

The Effect of The Supervision of The Head of The Madrasah On Teacher Performance In Mis Darussa'adah Bunobogu

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ABSTRACT

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This research is aimed to investigate the effect of educational supervision of the Head of the Madrasah towards teacher performance. The research was conducted at MIS Darussa'adah Bunobogu, Buol Regency in Central Sulawesi. Based on the result of the study, it was shown that there was no positive and significant influence in the implementation of educational supervision by the Head of Madrasah on teacher performance at MIS Darussa'adah Bunobogu. Evidenced by the value of sig. (2-tailed) that is greater than the sig. value 0.05 is 0.406 and the correlation value of the coefficient is quite low at 0.063. Therefore, the hypothesis that states "there is a positive and significant influence on the implementation of educational supervision by the head of the madrasah on the performance of teachers at MIS Darussa'adah Bunobogu" is not proven or rejected. The research applied quantitative approach with the type ex-post facto research. The two variables were the supervision of the head of the Madrasah as the independent variable and the teacher performance as the dependent one. The population in this study was all classroom teachers and subject teachers at MIS Darussa'adah Bunobogu. Applying random sampling technique to draw the sample. Data collection techniques were carried out using questionnaires, document review, and through interview. The data analysis technique used was divided into two stages, namely prerequisite analysis techniques and hypothesis testing.

1. Introduction

The term supervision may not feel familiar to someone who explores the meaning of education or more precisely is educational supervision. Supervision education actually comes from English from the word "supervision" which has the basic meaning of supervision. So that in plain view the understanding of educational supervision is supervision in the field of education. As for someone who carries out educational supervision activities called "Supervisor" whose purpose is to guide, supervise, and evaluate the role of education in Indonesia. Supervision in an education can be interpreted as a series or process of teaching and learning activities to help develop, supervise, and manage the educational process in order to achieve the goals of existing educational institutions. Adam and Dickey provide an understanding that educational supervision is a planned program in an effort to improve subjects. In addition, Kerney also gave an understanding that educational supervision is a procedure for directing and giving critical evaluation of the

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instructional process of education. The ultimate goal of educational supervision is to provide a better form of educational services to all students. The obstacles faced in the implementation of academic supervision are the lack of guidance and implementation of supervision carried out by supervisors of related agencies and principals in supervising teachers in schools. The purpose of educational supervision is to increase the awareness of teachers and other school residents towards democratic and cooperative work procedures. Helping teachers to be able to evaluate their activities in the context of the objectives of student development activities. The implementation of supervision must be carried out systematically and continuously in order to describe the abilities of the teachers evaluated.

2. Literature Review

Supervision is the assistance of the heads of other madrasahs in achieving educational goals. This supervision is in the form of encouragement, guidance, and opportunities for the growth of educators' skills, such as guidance in efforts and implementation of reforms in education and teaching, choosing better learning media and teaching methods, systematic assessment of the stages of the entire teaching process, and so on (Purwanto, 2012 p.76). In this case, the author gives an understanding that supervision is a coaching activity that is planned to help educators and education staff in the madrasah environment in doing their work effectively and efficiently. In addition, the supervision provides services and assistance to improve the quality of teacher teaching in the classroom which in turn to improve the quality of student learning. Supervision is also done by identifying deficiencies in learning to be corrected, what causes them and why they do not succeed in carrying out their duties properly. Based on this, a follow-up was then carried out in the form of improvements in the form of coaching.

2.1 The purpose of educational supervision

The purpose of supervision is the improvement and development of the teaching and learning process in total, this means that the purpose of educational supervision is not only to improve the quality of teacher teaching, but also to foster the growth of the teaching profession including the provision of facilities that support the smooth teaching and learning process.

2.2 Supervision and Supervision of Education

Supervision of education is guidance towards improving the educational situation. Education in question is in the form of guidance or demands towards improving the educational situation in general, and improving the quality of teaching and learning in particular.

2.3 Supervision and Supervision of Education

There are a minimum of four activities carried out by the Head of Madrasah at the stage of implementing this academic supervision, namely: Supervise learning tools, carry out RPP monitoring supervision, supervise the learning process, supervise learning outcomes assessment. The purpose of the head of the madrasah supervising is to improve his professional abilities and techniques for teachers so that the learning process in the madrasah is more qualified.

3. Methodology

This study used a quantitative research approach. Quantitative research is research that uses instruments (data collection tools) that produce numerical data (Sugiyono, 2008 p.7). This type of research is ex-post facto research. Because in this study there was no treatment or treatment of research variables, but to find out the cause-and-effect relationship between free variants and bound variables that have occurred naturally. The independent variable in this study was the implementation of educational supervision by the principal. While the dependent variable in this study was teacher performance.

4. Results and Discussion

Based on the results of interviews with teachers, it shows that the obstacles faced by madrasah heads in carrying out academic supervision are lack of guidance and supervision implementation programs in madrasahs and lack of coaching and training of educators and education staff.

4.1 Implementation of educational supervision

Supervision of education by the head of a madrasah in this study is defined as an activity in the world of education in the form of supervision, coaching and evaluation of teacher performance carried out by his superiors who in this case is a madrasah head. These efforts are carried out with the aim of improving the quality of teacher performance in learning activities. As for educational supervision, supervision activities that focus on the scope of learning carried out by teachers are called teaching supervision or academic supervision. So that the educational supervision activities referred to focus on

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academic supervision activities, namely supervision activities on teacher performance, especially in learning process activities. Indications of the implementation of academic supervision are described in the form of duties and roles of the head of the madrasah as a supervisor.

Based on observations and interviews with various sources in research places who were competent in their fields, it is indicated that the implementation of educational supervision by the head of the madrasah is considered to have been carried out, but not optimally. This statement was further proven through research conducted at MIS Darussa'adah Bunobogu. Measurement of the implementation of educational supervision by the head of the madrasah is carried out using a research instrument consisting of 7 indicators.

The research instrument was in the form of a scale with a rating scale model that has gone through validity tests through empirical tests using the Karl-Pearson formula. In addition, the instrument was tested for reliability using the Cronbach Alpha formula which has a value of 0.879. Thus, research instruments are very reliable to measure the implementation of supervision of madrasah heads. The results of the variable study of the implementation of educational supervision by the head of the madrasah showed that the supervision that had been carried out by the head of the madrasah had a high / good category of 8.5%, a medium / sufficient category of 61.6%, and a low / less good category of 29.9%. Meanwhile, the indicator analysis showed that the lowest indicator assessed by teachers is the seventh indicator, which is to be a counselor for teachers.

The results of the analysis showed that the implementation of educational supervision by the head of the madrasah has been carried out quite well. However, more madrasah heads who carried out supervision are still in the medium / sufficient category and in the low / less good category. What needs to be improved is the aspect in the capacity of the head of the madrasah to become a counselor for teachers in their respective education units.

Furthermore, it is concluded that most of the implementation of educational supervision by the head of the madrasah still needs to be optimized, especially in the aspect of counselor activities for teachers. Wijono (1989: 220) explains the principles or principles in supervision, one of which explains that "supervision should be a process of solving problems dynamically in learning, improving and evaluating results and processes." Based on Wijono's explanation, it is understandable that one of the keys to success in implementing supervision is how a supervisor can understand various problems and evaluate them. Supervisors who can understand this will have an impact on the smooth and successful supervision activities. In the findings above, it is explained that supervision activities that need to be improved are counselor activities for teachers, where through these activities the Head of Madrasah as a supervisor can touch the root cause of teacher performance which is the focus of supervision activities.

4.2 Coaching and Training of Educators and Education Personnel

Through coaching and training carried out in education units and through KKG (Teacher Working Group), MGMP (Subject Teacher Deliberation) activities carried out by the parent KKM (Madrasah Working Group) in collaboration with KKM members in the Buol Regency area and the calling of training participants carried out by the Manado Religious Training Center, whether it is a Training in the Working Area (DDWK), Online Training, or Training which is carried out at the Training Center directly which is expected to develop educator resources, especially within MIS Darussa'adah Bunobogu and in general within Madrasah throughout Buol Regency and is beneficial for educators as well as education staff, and even more so for these students.

5. Conclusion

Based on the analysis of research data and discussion, it can be concluded that there is no positive and significant influence on the implementation of educational supervision by the Head of Madrasah on teacher performance at MIS Darussa'adah Bunobogu. Evidenced by the value of sig. (2-tailed) that is greater than the SIG value. 0.05 is 0.406 and the correlation value of the coefficient is quite low at 0.063. Thus, the hypothesis that states "there is a positive and significant influence of the implementation of educational supervision by the head of the madrasah on the performance of teachers at MIS Darussa'adah Bunobogu" is not proven or rejected.

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