision-making process regarding supervision. This creates a greater sense of ownership and responsibility among staff.

6. There is a professional development program that is well designed to meet teacher needs. Supervision can be focused on supporting the implementation of skills and knowledge gained from training
7. A constructive feedback system that helps teachers understand their strengths and areas of development, this feedback is provided regularly and not only during formal evaluations.
8. Availability of resources such as books, training materials and educational technology can support the supervision process. Principals need to ensure that staff have access to necessary resources.
9. The use of performance data and evidence provides a strong basis for identifying development and improvement needs.
10. There is a culture of collaboration between teachers, staff and madrasah heads. Collaboration can improve collective performance and strengthen teams.

## Discussion

Supervision of Madrasah heads is a continuous and continuous process in order to provide guidance, training and supervision of academics. Madrasah head supervision helps teachers to better understand the goals of education in schools, and the function of schools in achieving educational goals (Sukmawati, 2022). According to Purwanto (2010), supervision is a coaching activity that is planned to help teachers and other school employees carry out their work effectively. Meanwhile, Suhertian (2004) stated that supervision is an effort to initiate, direct, coordinate and guide the continuous growth of teachers in schools, both individually and collectively. The head of the Madras as supervisor guides it to be more understanding and be more effective in realizing all teaching functions so that they can stimulate and guide the continuous growth of each student. With educational supervision, the Madras head will know how to position himself correctly in leading the school he manages (Shaifudin, 2020). This understanding shows that supervision is not a momentary activity such as an inspection, but is a continuous and continuous activity so that teachers always develop in carrying out their tasks and are able to solve various educational and teaching problems effectively and efficiently (Faiqoh, D. 2019).

The madrasah principal as supervisor in teaching activities at school aims to improve teaching so that it becomes better than before. The school principal as supervisor in improving teacher performance is by directing and guiding teachers when they have difficulties in the learning process (Azizah et al, 2021). The supervisor is responsible for developing teachers in teaching by providing training to teachers on new ways of carrying out the learning process, including teaching demonstrations, observations, individual and group conferences. The school principal as supervisor carries out training for teachers using teaching demonstration methods, workshops, training, observation, individual and group conferences, as well as supervision visits (Fatimah et al, 2023). This is done so that teachers have more knowledge. With guidance from the Madras head as supervisor, it is hoped that teachers will know better which deficiencies need to be corrected during their time as teachers. (Laksono, 2021).

This coaching and guidance is carried out in order to help teachers overcome obstacles and problems that exist in the learning process implemented by teachers in the classroom (Abdillah et al, 2022). Then the supervisor as supervisor is Supervision is supervision of academic activities in the form of the teaching and learning process, supervision of teachers in teaching, supervision of situations that cause it. Supervision is carried out by the Madras head supervisor because the performance of PAI teachers must be monitored. Why does it have to

be supervised so that the teaching and learning process becomes good, PAI teachers must provide material accompanied by methods and media that are appropriate to the material. PAI teachers are supervised teaching to see whether the teacher is able to master or control the class well so that learning in the classroom is conducive. Meanwhile, the head of the Madras is the supervisor in providing guidance, namely that guidance is given in order to improve PAI Teacher competency by creating learning tools and improving their teaching abilities. According to Nilda, the implementation of supervisory duties by the head of the Madras includes the elements; personal, material and operational (Nilda, 2020)

Madrasah principals may experience difficulties in providing sufficient support to carry out comprehensive supervision, because limited resources, personnel and physical facilities can be obstacles in carrying out effective supervision. Limited power, personnel and physical facilities can be obstacles in carrying out effective supervision. So up to now, the implementation of supervision has only been limited to what is available and has not yet been completed. According to Novari, it is still found that educational supervision is more focused on administrative aspects and school management rather than pedagogical aspects of teaching. (Novari et al, 2023).

If the purpose of supervision is unclear or not well understood by all related parties, this can reduce its effectiveness. Poor communication between madrasah principals and staff can be an obstacle. Teachers' motivation levels are low, they may be less responsive to supervision. Madrasah principals need to understand and address factors that influence teacher motivation, such as lack of professional development or lack of support. Without a clear system of rewards and sanctions, teachers may not feel motivated to improve their performance. Because the school principal has the obligation to manage the running of the school and can also collaborate and relate closely with the community, raising the enthusiasm of the staff, teachers and school employees to work better (Rahmat, 2021). The unavailability or inactivity of related parties, such as parents, school committees, or the educational policy parties, can be an obstacle. Madrasah heads need to collaborate with all related parties to support the implementation of supervision.

Madrasah heads need to continue to monitor developments in educational policies and adjust supervision practices according to applicable policies. Overcoming these inhibiting factors requires sustained efforts, collaboration, and a deep understanding of the context of each madrasah. The form of follow-up usually carried out by the principal is in the form of sharing and question and answer activities, direct direction and coaching, then the teacher will listen to the explanation so that they can correct deficiencies and add new enthusiasm to improve teacher performance in learning. (Nurohiman, 2016). And effective principal supervision can be supported by various factors. These factors create a conducive environment for teacher professional development and improving the quality of education in schools. For example, the Madras head is highly committed to supervision, the objectives of supervision are clear, communication is open, involving teachers and staff, committees, students and all Madras residents. (Nurpuspitasari et al, 2019).

## Conclusion

In the discussion regarding the supervision of school principals in improving the performance of Islamic religious education teachers, it can be concluded that at MIN 1 Boyolali the principal as a supervisor carries out supervision guidance, supervision and guidance. There are supporting and inhibiting factors in the implementation of supervision. Among the most urgent inhibiting factors is the existence of policy changes at the national or regional level that

can influence the implementation of supervision by madrasah heads. Madrasah heads need to continue to monitor developments in educational policies and adjust supervision practices according to applicable policies. Meanwhile, the supporting factor is a clear understanding of the purpose of supervision. All parties in the school, including teachers and staff, clearly understand the objectives of the Madras head's supervision, this helps create a common focus in efforts to improve performance.

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