

THE EFFECTIVENESS OF THE ROLE SUPERVISION OF HEAD MASTER THROUGH INCREASING TEACHER'S PERFORMANCE AT MADRASAH IBTIDAIYAH NURUL ASYROF LAMPUNG INDONESIA 2022

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Abstract

Supervision is carried out by the headmaster of the madrasa who serves as a supervisor; the implementation of the supervision is principled out of democratic, scientific, cooperative, constructive, and professional principles. This will be more effective in improving the teacher's performance. The implementation of the supervision that was implemented at Madrasah Ibtidaiyah Nurul Asyrof can be carried out properly in accordance with its principles. This research is qualitative research, with a descriptive approach that aims to obtain information about the effectiveness of the supervision role of the Kepala Madrasah, sometimes called by the headmaster in order to improve teacher's performance at Madrasah Ibtidaiyah Nurul Asyrof. Data was obtained through observation, interviews, and also documentation. The result of this study indicates the effectiveness of the role of supervision in order to improve teachers' performance at Madrasah Ibtidaiyah Nurul Asyrof Lampung, Indonesia is democratic, scientific, cooperative, constructive, and professional.

Keywords: *Supervision, Teacher's performance, the principle of the implementation supervision.*

1. INTRODUCTION

Every teacher should try to improve their performance. However, in improving its performance, the teacher needs support motivation and assistance from all the management system involved in the school which is able to make the teacher's performance increase more optimally, it is necessary to have the participation of all elements in the school.

One of the important elements in the madrasa's organization is the head master, where the head master is a leader who is responsible to running of the education system in his school and also as an education supervisor. Supervision carried out by the principal of the educators will be able to improve the performance of these teachers. As stated by Lazwardi (2016) that with supervision carried out the principal will provide technical assistance to teachers in order to improve their performance.

According to Baharun (2016) that the succeeding fields of the government developing system in the world based on producing an educated population at an adequate level, they were focus on improving the quality of education as a top priority in their national development. In Indonesia, the scope of education faces very serious challenges, with the current flow of globalization, therefore education in Indonesia must be focused on being able to compete in national development with developed countries in the world.

Human resources who can adapt by displaying abilities those are ready to compete and improve the quality of life, both in creating a product and in services in living together (Patimah, 2015). In creating quality human resources, of course, must be accompanied by qualified educators, therefore quality human resources will certainly be able to compete in various areas of life, teachers who are able to carry out various roles are teachers who have good performance. According to Mukhtar (2003) teacher performance concerns all the activities they carry out in carrying out their mandate and responsibilities in educating, teaching and guiding, directing, and guiding students in achieving maturity and maturity levels.

The achievement of good and quality performance is something that is highly expected both from the individual workers themselves and educational institutions, because in essence good performance proves that the performance is professional, to achieve good performance it is necessary to have motivation or abilities that exist in each individual. Therefore, the teacher's performance can be seen clearly in the learning that he shows from the learning achievements of students.

Educational supervision is known as "*instructional supervision*" which is an activity aimed at improving and improving the quality of learning processes and outcomes (Kristiawan et al., 2019). Meanwhile, according to Karmila & Suchyadi (2020) Educational supervision is all coaching activities that are planned to help improve the performance of teachers and principals in carrying out their work effectively. According to Suryani (2015) supervision is guidance given to all school staff so that they can improve their ability to develop better teaching and learning situations.

Thus, it can be understood that the supervision of the principal is a process in providing direction and assessment of the learning process carried out in schools.

2. RESEARCH METHODS

This research was conducted at Madrasah Ibtidaiyah Nurul Asyraf precisely on Jl. W. A. Rahmah, Way Jernih Desa Sinar Sari, Kelurahan Sukarame II, Kecamatan Teluk Betung Barat, Kota Bandar Lampung, Lampung, Indonesia. In choosing the location, it was based on the consideration of the ease of obtaining data, making it easier for this research to be able to focus on the problem points to be studied in accordance with the field of ability, both in terms of time and limited funds. This research was conducted during the period 2021 to 2022 by involving all components of madrasahs, especially Madrasah Ibtidaiyah Nurul Asyraf Lampung Indonesia.

The purpose of this study was to determine the effectiveness of the supervision role of the headmaster in order to improve teacher's performance at Madrasah Ibtidaiyah Nurul Asyraf Bandar Lampung. Based on the research objectives, the types and methods in this research are descriptive research using a qualitative approach. The research method describes the efforts or ways that will be done to be able to explain and solve a problem. Research methods can also describe the governance of research implementation. The research method includes procedures and research techniques.

Descriptive research is a research process that aims to provide a clearer picture of social situations (S. Nasution, 2009). Qualitative research is a research procedure that produces descriptive data in the form of written and spoken words from people and observable behavior.

The reasons for using this qualitative research method are also because: 1) it is easier to make adjustments to the reality that has multiple dimensions, 2) it is easier to directly present the nature of the relationship between researchers and research subjects, 3) has sensitivity and adaptability to many influences arising from value patterns encountered.

In addition, the use of qualitative research methods also directs attention to the way in which people give meaning to their lives. In other words, the researcher emphasizes the point of view of people or the so-called "people's *point of view*", and the presentation of research results based on field data and information and also concluding the concept. In this study using the natural environment as a direct data source and humans is the main instrument of data collection. Data is then collected in the form of words, pictures, not numbers.

The sources of data in this study were the head master of Madrasah Ibtidaiyah Nurul Asyrof Bandar Lampung, Lampung, Indonesia, the teacher council, and the students at the Madrasah Ibtidaiyah Nurul Asyrof. The technique used in taking the subject of this research is the *snow-ball sampling technique*. In this study, the main information is the teacher at Madrasah Ibtidaiyah Nurul Asyrof who is considered to have a better understanding of the effectiveness of the supervisory role of the head master in order to improve teacher's performance. The technique used for data collection in the study used the technique of observation, interviews, and documentation. The steps of data analysis in this study used the Miles and Huberman model, namely data reduction, data presentation, and drawing conclusions.

3. RESULTS AND DISCUSSION

Madrasah Ibtidaiyah Nurul Asyrof was founded in 2006 by residents of Sinar Sari village as one of the only schools in Sinar Sari which is part of the Nurul Asyrof Education Foundation. Firstly, before this school was inaugurated as a madrasah ibtidaiyah, it only opened a TPA (Taman Pendidikan Al-Qur'an) provide for all students or santri around the TPA. The location of the Ibtidaiyah madrasa is located on Jl. W. A. Rahmah, Way Jernih Desa Sinar Sari, Kelurahan Sukarame II, Kecamatan Teluk Betung Barat, Kota Bandar Lampung.

The curriculum place on Madrasah Ibtidaiyah Nurul Asyrof does not only focus on achieving the academic goals of the national education curriculum, but also develops a non-academic curriculum that forms the basis of Islamic law, namely, knowledge, faith, aqidah, morality, and worship, all of which cannot be separated. Madrasah Ibtidaiyah Nurul Asyrof has one head master and twelve teachers and two administrative staff at the madrasa.

Supervision is carried out by the head master of Madrasah Ibtidaiyah Nurul Asyrof, where the head master is the core supervisor in carrying out control on all lines within his responsibilities.

Based on the results of interviews conducted by one of the teachers at the Madrasah Ibtidaiyah Nurul Asyrof, they are committed to being able to be good role models for all students in the madrasa. Because educating by "teladan" or nonesuch or role-model will produce students who have noble character from the role-model process rather than just orders that do not provide "teladan" to students.

According to one student at Madrasah Ibtidaiyah Nurul Asyrof that their teacher can be a role-model for students, both within the madrasa and in the community around the

madrasa. Because in addition to being a teacher at the madrasa, he is also a teacher of the Qur'an in the neighborhood where he lives.

One of the senior teachers at the madrasa also stated that the teachers in this madrasa can be a good role model for students, both in terms of actions, words, relationships and relationships with their creators. Because according to him, teachers have positive character and energy so that they can be role models for their students.

Based on the results of observations, teachers in Madrasah Ibtidaiyah Nurul Asyrof have complete teaching tools such as lesson plans and syllabus and teachers in madrasas develop competency standards and basic competencies in the needs of students in Madrasah Ibtidaiyah Nurul Asyrof. The results of the interviews also showed that they developed competency standards in each subject area that could be adapted to the needs and situations of students in the madrasa. The teacher also revealed that they could develop learning objectives by communicating with teachers in other madrasas and attending trainings at the KKM (Focus Group Discussion of head master) madrasah Ibtidaiyah Nurul Asyrof.

Based on the results of the documentation of learning tools in Madrasah Ibtidaiyah Nurul Asyrof, in the process of learning activities it is quite good. There are various methods, not only with monotonous methods, but also using methods of discussion, demonstration, question and answer, practice, memorization, use of learning media, use of libraries, prayer rooms and so on.

Based on the results of observations made, in learning activities at Madrasah Ibtidaiyah Nurul Asyrof, the teacher's performance in carrying out learning is quite good from the process of opening lessons to the final process of the learning process by paying attention to class conditions, attending students and greeting at the end of the activity.

One of the students at Madrasah Ibtidaiyah Nurul Asyrof said that before the teacher carried out the lesson, our teacher first greeted, paid attention to the condition of the class and repeated the lesson that had been completed, and then entered the core lesson.

The effectiveness of the supervisory role of the madrasah principal is able to improve teacher performance, in its implementation it must be democratic, in the implementation of supervision it must be able to create a climate full of intimacy, openness, and warmth in the process.

Interviews were conducted with one of the teachers at Madrasah Ibtidaiyah Nurul Asyrof to find out whether the process of implementing educational supervision has a democratic climate of madrasa. It is rare for a madrasa principal to appear authoritarian or directly criticize in front of other teachers or in front of many people.

The results of observations in the teacher council meeting process at Nurul Asyrof's Madrasah Ibtidaiyah look open and provide opportunities for teachers to be able to express opinions and ideas and submit the results of decisions to mutual consensus be the decisionmaker.

The author's observations show that the relationship between the head master and teacher's group of Madrasah Ibtidaiyah Nurul Asyrof is increasing quite well. Whatever complaints and problems that exist, will be immediately responded to by the head master with kinship, together and even discussing with each other to get solutions to existing problems.

In order for the implementation of supervision carried out by the head master of Madrasah Ibtidaiyah Nurul Asyrof to be effective, the implementation must be scientific in a realistic and objective manner. According to the head of Madrasah Ibtidaiyah, Nurul Asyrof, before carrying out supervision, he first paid attention and observed the problems that were being faced by the teachers in carrying out learning, so that he could plan activities that would be distributed to teachers to improve their respective competencies.

Furthermore, he also revealed that the advice given to the teacher was indeed appropriate for the teacher, therefore he had to collect data about the difficulties that the teacher was facing, so that the advice issued to the teacher was really in accordance with what was needed. The data regarding the teacher was not only obtained by the head master through the people around him, but the head master confirmed the truth of the information obtained. For example, he checks the learning tools that have been collected by the teacher, conducts class visits, confirms to students at the madrasa, and so on. These data are the basis for the head master to be able to supervise the teachers at madrasah Ibtidaiyah Nurul Asyrof.

This was confirmed by the teacher at Madrasah Ibtidaiyah Nurul Asyrof, that the head master always controlled the work of the group teacher in madrasa, from the process of making the syllabus and lesson plans, the use of learning media, the methods used, the evaluation process, and so on. The head master at least twice a month conducts class visits in an unspecified time, so that the head master can provide suggestions that must be improved.

One of the teachers at Madrasah Ibtidaiyah Nurul Asyrof also revealed that the head master often carried out class visits. The head master of Madrasah Ibtidaiyah, Nurul Asyrof, also checks the attendance of madrasa's teachers with attendance lists and existing class journals.

Based on the results of the observations made, regarding the head master of Madrasah Ibtidaiyah Nurul Asyrof, he intensely carried out an examination of the process of learning activities carried out by madrasa teachers, so that when there were problems that were encountered the head master could include tangible evidence from his observations. Therefore, the teacher problems encountered by the head master are not just reports from people who cannot be accounted for, but can get their own problems.

Supervision activities carried out by the head master of Madrasah Ibtidaiyah, Nurul Asyrof, were carried out according to a predetermined plan. According to the head master, the agenda that has been set is the first to be supervised, starting from general issues to specific problems. For example, the head master supervises the plan of learning activities, then the process of implementing learning and after that the process of assessment activities carried out by madrasa teachers to enrichment.

Supervision activities place on through Madrasah Ibtidaiyah Nurul Asyrof are carried out continuously, so that supervision activities do not stop only as teachers are called and given assistance, but are carried out with a process of supervision and assessment, and then assistance is given so that the learning activities carried out by the teacher concerned are more effective.

What was stated by the head master of the Madrasah Ibtidaiyah Nurul Asyrof, was also confirmed by one of the teachers at the madrasa, that the head master would always monitor the supervision process that had been carried out, teachers who had been supervised would be summoned to discuss the obstacles that occur in the madrasa.

In carrying out the process of learning activities, the teacher's ability to carry out the process of evaluating student learning outcomes, for that the head master can make efforts to develop teachers so that they are able to develop and develop evaluation tools and techniques. This was conveyed from the results of an interview with the head master of Madrasah Ibtidaiyah Nurul Asyrof, namely in decision making, the madrasa facilitates the ability of teachers to analyze the results of the evaluation of learning activities, so that the enrichment program process can be carried out according to the abilities of each student.

The effectiveness of the supervisory role of the madrasah principal is also related in the implementation process as feedback. According to the head master of Madrasah Ibtidaiyah Nurul Asyrof, he conveyed feedback to madrasa teachers. This means that if the teacher shows the

results of good performance, then he will be given an award and motivation to always be improved, on the contrary if there is a teacher who makes negligence, and then a warning or coaching will be given, so that the teacher is serious about evaluating his performance.

CONCLUSION

Based on the results of the study, it can be explained that at Madrasah Ibtidaiyah Nurul Asyraf the effectiveness of the supervisory role of the Madrasah Principal is able to improve teacher's performance at Madrasah Ibtidaiyah Nurul Asyraf.

Supervision is carried out by the head master intensely on the process of learning activities carried out, so that when there are problems encountered by the head master, it can be resolved properly. Thus, the effectiveness of the supervisory role of the madrasah principal becomes a part of being able to improve teacher performance and can be proven from a democratic, scientific, cooperative, constructive, and professional perspective.

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