



## IMPLEMENTATION OF MADRASAH HEAD SUPERVISION IN TSANAWIYAH MADRASAH (MTS) STORED AT THE MINISTRY OF RELIGION IN TANJUNGBALAI CITY

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DOI: <http://dx.doi.org/10.30829/tar.v30i2.3574>

### ABSTRACT

#### Keywords

Implementation,  
Supervision,  
Madrasah Head

*This research aims to reveal the implementation of Supervision of Madrasah Heads in Assisted Madrasah Tsanawiyah (MTs) in the Ministry of Religion of Tanjungbalai City, how academic supervision techniques are carried out by Madrasah Heads as well as supporting and inhibiting factors in the implementation of academic supervision of Madrasah Heads in Assisted Madrasah Tsanawiyah (MTs). At the Ministry of Religion of Tanjungbalai City. The method used is a qualitative type, with a phenomenological approach, research data collection was obtained using triangulation techniques with data collection techniques from documents, interviews and observations. The results of this research reveal three findings that the implementation of academic supervision carried out by the Head of the Madrasah at the Madrasah Tsanawiyah (MTs) under the guidance of the Ministry of Religion of Tanjungbalai City is correct and follows existing procedures but the implementation is not optimal because there are still obstacles in its implementation such as facilities and infrastructure and other.*

### Introduction

Currently, the implementation of education is required and directed to balance and follow changes and developments over time, including in the implementation of education. Therefore, school principals must have the competence to manage education so that it always develops in line with the times. Education aims to help the younger generation become human beings who develop all elements of humanity, including spirituality, morality, sociality, taste and rationality.

The main activity of education in order to realize its goals is learning activities. To realize this goal, the role of the school principal is needed to encourage teachers to carry out learning well. One of the school principal's efforts to ensure that the learning process in the school runs well is by carrying out supervision of the teachers in the school. Supervision is an activity provided to help teachers carry out their work better.

As educational staff, teachers need help from the school principal (supervisor). Teachers are school personnel who are faced with various things where they cannot solve the problem completely without getting help from other parties, especially from the school principal. Teachers are always faced with situations that change all the time, such as the curriculum,

community demands, meeting their living needs, and so on. The most difficult thing teachers face is dealing with changes in society's demands, namely demands for change that are quite rapid from society so that they require changes to the curriculum. With this situation, sometimes teachers are not ready to face the situation without help from the school principal. With help from the school principal by carrying out supervision, the problems faced by teachers can be resolved.

If the principal can carry out his functions and responsibilities in carrying out supervision in the school effectively and professionally, the implementation of the learning process in the school will certainly improve and the desire and enthusiasm of the teachers will also arise because of the direction and guidance from the principal.

Teachers' success in teaching is due to supervision from the school principal so that teachers are motivated and can improve the quality of education. Supervision activities also have a big influence on teacher performance. Teachers who are satisfied with the principal's supervision will work happily or voluntarily so that their learning productivity increases. Likewise, teachers who are not satisfied with the principal's supervision will be less enthusiastic in teaching and will have a bad impact on the learning process so that teacher productivity decreases and results in a bad learning process.

The success of a school in improving the quality of education at school cannot be separated from the implementation of supervision carried out by the school principal. By implementing supervision by the school principal, it is hoped that teachers can improve the quality of the learning they carry out and increase professionalism in teaching, so that it has a good impact on the students at the school.

In principle, every teacher must be supervised periodically in carrying out their duties. The success of a school principal as a supervisor can be seen from the increasing performance of teachers in carrying out their duties well.

The implementation of supervision carried out by the principal is not the same between the teachers in the school he leads and those in other schools because each teacher he encounters is different, therefore the principal needs to apply supervision principles, supervision approaches and appropriate supervision techniques in carrying out supervision. academic towards teachers.

## **Research Methods**

In this study, researchers used qualitative research methods, the approach used was phenomenological procedures.

The reason the researcher used a qualitative method with a phenomenological approach was because the researcher wanted to directly explore the phenomenon of community behavior that was studied naturally regarding matters related to the implementation of Supervision of Madrasah Heads at Assisted Tsanawiyah Madrasahs at the Ministry of Religion, Tanjungbalai City.

## **Results and Discussion**

### **Implementation of Academic Supervision of School Principals at MTS Assisted by the Ministry of Religion of Tanjungbalai City**

The implementation of academic supervision carried out by the principal at the MTS in the Ministry of Religion of Tanjungbalai City is correct and in accordance with procedures. The implementation of academic supervision at the MTS in the Ministry of Religion of Tanjungbalai City is very important to see how the teacher carries out his duties in the classroom, whether the teacher is equipped with teaching equipment. such as syllabus, lesson plans, learning methods,

learning models, learning outcome assessment systems and others, and whether the teacher masters the class and masters the material he teaches to students.

The implementation of academic supervision carried out by the principal at the MTS in the Ministry of Religion of Tanjungbalai City in helping and developing teachers to improve their abilities and overcome all problems in the teaching and learning process is that the principal first gathers teachers to socialize the implementation of academic supervision, how it is carried out and the aspects -what aspects will be supervised by the principal, then the principal asks the teachers to hold a discussion regarding how the principal has carried out academic supervision so far, what are the weaknesses in the implementation of academic supervision.

After that, the principal asked the teachers to present the results of the discussions held so that the principal would know any weaknesses in the implementation of supervision so far so that the principal could improve them in the next implementation of supervision, then the principal would carry out classroom supervision/class visits. according to the schedule that has been agreed upon between the teacher and the head of the school until the subject hours are finished, after completing class visits and obtaining data on the findings, then the head of the school carries out an analysis related to the findings in the field. After that, the head of the school carries out follow-up actions against the teachers. who are supervised by conducting improvement and development evaluations of teacher abilities through MGMP which is carried out every 3 months, meetings and meetings with supervised teachers. and the principal provides coaching, guidance, direction and motivation to teachers to correct mistakes that occur in carrying out their duties so that in the future they will be even better.

The implementation of academic supervision carried out by the principal has a positive impact on teachers because by carrying out academic supervision the teachers are enthusiastic in carrying out their duties, especially in preparing their teaching equipment and teachers will also know where their weaknesses are in carrying out their duties, in this way the teachers will improve. the drawback.

There are four activities carried out by the principal at the implementation stage of supervision in the academic field, namely carrying out Supervision of Learning Tools, Carrying out Supervision of RPP Monitoring, Carrying out Supervision of the Learning Process and carrying out Supervision of Learning Outcomes Assessment

These four stages must be implemented so that supervision activities can take place in full and produce data in accordance with the objectives of academic supervision itself.

### **Carry out Supervision of Learning Devices**

Based on the Academic Supervision Development Module in the Implementation of K13 Ministry of Education and Culture in 2018, there are 12 components of learning tools which are the object of supervision, namely: (1) Educational Calendar; (2) Annual Program; (3) Semester Program; (4) Syllabus; (5) RPP; (6) Lesson Schedule; (7) Daily Agenda; (8) KKM documents; (9) Attendance List (10) Grade List (11) Teacher's Manual; and (12) Textbooks.

Each school principal has a different way of carrying out supervision of learning tools in the school he leads. This difference is due to differences in various factors. One of the factors that causes differences in how to supervise learning tools is the number of teachers. A school with a large number of teachers will be different from a school with a small number of teachers.

With a small number of teachers at the MTS assisted by the Ministry of Religion of Tanjungbalai City, totaling 18, supervision of learning tools can be carried out individually and supervision of learning tools can also be carried out in groups.

### **Carry out RPP Monitoring Supervision**

The head of the Madrasah, according to his duties, is to manage learning in the school he leads. For this reason, school principals are expected to be able and understand learning implementation plans that are in accordance with applicable regulations, namely Permendikbud number 22 of 2016 concerning process standards. The principal's understanding of the RPP is very necessary in carrying out the supervision of learning tools which is the obligation of the principal at least once a year.

### **Carry out Supervision of the Learning Process**

The next stage of implementing academic supervision is supervision of the learning process. At the supervision stage, the learning process is divided into three stages, namely: Pre-Learning; Learning; and Post-Learning.

1) Pre-Learning

Before supervising the implementation of learning, the activity carried out is a meeting between the principal as supervisor and the teacher who will be supervised to discuss matters related to the implementation of the learning that will be carried out.

2) Implementation of Learning

After the pre-learning interview, the principal as supervisor enters the class to supervise the implementation of the lesson. Supervisors carry out supervision activities during learning from start to finish. The supervisor positions himself appropriately so as not to disrupt the ongoing learning process. When supervising the implementation of learning, the supervisor brings a supervision instrument to carry out the activity.

3) Post-Learning

After the learning takes place, the supervisor holds a meeting to discuss/interview regarding the implementation of the learning that has been carried out

### **Carry out Supervision of Learning Outcomes Assessment**

The next stage in implementing academic supervision is supervising the assessment of learning outcomes. The assessment of learning outcomes that has been carried out by the teacher is a series of stages of implementing the principal's academic supervision. Therefore, this activity must be carried out with the aim of obtaining data related to teacher competence in carrying out learning outcomes assessments.

### **Supervision Techniques Carried Out by School Principals at MTS Assisted by the Ministry of Religion of Tanjungbalai City**

The academic supervision techniques used by the principal at MTS under the guidance of the Ministry of Religion of Tanjungbalai City are individual techniques and group techniques, individual techniques such as class visits, namely the principal directly visiting the teacher who is carrying out the lesson by observing it until it is finished and classroom observation, namely by going around every day to find out how the teacher controls the class and carries out his duties, whether the teacher has met the standards or not.

Meanwhile, the group technique is such as the principal holding meetings twice a week, namely on Mondays and Fridays with the teachers, apart from that the principal also provides counseling to shape the character and creativity of teachers by holding coaching and seminars held at the school to improve teacher competence. . After the principal carries out academic supervision using individual and group techniques and the principal finds data results that do not meet the standards, then the principal calls the teacher to be given guidance and direction. After that, the principal carries out follow-up action on the teacher by conducting an evaluation of improvement and development through MGMP is held every 3 months, meetings and

regular meetings and the school principal also holds outreach to shape teacher character and creativity by holding coaching and seminars held at schools to improve teacher competency.

Teaching supervision techniques according to Sahertian and Mataheru are: first, group techniques are applied if many teachers experience the same problem in the same or different subjects. Techniques that can be used include (1) teacher meetings, (2) workshops, (3) seminars, (4) leadership, (5) group counseling, (6) bulletin boards, (7) conducting field trips, (8) questionnaire, and (9) upgrading or refreshing. Second, and finally, individual techniques are used if the specific problem faced by a teacher requires separate guidance from the supervisor. Techniques that can be used are (1) new teacher orientation, (2) class visits, (3) individual conferences or personal meetings between the supervisor and the teacher concerned, (4) home visits, and (5) intervisitation or visiting each other.

The supervision technique applied by Mr. Ahmad Husin S, Ag as the principal of the assisted MTS at the Ministry of Religion of Tanjungbalai City, if viewed taking into account the theory according to Sahertian and Mataheru, then the supervision technique applied is correct and appropriate. The techniques used by school principals are class visits and class observations, meetings between the principal and teachers, and group discussions conducted by teachers at MGMP forums.

Teacher supervision must be carried out to increase teacher competence in planning and implementing the learning process in the classroom. For school principals at the managerial level, supervision is also useful for the management and administration of class teachers and subject teachers. Apart from that, supervision also improves teacher professionalism services to students while evaluating teacher performance.

The supervision procedure takes place in a cycle, including: preliminary stage, observation stage and evaluation stage. In the preliminary stage, the principal and teachers together discuss plans for the principal's supervision methods. In the next stage the teacher trains teaching skills based on the skills components agreed upon in the preliminary meeting. The principal observes and notes or records the teacher's behavior when teaching based on the skills components agreed upon by the teacher and principal. The principal also makes observations and records student behavior in class as well as interactions between teachers and students.

When conducting observations, the Principal seeks objective data in analyzing and interpreting cooperatively with the teacher what has taken place in teaching. This needs to be used as a reference and guideline for the process of coaching and further improving teacher professionalism in this field.

In the process of evaluating various possible ways of solving problems, each problem solving alternative is studied for its possible implementation by considering the opportunity factors such as facilities and obstacles that may be faced. The most likely problem solving alternative is to consider supporting factors that can help solve the problem compared to the obstacles faced. To carry out supervision effectively, efficiently and objectively, the Principal has conceptual, interpersonal (interpersonal communication) and technical skills. Therefore, school principals need to understand various teacher supervision techniques.

### **Individual Supervision Techniques**

Individual supervision techniques are the implementation of supervision carried out on individual teachers. The supervisor confronts a teacher to determine the quality of the learning process carried out by the teacher. This individual supervision technique can be carried out in five ways, namely class visits, class observations, individual meetings, inter-class visits, and self-assessment.

- a) Class Visit

Class visits are a teacher supervision technique by the principal as supervisor to observe the learning process in the classroom. The aim is to evaluate and help teachers overcome difficulties and problems in the classroom. The principal may or may not inform the teacher in charge of the lesson in advance. It depends on the Principal who wants to know what problems he wants to know.

b) Class Observation

Class observation is observing the learning process carefully in the classroom. The aim is to obtain objective data on aspects of the learning situation, teachers' difficulties in trying to improve the learning process. Through this stage, the principal can assess the variations in teaching methods used by teachers and the mental reactions of students when receiving the material.

c) Individual Meetings

An individual meeting is a meeting, conversation, dialogue, and exchange of ideas between teacher supervisors. Dialogue between the principal as supervisor and teacher can take place in the classroom when students are taking a break or the principal can set aside special time to talk in the principal's office or meeting room.

d) Interclass Visits

Inter-class visits are when one teacher visits another class in the school itself. The aim is to share experiences in learning. This method requires careful planning. Teachers who visit each other also need to be selected.

e) Assess Yourself

Self-assessment is a self-assessment carried out by oneself objectively. For this purpose, self-honesty is required. The principal can create a questionnaire containing open and closed questions without needing to mention the student's name. You can also record students' activities in a note.

f) Group Supervision Techniques

Group supervision techniques are a way of implementing a supervision program aimed at two or more people. Teachers who are suspected, according to the needs analysis, to have the same problems or needs or weaknesses are grouped or gathered together and learn together.

There is no right or wrong way to supervise teachers. Therefore, the Principal must know the aspect or area of skills that will be trained, he must also know the characteristics of each technique above and the nature or personality of the teacher so that the techniques used are truly appropriate to the teacher being trained through academic supervision.

Supporting and Inhibiting Factors in the Implementation of Academic Supervision of School Principals in MTS Assisted by the Ministry of Religion of Tanjungbalai City

Supporting and inhibiting factors are two sides that cannot be separated because they are opposing each other in a reciprocal relationship. Thus, an aspect that is a supporting factor may also be an inhibiting factor, if that aspect is more dominant as a supporting factor then its role as an inhibiting factor will be small and vice versa. The supporting and inhibiting factors for the success of educational supervision are all aspects related to educational supervision.

There are several factors that support the implementation of academic supervision of school principals at MTS assisted by the Ministry of Religion of Tanjungbalai City, one of which is the existence of a supervision program that has been prepared, the existence of a supervision program will make it easier to carry out academic supervision, the teacher's desire to be supervised by the teacher's desire to makes it easier for the principal to carry it out, mutual openness between the principal and teachers, high motivation from within the principal to supervise teachers to be better in carrying out their duties and good communication between the principal and the teachers.

There are several other supporting factors in the supervision carried out by the school principal, including:

- 1) There is openness from teachers, meaning that teachers really expect guidance from the Supervisor of Islamic Religious Education.
- 2) Teachers' desire to teach well and correctly.
- 3) There is compliance by teachers and heads of madrasahs, such as always actively making learning tools and madrasahs having work programs that include supervision activities.
- 4) In creating learning tools, teachers and madrasa heads work together and if there are teachers who need help, they are handled together.

The emergence of obstacles in the implementation of supervision is not caused because of the principal alone, but also from teachers, obstacles can arise in implementing academic supervision. One of the obstacles in implementing academic supervision is the large workload that the principal carries, the limited time that the principal has because the principal has many activities such as official meetings or overseas training, so that The implementation of academic supervision is sometimes hampered, and school facilities are also inadequate in implementing academic supervision, such as learning facilities so that the implementation of learning is only minimal, and the teachers have different thoughts, such as some teachers who feel they are more senior than the principal so that the implementation is not as expected.

From these several obstacles, the school principal is looking for solutions to overcome the problems so that academic supervision can run smoothly at school. By carrying out routine and regular supervision, it will have a good impact on educational institutions, especially teachers so that they can further improve their abilities in carrying out their duties. For this reason, it is necessary to hold training, coaching and seminars for school principals to increase their insight in carrying out academic supervision. Having knowledge will make it easier to carry out various tasks and responsibilities, especially in carrying out supervision.

## **Conclusion**

Based on research findings and discussion of research results regarding the implementation of academic supervision of school principals at MTs.Binaan Kemenag, it can be concluded that the implementation of academic supervision carried out by school principals is correct and good enough, the principal is responsible for its implementation, the principal carries out minimal academic supervision six months 2 times. The implementation of academic supervision carried out by the school principal has a positive impact on teachers because by carrying out academic supervision teachers become enthusiastic in carrying out their duties, and pay more attention to teaching equipment such as syllabus, lesson plans, learning methods, learning models, etc., and teachers also master class and master the material they teach and by carrying out academic supervision, teachers will know where their weaknesses are in carrying out their duties, so that teachers will correct their shortcomings.

The academic supervision technique used by the principal at MTs.Binaan Kemenag is to use individual and group techniques, individual techniques such as class visits, namely the principal visits the teacher directly who is carrying out his duties by monitoring the teacher until the lesson time is over and going around the class to ascertain whether Every teacher who teaches carries out their duties well and masters the class or not, whether the school principal uses group techniques such as holding meetings twice a week to provide direction to teachers and holding seminars to broaden teachers' insight and increase teacher competence.

There are two factors that can influence the implementation of academic supervision at MTs.Binaan Kemenag, namely supporting factors and inhibiting factors, supporting factors in its implementation, the existence of a supervision program, the motivation of the principal towards

teachers, the teacher's desire to be supervised, openness to each other. , and the principal's communication with the teachers is good. Meanwhile, the inhibiting factors include the large workload that the school principal carries, the limited time that the principal has, inadequate school facilities in implementing academic supervision such as learning facilities so that learning is only carried out as is, lack of school facilities and infrastructure, different thinking between teachers and school principals.

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