

The Role of Supervisor in Improving Performance Islamic Religious Education Teacher in Madrasa

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Abstract

Madrasah supervisors have a significant and strategic role in the process and results of quality education in madrasahs. In this context, the part of school supervisors includes monitoring, evaluation, reporting, and follow-up of supervisors, which must be carried out regularly and continuously. This role is related to the primary duties of supervisors in carrying out managerial Supervision and academic Supervision, coaching, monitoring, and assessment. In reality, on the ground, there are still teachers who still need to fulfill the administration of learning devices, and teachers need to carry out learning with a professional and appropriate competency according to national education standards. Research on supervisory Supervision to improve teacher performance in madrasahs still needs to be conducted. In this study, the authors aim to explore the academic Supervision of madrasah supervisors in improving teacher performance. This is important because the initial part of monitoring is integral to improving school quality. I use the philosophy of phenomenology to understand this phenomenon. Data was collected using semi-structured individual interviews with one Supervisor who supervises MAN. I use qualitative analysis to understand the subjective experience, which then forms insights about Supervision's positive impact on teacher performance in MAN. This research found that three main supervisory themes positively impacted the ongoing process of building a version: (1) role in planning and (3) strategy: how to instill values through cultivating a culture in the family. In short, our research shows that the development of Indonesian adolescents' identity in Javanese culture is influenced by the values instilled by their parents, which they acquired since childhood. Their development continues to be consistently controlled by their parents.

Keywords

Teacher Professionalism; Differentiation Learning; Independent Learning; and Students

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1. INTRODUCTION

Substantially, educational Supervision refers to supervisors' efforts and assistance to education stakeholders—especially educators who aim to improve and foster learning. The assistance provided must be based on careful observation and objective assessment, and the assistance provided must be able to improve and develop the learning process situation. (Rahmah, 2018)

The supervisor is one of the educators and educational staff whose position is essential in improving teacher professionalism and the quality of education in madrasas. The supervisor's work performance in his role needs to be assessed. The hope is to find out how far a madrasa supervisor has carried out his primary duties.

Madrasa supervisors have a significant and strategic role in the process and results of quality education in madrasas. In this context, the role of school supervisors includes monitoring, evaluation, reporting, and follow-up of supervisors, which must be carried out regularly and continuously. This role is related to the primary duties of supervisors in carrying out managerial Supervision and academic Supervision, coaching, monitoring, and assessment. (Ministry of Education and Culture, 2017). School supervisors can implement two leading roles in improving teacher professionalism, including (1) academic Supervision and (2) managerial Supervision. The steps that can be taken include: fostering and developing teacher resources and improving learning in the classroom (Izzuddin, 2020). One study stated that the Supervision of madrasa supervisors had a positive and significant effect on teacher performance in realizing the quality of education in madrasas (Ruhayat, 2017).

Regulation of the Minister of Religion Number 31 of 2013 concerning changes to the regulation of the Minister of Religion Number 2 of 2012 concerning supervisors of madrasas and supervisors of Islamic religious education in schools. This regulation serves as a reference at the central, regional, district, or city levels in implementing surveillance programs. The PMA regulates, among other things, the duties and functions of supervisors, responsibilities/authorities, qualifications, competencies, workload, performance appraisal, appointment, transfer, level, position/rank, and credit score. (PMA No. 31 of 2013)

It is inseparable from the existing problems, including teacher performance in lesson planning, the implementation of learning, and learning evaluation. In this school, there are still problems with teacher performance in lesson planning where teachers have yet to make lesson preparations before teaching. In addition, there are also problems related to teacher performance in the implementation of learning. This can be seen from the teacher, who is still unable to condition the class to be calm when one of the students makes a commotion in the class. The teacher in the implementation of learning also has yet to use a variety of learning strategies, so what happens is that students feel bored and bored when learning takes place (Buchari, 2018). Thus, the effectiveness of the learning process. The role/tasks of the teacher in the learning process include the teacher as a Learning resource; Facilitator; learning manager; Demonstrator; advisor; Motivator; and Appraiser (Maimunah, 2018).

Many experts have carried out various studies on the role of supervisors in schools, but from these studies, very few still focus on supervising teacher performance in madrasas. Some of these studies include those conducted by Diana Elviya and the role of school supervisors (Elviya, 2014), school principals, teachers whose positions/titles are higher than those who will be assessed, and teachers who may also ask teachers from other schools if they are willing. However, the responsibility is still the principal; as a follow-up reviewer for teachers who object to the assessment so that they can repeat the implementation of performance assessments globally and thoroughly, Motivate teachers to improve their abilities and skills in planning, implementing, and evaluating learning activity programs to become even better and more professional during the process learning. Then Dedi Wandra et al. (2021) The research and data processing results show that several competencies mastered by supervisors, namely supervision planning and implementation, are mastered. Based on observations, Madrasa Supervisors and Heads of MTsN 4 Pasaman have worked together in planning academic Supervision,

implementing Supervision, and also in terms of following up on supervision activities that have been carried out. In addition, Said Subhan Pusangi's (2021) research results obtained that the role of supervisors is to improve teacher performance at Madrasah Tsanawiyah Negeri 2 Kotamobagu, namely by carrying out programmed and scheduled coaching through an academic supervision plan (RKA), supervisors provide guidance, directions, examples revise, and how to make document 2 (Syllabus and RPP).

Some of the previous studies that the researchers found included; *The Role of Supervision in Improving the Performance of Madrasah Principals and Teachers at Madrasah Aliyah Negeri 1 Ogan Komring Ulu*; The conclusion that resulted from this study was that the supervisory role carried out by the supervisor towards improving the performance of the madrasah head and the Supervision carried out by the madrasah head on teachers had been carried out correctly and were able to make a positive contribution to the madrasah. In addition, the madrasah head can openly cooperate with supervisors in terms of Supervision so that they are better able to carry out their role in mobilizing, coordinating, and having a positive influence on teachers to improve their performance so that at an advanced stage, it can affect the quality of learning (Linda, 2023) from title *Supervisory Management in Improving the Professionalism of Islamic Religious Education Teacher Performance*. From this research, it can be concluded that several actions must be taken by a supervisor to improve the performance of PAI teachers, namely by preparing good program planning, implementing the program that has been planned with an academic survey conducted by the supervisor, assessing and evaluating work programs carried out by PAI teachers and following up and solving problems that occur (Maranting, 2020). Title *The Role of Supervisors in Improving Teacher Performance at Madrasah Tsanawiyah Negeri 2 Kotamobagu*, The research results obtained that the role of supervisors is in improving teacher performance at Madrasah Tsanawiyah Negeri 2 Kotamobagu, namely by carrying out programmed and scheduled coaching through an academic supervision plan (RKA), supervisors provide guidance, directions, examples of revising, and how to make document 2 (Syllabus and RPP). a) Managerial Oversight Plan (RKM), b) Managerial Oversight Plan (RKM). In carrying out coaching, especially teacher performance, namely at the beginning and the end of the odd and even semester. 2) The supervisor's role in improving teacher performance impacts teacher performance and quality. Supervisory development in improving teacher performance in the learning process, fostering the preparation of annual program documents and learning implementation plans (RPP), fostering teachers who have additional assignments, and the assessment results are reported to the teacher being assessed. Recommendation (Posangi, 2021), *The Role of Madrasa Supervisors in Improving Madrasah Teacher Professionalism*, results in *The role of school supervisors is to maintain and guide teachers to remain professional, including academic Supervision and managerial Supervision* (Susilarningsih, 2018) from title *Supervisory Management in Improving the Professionalism of Islamic Religious Education Teacher Performance*. From this research, it can be concluded that several actions must be taken by a supervisor to improve the performance of PAI teachers, namely by preparing good program planning, implementing the program that has been planned with an academic survey conducted by the supervisor, assessing and evaluating work programs carried out by PAI teachers and following up and solving problems (Isyaroh, 2023).

From the various studies these experts have conducted, research on the role of supervisors in improving the performance of Islamic Religious Education teachers in Madrasahs is still very rarely done. Therefore this research will focus on the role of supervisors and teacher performance in madrasah by conducting a comprehensive study regarding this subject matter. Thus, the position of this research is quite different from various previous studies. This study tries to describe how to improve the performance of MAN teachers in Palangka Raya City (Mankoraya) through Supervision of lesson planning, Supervision of learning implementation, and evaluation of the results of Supervision of lesson planning and implementation of education.

2. METHODS

This research uses a qualitative research design with a descriptive-analytic approach to gain an in-depth understanding of phenomena in the research field (Creswell, 2016; Alwasilah, 2011). The object of this research is the Supervision Role of supervisors in Madrasahs in improving teacher performance. A research approach is a qualitative approach. The research location used to obtain the required data is the MAN of Palangka Raya City. The time needed to conduct the research from the start to its end was in December 2022. Data collection techniques in this study included interviews, observation, and documentation studies. In this study, the researcher acts as a human instrument.

3. FINDINGS AND DISCUSSIONS

The role of supervisors in improving the performance of MAN teachers in Palangka Raya City through Supervision of lesson plans

The preparation of an academic supervision program is formulated by involving stakeholders and supervisors by analyzing past programs (Fahmi, 2018). The implementation stage of planning supervision starts with the teacher compiling learning administration tools in the form of an annual program, semester program, syllabus, and learning implementation plan (RPP). After all the lesson plans are made, the teacher submits them to the deputy head of the madrasa curriculum field, and then the supervisor supervises the teacher's administrative completeness.

Supervision of this administration is said to be successful when there is an increase in teacher performance in managing learning administration of at least 75%. Each cycle of Supervision leads to a positive (Pratiwi, 2020). Most supervisors make plans before conducting Supervision in class. This is important because the early part of monitoring is an integral part of improving school quality (Lunenburg, 2010).

In this case, the supervisor at MAN Kota Palangka Raya (Mankoraya) said that teacher administration is one of the targets for the Supervision of lesson planning by checking its completeness and evaluating the components in the device using monitoring instruments. (Interview)

Reinforcing what was conveyed by the Supervisor, the head of MAN MF emphasized that at the beginning of each academic year, the madrasah asked all teachers to complete all learning administration because the supervisor would see all the completeness made by the teacher such as the annual program, semester program, syllabus and lesson plans and so on. (Interview), Deputy Head of Madrasah Curriculum added that administrative completeness was also instructed to make lesson plans divided into 4 (four) parts, namely book 1, book 2, book 3, and book 4, which all contain all lesson plans (interview)

Teachers must complete all administration of lesson planning and be a teacher's reference for carrying out the learning process and as material to be supervised by supervisors. The supervisor is present immediately to make corrections whether the plan is followed or if some things need to be corrected. The teacher makes the learning device document, accompanied by a signature. In addition, the document for the Supervision of the lesson plan used by the supervisor is filled in and signed by the supervisor and teacher of the PAI concerned.

In supervising the annual and semester programs, the supervisor will see the reference in allocating time to achieve competency standards and essential competencies. The supervisor will also know the suitability between SK and KD.

In supervising the annual program, several components are considered: the identity of the field of study, core competencies, essential competencies, subject matter, and time allocation. Meanwhile, the semester program must contain several components: core competencies, critical competencies, time

allocation, and division of months and weeks.

In the Supervision of the syllabus, the syllabus contains many things such as subject identity, core competencies, subject matter, learning activities, and several other components that must be present. The supervisor will examine these components in the syllabus made by the teacher by providing scores and notes using the syllabus monitoring instrument so that the results of the syllabus verification are clearly illustrated. (Interview)

Of the several supervised syllabuses, several teachers still make syllabuses not based on the needs of the madrasah. In other words, copy-paste. Supervisors do two ways in supervising the syllabus, namely by dealing directly but can also be done indirectly by adjusting to the time. (Interview)

In supervising the Learning Implementation Plan (RPP), the components include subject identity, competency standards, essential competencies, indicators, learning objectives, learning materials, steps of learning activities, learning resources, and several other components. Supervisors will be more thorough because that is contained.

Next, in the Supervision of the Learning Implementation Plan (RPP), the head of the MAN said that at the beginning of each school year, the supervisor asked the madrasah to convey to the teacher to make a lesson implementation plan because that was the reference for teachers in carrying out learning in class. (interview)

The role of supervisors in improving the performance of MAN teachers in Palangka Raya City through Supervision of the implementation of learning

In conducting Supervision, most school principals in Indonesia use class visits to observe teacher teaching activities. The principal becomes a leader in serving teachers and students, works collaboratively, and communicates well, affecting student learning satisfaction (Nor, 2020). In carrying out the Supervision of the implementation of learning, several components are used as a reference for supervisors, namely as follows:

a. Supervision of preliminary activities

During the implementation of the learning components that concern the supervisor are the preliminary activities. This activity will clarify how the teacher starts or opens the lesson. According to the Aqidah morals teacher Tr, usually in the implementation of Supervision, the supervisor sits behind directly supervising and then looks for the right place to deliver improvements. The suggestions made by Mr. MH after completing learning observations, for example, Mrs. TR, should be at the beginning of learning motivation should particular emphasis. According to Ms. Tr, the MH supervisor is the only MAN supervisor who is very senior and active every month in conducting Supervision (interviews).

The results of the interview above were reinforced by Mr. SH, who said the first step was carried out during Supervision in class, namely by watching the teacher carry out preliminary activities in the learning process, then in preliminary activities there were several steps, such as whether the teacher carried out apperception and motivation, linking the current learning material with the experience of students, preparing students physically and psychologically in starting learning activities and so on following the instruments and learning plans that have been made by the teacher (Interview)

As the supervisor, Mr. MH carries out activities following the monitoring instrument; there are five steps, namely apperception, and motivation, preparing students physically and psychologically, connecting with real life, asking questions that are involved with the themes being taught, inviting dynamic students to carry out activities related to the material, to be given a written note and given a score if there is none then it will be recorded. (observation)

In academic Supervision, as Instructional Supervision or Instructional Leadership, the focus is on assessing, studying, improving, improving, and developing the quality of teaching and learning

activities carried out by teachers through a guidance and consultation approach in the nuances of professional dialogue. Educational Supervision or Supervision is an attempt to provide services to education stakeholders, especially teachers, individually and as a group, to improve the quality of learning processes and outcomes (Sagala, 2010).

The supervisor's arrival was on time. According to the schedule, the appearance was early because he wanted to see when the teacher entered the class carrying monitoring instrument sheets, teacher learning tools, and notebooks. Then the supervisor supervised from the beginning until the end of class. The teacher's skills in opening lessons are monitored, and the supervisor observes the suitability of the RPP that has been prepared. Documents for Supervision of supervisory implementation instruments in which the results of Supervision and notes from supervisors can be seen, which have been signed by the supervisor and the teacher concerned. (observations and documents)

Makin (2018) shows a significant positive relationship between supervisor skill construction and teacher capacity construction. The focus is on fulfilling supervisory knowledge and skills in schools as a prerequisite for improving the quality of teaching practice. Especially the importance of efforts to build the capacity of teachers and help them improve learning practices and implement 21st-century learning.

The point is that the supervisor's preparations and activities are very detailed in recording, scoring, and providing input to the teacher in preliminary activities. This is a positive activity in monitoring and giving unique points, especially for learning tools and lesson plans, which so far seem to be copy pasted, making it challenging to apply in implementing learning.

b. Supervision of core activities

The supervisor monitors nine components in the core activities; whether the teacher implements these points or not, a note is given, and a score is given based on the monitoring instrument. In addition, the supervisor's focus is also on the teacher's ability to manage the class, mastery of teaching materials, the books used, the media used, and the methods used by the teacher.

From a research result, Santos, JM, & Castro, RD (2021) states that the supervisor evaluates the teacher, and the results are supported through dialogue between the teacher and the supervisor. The research findings show that teachers have a 'strong knowledge' of the seven elements of TPACK. Alternative, more structured approaches are designed to assist teachers in public high schools in implementing 21st-century learning by integrating technology.

Especially the media, for example, for Mr. MH, to monitor the application of learning media and whether it is appropriate and relevant to the subject matter. While checking the lesson plans, noting the type of media used, and advising teachers, especially ICT, in learning and learning resources related to TPACK. (observation)

When asked about supervising core activities, Mr. MH said: that it is because the supervisor comes into class, sees the teacher, does he only work on his cell phone, or is sleepy; it is useless and a waste of learning time. Therefore, I focus on how the teacher implements educational learning strategies, scientific approaches, authentic assessments, and other things that do not follow the lesson plan. If something is lacking, I note it down, and after Supervision, I invite them to chat while conveying things that need to be corrected in the form of feedback. (Interview)

From these observations and interviews, supervisors can find out the conditions in the field to provide input and suggestions on matters that need improvement. Teachers may only carry out learning that follows the lesson plans that have been made and with monitoring instruments so that the learning steps are not spared from supervisory monitoring.

c. Closing activities

The steps in the closing activity, the supervisor directly monitors the teacher, makes summaries/conclusions, evaluates/reflects on the process of learning outcomes, provides feedback, provides structured assignments, and delivers future learning material.

Opening and closing lessons are essential teaching skills that need to be mastered by teachers to help make learning effective by mentally preparing students and guiding students to have a summary of the material being studied. The teacher carries out the opening and closing components of the lesson by paying attention to the students' characteristics, the student's abilities, and the effectiveness of the time used so that not all indicators in each component are carried out by the teacher (Khakiim, 2016).

Mr. MF, as the head of the madrasa, stated that in the teaching and learning process, the supervisor monitors from the beginning of the activity to the end, do not let the supervisor enter the class for a while and then before the class hour is finished he leaves the class. If so, how can you determine the teacher's teaching skills? Closing activities are proven by the supervisor staying in the classroom before the learning activities end. (interview)

From the interview above, the observation was strengthened in that the supervisor consequently monitored the closing activities, especially the input given after taking notes and scoring. The supervisor had a relaxed conversation with the teacher regarding reflections that had to be corrected.

Thus, it can be explained that closing activities in supervising the implementation of learning are related to preliminary and core activities; the substance of closing is how to improve the teacher who summarizes or concludes lessons that are sometimes not following the material, reflects or evaluates the process, provides feedback and upcoming material.

The role of supervisors in improving the performance of MAN Palangka Raya City Teachers through evaluation of Supervision

After supervising the class, the supervisor directly evaluates the observations when the teacher conducts learning activities, then the supervisor collects the observations and analyzes them. From here, it becomes the basis for carrying out the next stage and recommending to the head of the madrasa to carry out a coaching or training program following the teacher's condition. Therefore, supervision activities are truly cooperative-based activities (Redfern, 2019) between teachers, supervisors, and principals.

Mr. MH stated that in evaluating after the Supervision was carried out, the supervisor called the teacher concerned to listen to directions from the supervisor regarding the results of the Supervision carried out and what was corrected by the teacher. (interview)

In evaluation, the supervisor's role is to make improvements to components that are considered not optimal. In the madrasah, which was the object of research, the supervisor asked the teacher to go to the principal's office together while conveying the results of the Supervision. Where teachers experience many problems during the teaching and learning process. Furthermore, the supervisor reports to the head of the madrasa regarding problems and advises the head to carry out activities or training following the problems found. In general, it conveys the results of Supervision. (observation)

As a follow-up to the supervisor's recommendation, MF said he would hold coaching activities or workshops at the beginning or end of the school year. These activities are related to teachers' needs based on the results of Supervision, for example, the use of ICT media and lesson plans. Coaching activities are generally carried out when students are on vacation. (Interview)

As the provision of 37.5 hours of working hours is associated with the equivalent of 24 hours of face-to-face meetings, it can be interpreted that a supervisor must at least carry out the primary supervisory duties for 24 hours of face-to-face meetings/meetings per week. The remaining time is used

for non-face-to-face activities such as preparing programs, reports, teacher professional development, and other school support activities (Zakso, 2013).

From the explanation above, supervisors carry out evaluations within the framework of improvement by providing recommendations from findings in the field and then conveying them directly to the teacher as feedback and to the head of the madrasa for follow-up.

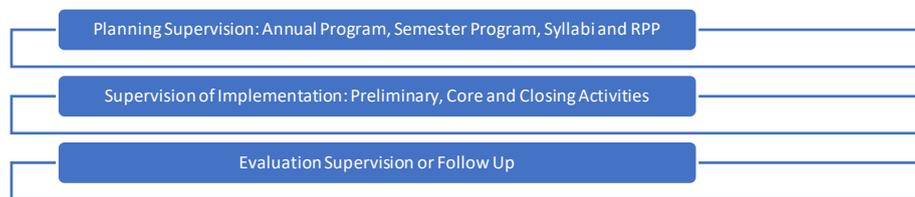


Figure 1. Oversight role chart

4. CONCLUSION

In supervising planning, annual programs, and semester programs, as well as syllabi and lesson plans, several teachers still make syllabuses based on something other than needs and lesson plans in these madrasas. In other words, copy-paste. Supervisors do two ways in supervising the syllabus and lesson plans, namely by dealing directly, but it can also be done indirectly by adjusting to the time. In supervising the implementation, the supervisor's arrival was on time. According to the schedule, the arrival was early because he wanted to see when the teacher entered the class carrying monitoring instrument sheets, teacher learning tools, and notebooks. Then the supervisor supervised from the beginning to the end of class hours. Teacher skills in opening lessons are monitored, and the supervisor observes the suitability of the RPP that has been prepared. Documents for Supervision of supervisory implementation instruments in which the results of Supervision and notes from supervisors can be seen, which have been signed by the supervisor and the teacher concerned. However, some teachers need more motivation or remember to do apperception.

Then in evaluation supervision, the supervisor carries out evaluations within the framework of improvement by providing several recommendations from findings in the field and then conveying them directly to the teacher as feedback and to the head of the madrasa for follow-up. However, sometimes there are obstacles in following up on the findings submitted by the supervisor to the head of the madrasa to guide teachers.

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