

## Planning of Supervision of Madrasah Principals on the Performance of Educational Personnel in Madrasahs

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### Abstract :

Education is a vital component in the development of a nation, and the quality of education is greatly influenced by the management of human resources for education personnel. To improve the professionalism of education personnel, human resource management in education needs to be improved and monitored regularly. This study aims to analyze the planning and implementation of the madrasah principal's supervision, with the goal of improving the performance of education personnel at MTsN 1 Pasuruan. The research method used is a case study with a qualitative approach. Data collection techniques include observation, interviews, documentation, and triangulation, while data analysis is carried out through data reduction, data presentation, and drawing conclusions. The results of the study indicate that the planning of supervision by the madrasah principal follows the stages that have been set out in the supervision book, such as background and legal basis, results of previous year's supervision, setting targets and schedules, selecting appropriate approaches, techniques, and models, and selecting supervision instruments. In its implementation, supervision is carried out in a family manner, which allows education personnel to feel appreciated and actively involved in the education process without feeling forced. The contribution of this study shows that effective supervision can improve the performance and professionalism of educational staff, which in turn improves the quality of educational services in institutions. Fulfillment of educational staff competencies is an important factor in achieving these goals.

**Keywords:** *Supervision of Madrasah Principals, Supervision Planning, Performance of Educational Staff, Work Professionalism*

### Abstrak :

Pendidikan merupakan komponen vital dalam pembangunan sebuah bangsa, dan kualitas pendidikan sangat dipengaruhi oleh pengelolaan sumber daya manusia tenaga kependidikan. Untuk meningkatkan profesionalisme tenaga kependidikan, manajemen SDM dalam pendidikan perlu diperbaiki dan diawasi secara rutin. Penelitian ini bertujuan untuk menganalisis perencanaan supervisi kepala madrasah dan penerapannya dalam meningkatkan kinerja tenaga kependidikan di MTsN 1 Pasuruan. Metode penelitian yang digunakan adalah studi kasus dengan pendekatan kualitatif. Teknik pengumpulan data meliputi observasi, wawancara, dokumentasi, dan triangulasi, sedangkan analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa perencanaan supervisi oleh kepala madrasah mengikuti tahapan-tahapan yang telah ditetapkan dalam buku supervisi, seperti latar belakang dan landasan hukum, hasil supervisi tahun sebelumnya, penetapan sasaran dan jadwal, pemilihan pendekatan, teknik, dan model yang sesuai, serta pemilihan instrumen supervisi. Dalam penerapannya, supervisi dilakukan secara kekeluargaan, yang memungkinkan tenaga kependidikan merasa dihargai dan terlibat aktif dalam proses pendidikan tanpa merasa terpaksa.

Kontribusi penelitian ini menunjukkan bahwa supervisi yang efektif dapat meningkatkan kinerja dan profesionalisme tenaga kependidikan, yang pada gilirannya meningkatkan mutu pelayanan pendidikan di lembaga. Pemenuhan kompetensi tenaga kependidikan menjadi faktor penting dalam mencapai tujuan tersebut.

**Kata Kunci:** *Supervisi Kepala Madrasah, Perencanaan Supervisi, Kinerja Tenaga Kependidikan, Profesionalisme Kerja*

## INTRODUCTION

Education is one of the basic needs for the development of a nation. The progress or failure of a nation is influenced by the quality of education in that country. If the quality of education is good, then it is likely that the country will experience progress. Conversely, if the quality of education is poor, then it is certain that the country will not be able to compete in the global arena. The role of professional educators is very much needed to realize the goals of national education, namely to educate the nation's life and develop human beings as a whole.<sup>1</sup>

Madrasah is a place provided specifically for learning services. Unlike learning from the surrounding environment, the learning process in madrasah has its own level of education, adjusted to the age and abilities possessed. Each level of education has its own goals. Madrasah is one of the educational institutions that provides a teaching and learning process as an effort to achieve these educational goals. The high and low quality of results of education are greatly influenced by the quality of the learning process provided by educational personnel.<sup>2</sup>

For this purpose, the management of human resources of educational staff must be improved; its quality must be increased to become professional and quality educational staff, so that clear testing and supervision are needed for each educational staff member in order to produce continuous improvements. Efforts made to monitor the learning process are through supervision activities by the head of the madrasah. The quality of the madrasah is related to the supervision of the head of the madrasah. The head of the madrasah has great authority in making policies at the madrasah level, implementing them, and supervising them, so that the madrasah he leads has the ability to develop the potential that exists in the madrasah.<sup>3</sup>

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<sup>1</sup> Sallahu Tiro, Syilvia Sjarlis, and Syafruddin Kitta, "Pengaruh Kepemimpinan, Budaya Kerja Dan Sarana Prasarana Pendidikan Terhadap Kinerja Guru Di SMP PGRI Campaga Loe Kabupaten Bantaeng," *Jurnal Pusaran Manajemen (JPM)* 1, no. 3 (April 11, 2023): 253–65.

<sup>2</sup> Thaufan Fathulloh and Agus Supriyanto, "Pemikiran Hamka Tentang Guru Profesional Dalam Tafsir Al-Azhar," *Turats* 15, no. 2 (December 27, 2022): 101–17, <https://doi.org/10.33558/turats.v15i2.5749>.

<sup>3</sup> Murni, "Peran Kepala Madrasah Sebagai Pemimpin Pendidikan," *Inspiratif Pendidikan* 11, no. 2 (December 30, 2022): 378–85, <https://doi.org/10.24252/ip.v11i2.34753>.

The main mission of educational supervision is to provide services to educational personnel so that they are able to develop the quality of educational personnel performance and facilitate each of them to be able to carry out their work effectively so that there is an increase in the quality of learning and an increase in the performance of educational personnel properly. Supervision can encourage educational personnel to be more empowered, educational personnel performance becomes better and educational personnel become more satisfied in carrying out their work because there is an increase in their performance. Regarding supervision as contained in the Qur'an, Surah Ali Imran: 104 which reads:

وَأَتَّكُم مِّنكُمْ أُمَّةٌ يَدْعُونَ إِلَى الْخَيْرِ وَيَأْمُرُونَ بِالْمَعْرُوفِ وَيَنْهَوْنَ عَنِ الْمُنْكَرِ وَأُولَٰئِكَ هُمُ الْمُفْلِحُونَ

Translation: "And let there be among you a group of people who call to virtue, enjoin (do) what is good, and forbid what is evil. And they are the lucky ones."<sup>4</sup>

From this verse, several main ideas can be taken, namely a principal who guides his subordinates, in this case explaining that: First, the role of a madrasah principal as a facilitator, tutor, companion and others. This role is carried out so that his subordinates in this case are all educational staff in the school in accordance with what is expected by the nation, state and religion. Second, the madrasah principal as a facilitator must inform the difficulties faced by educational staff in carrying out all their work.<sup>5</sup>

Supervision of the madrasah principal is an effort to improve the performance of educational staff and provide assistance to educational staff carried out by the madrasah principal in carrying out their professional duties to become better. This supervision is in the form of encouragement, guidance, and opportunities to develop expertise in educational staff, such as making well-structured madrasah administration plans, selecting better learning tools and teaching methods, how to provide systematic assessments of the entire teaching process, and so on. Supervision carried out by the madrasah principal on this learning process is known as educational supervision.<sup>6</sup>

Supervision other than by the head of the madrasah can also be done by the supervisor. However, the implementation of supervision by the head of the madrasah will make this supervision activity more intensive because the head of the madrasah understands the conditions and needs of educational staff very

<sup>4</sup> Kementrian Agama Republik Indonesia, *Alquran Dan Terjemah* (Bandung: Penerbit J-Art, 2014).

<sup>5</sup> M. Yusuf and A'inur Rosyidah, "Upaya Kepala Madrasah Dalam Meningkatkan Kreativitas Pembelajaran Guru," *JURNAL PIKIR: Jurnal Studi Pendidikan Dan Hukum Islam* 7, no. 1 (January 31, 2021): 49-76.

<sup>6</sup> Mainuddin Mainuddin et al., *Supervisi Pendidikan* (Sukoharjo: Tahta Media, 2023), <https://tahtamedia.co.id/index.php/issj/article/view/499>.

well.<sup>7</sup> Supervision carried out by the head of the madrasah is assistance and guidance on problems faced by educational staff in carrying out their duties which are intended as coaching and improvement of aspects of educational staff performance. The guidance provided is intended for improvement in the implementation of educational staff performance, not to find mistakes made by educational staff.<sup>8</sup>

The author sees that with the supervision of the madrasah principal, all educational staff in the madrasah try to improve their respective performance starting from improving madrasah administration, student learning system methods, financial administration and so on. With this supervision, all educational staff are motivated to carry out their duties by showing their sincerity and willingness in carrying out their respective duties so as to produce good performance. The madrasah principal in carrying out his function as a supervisor must be able to coordinate all madrasah activities and madrasah administration so as to produce unity, harmony, policies and appropriate decisions so as to have a positive impact on educational staff to produce good performance. The motivation possessed by educational staff both intrinsically and extrinsically makes them willing and ready to work in order to achieve good performance.<sup>9</sup>

Proper and appropriate utilization of the madrasah principal's supervision can positively influence the performance of education personnel, thereby enhancing their competency. Regular supervision can enhance the performance of education personnel, leading to positive outcomes. Referring to this, it is necessary to plan supervision of the madrasah principal on the performance of education personnel in order to improve the performance competency of education personnel in the progress and development of the madrasah. The researcher felt compelled to investigate the planning and execution of the Madrasah principal's supervision, as it is crucial to uncover enhancements in the performance of education staff. For this reason, the author chose the location at MTsN 1 Pasuruan. For this reason, the author selected MTsN 1 Pasuruan as the study location. This is because MTsN 1 Pasuruan is a part of the National Education System, which is capable of organizing better education to produce quality, competent, and Islamic graduates who are equipped to face

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<sup>7</sup> Hairul Hairul, "Meningkatkan Kemampuan Guru Dalam Menerapkan Model-Model Pembelajaran Melalui Kegiatan Supervisi Kelas Di SDN Kuin Selatan 4 Banjarmasin Kota Banjarmasin," *Jurnal Manajemen Pendidikan Al Hadi* 3, no. 2 (June 12, 2023): 15-27, <https://doi.org/10.31602/jmpd.v3i2.11505>.

<sup>8</sup> Abd Rahman, "Supervisi Dan Pengawasan Dalam Pendidikan," *PILAR* 12, no. 2 (December 18, 2021): 50-65.

<sup>9</sup> Nur Maulidiyatul Khumairoh and Supriyanto Supriyanto, "Peran Supervisi Akademik Dalam Meningkatkan Kompetensi Profesional Guru," *Inspirasi Manajemen Pendidikan*, July 1, 2021, 794-807.

the challenges of the times. n of supervision are carried out by the madrasah principal on the performance of education personnel.

Previously, research related to supervision of madrasah principals or school principals, both related to educational staff and teachers, has been widely conducted, such as research by Aristianingsih et al.,<sup>10</sup> Imron et al.,<sup>11</sup> Effendi et al.,<sup>12</sup> Mukhlisin,<sup>13</sup> Aziz and Isroani,<sup>14</sup> Kurnia,<sup>15</sup> Dian and Prayoga,<sup>16</sup> dan penelitian oleh Asyari.<sup>17</sup> Through this research, it can be understood that various models and approaches to supervision can be applied to achieve good results. However, in this study, the use of a supervision team consisting of senior teachers as mentors for junior teachers, as well as the application of group discussion techniques have not been widely discussed in previous studies. So through this gap, researchers are interested in conducting this research. Through this research, it is expected to provide new contributions in developing more collaborative supervision practices and involving all parties in the madrasah.

## RESEARCH METHOD

This study uses a qualitative approach with a descriptive case study type. This approach is designed to provide a detailed description of the planning and implementation of the principal's supervision activities on the performance of the educational staff at MTsN 1 Pasuruan. We chose the qualitative method because it prioritizes the depth of data over quantity, emphasizing the understanding of

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<sup>10</sup> Riska Aristianingsih, Irawan Irawan, and Moh Sulhan, "Kompetensi Manajerial Kepala Madrasah Dalam Kinerja Tenaga Kependidikan Di Madrasah," *Jurnal Isema : Islamic Educational Management* 7, no. 1 (June 17, 2022): 43–52, <https://doi.org/10.15575/isema.v7i1.14390>.

<sup>11</sup> Imron Imron, Purwanto Purwanto, and Yusuf Rohmadi, "Kompetensi Manajerial Kepala Madrasah Dalam Mengembangkan Kinerja Tenaga Pendidik Dan Tenaga Kependidikan," *Jurnal Ilmiah Ekonomi Islam* 7, no. 1 (March 22, 2021): 350–59, <https://doi.org/10.29040/jiei.v7i1.2228>.

<sup>12</sup> Taufik Effendi et al., "Kontribusi Supervisi Kepala Madrasah Dan Motivasi Kerja Guru Terhadap Kinerja Mengajar," *Journal Of Administration and Educational Management (ALIGNMENT)* 3, no. 2 (December 31, 2020): 233–43, <https://doi.org/10.31539/alignment.v3i2.1448>.

<sup>13</sup> Mukhlisin Mukhlisin, "Pengaruh Supervisi Dan Gaya Kepemimpinan Kepala Madrasah Terhadap Kinerja Pendidik Tenaga Kependidikan," *Journal on Education* 6, no. 2 (January 11, 2024): 12099–111, <https://doi.org/10.31004/joe.v6i2.4832>.

<sup>14</sup> Su'udin Aziz and Farida Isroani, "Supervisi Kepala Sekolah Kepada Guru Dan Tenaga Kependidikan Melalui Gaya Komunikasi Yang Baik Di Madrasah," *Khatulistiwa: Jurnal Pendidikan Dan Sosial Humaniora* 2, no. 4 (December 30, 2022): 190–204, <https://doi.org/10.55606/khatulistiwa.v2i4.1317>.

<sup>15</sup> Ade Kurnia, "Supervisi Tenaga Kependidikan Di Madrasah Aliyah Negeri 5 Jakarta Utara," *MANAJERIAL : Jurnal Inovasi Manajemen Dan Supervisi Pendidikan* 2, no. 1 (April 19, 2022): 55–64, <https://doi.org/10.51878/manajerial.v2i1.1102>.

<sup>16</sup> Dian Dian and Ari Prayoga, "Supervisi Akademik Kepala Madrasah di Madrasah Aliyah Darussalam Sumedang," *Briliant: Jurnal Riset dan Konseptual* 4, no. 4 (November 30, 2019): 548–58, <https://doi.org/10.28926/briliant.v4i4.413>.

<sup>17</sup> Saiful Asyari, "Supervisi Kepala Madrasah Berbasis Penilaian Kinerja Sebagai Upaya Peningkatan Profesionalitas Guru," *JIEMAN: Journal of Islamic Educational Management* 2, no. 1 (June 24, 2020): 27–40, <https://doi.org/10.35719/jieman.v2i1.14>.

field phenomena through direct interaction with research subjects. Researchers collect data through observation, interviews, and documentation. Observations are carried out by conducting observations to document and examine behavior at the research location, and we conduct question-and-answer interviews with the principal, teachers, and staff to gather data. We gather documentation techniques from various relevant sources, including books and activity reports, to supplement the collected information. We conduct descriptive and analytical data analysis, which includes data reduction, data presentation, and conclusion drawing. The reduction process entails the selection and simplification of data, while the narrative format of data presentation aids in comprehension. Drawing conclusions is done by verifying information to ensure the validity and appropriateness of the meaning found during the study.

## FINDINGS AND DISCUSSION

### Planning of Supervision of Madrasah Principal on Educational Personnel Performance at MTs Negeri 1 Pasuruan

Supervision of the madrasah principal is an activity of supervision and performance assessment carried out by the madrasah principal on aspects of teaching and management in the madrasah. In carrying out supervision, planning is needed. Planning is a basic function of management, the purpose of planning is to analyze the needs required in an activity. According to the findings, the principal of MTs Negeri 1 Pasuruan carried out planning before carrying out supervision on the performance of educational staff as follows:

1. Pay Attention to the Objectives, Legal Basis and Success Indicators

The objective has an important meaning as the direction of the goal to be achieved from this supervision activity. Supervision in general is to see the extent to which planning, implementation, processes that have been carried out and evaluation and improve the performance of educators and education personnel are running to achieve the goals of the madrasah. Another purpose of supervision is to provide services to teachers and education personnel so that they carry out their duties efficiently. Supervision of the head of the madrasah aims to provide services to teachers and education personnel in managing education effectively and efficiently and developing the quality of education in the institution.<sup>18</sup>

A legal basis is necessary for supervision to align with the objectives. This legal basis serves as the applicable foundation, ensuring that supervision consistently achieves the desired objectives. The findings at MTs Negeri 1 Pasuruan suggest that the administration and management of education use

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<sup>18</sup> Saifuddin and Nurul Hidayati Murtafiah, "Supervisi Kepala Madrasah Dalam Upaya Meningkatkan Kinerja Guru," *JURNAL AN-NUR: Kajian Ilmu-Ilmu Pendidikan Dan Keislaman* 8, no. 02 (September 25, 2022), <https://journal.an-nur.ac.id/index.php/annur/article/view/556>.

educational management standards as the legal basis for supervision. In managing the madrasah, the head of the madrasah carries out supervision in accordance with applicable regulations. Law No. 19 of 2007 concerning educational management standards guides the supervision process.

Furthermore, we need indicators of supervision success. We use indicators to gauge the success of our supervision. MT Negeri 1 Pasuruan also sets indicators of success in measuring the performance of education personnel. MTs Negeri 1 Pasuruan generally measures the success of its supervision by enhancing the competence and performance of its education personnel. This includes accomplishing the madrasah's objectives, delivering exceptional service, maintaining employee discipline, completing assigned tasks, and optimizing the use of IT in education management.

The head of the MTs Negeri 1 Pasuruan madrasah not only formulates the basis, objectives, and indicators of educational staff supervision, but also prepares a supervision program, with the assistance of a supervision team. The supervision team at the madrasah consists of senior teachers, vice principals, and the head of administration. The head of the madrasah receives assistance from a supervision team that possesses more knowledge and expertise than the employees under their supervision. The supervisor holds a higher position than the person under supervision, and their duties include observing, reviewing, and supervising the individual under supervision. The head of the madrasah collaborates with the supervision team, a team of experts, to develop a supervision program that meets the needs of both the educational staff and the institution. At the start of each new school year, the supervisory team compiles a work program that includes semester and annual plans.<sup>19</sup>

## 2. Supervision Program Development

The supervision program is intended so that supervision is formed systematically. According to Muwahid Sulhan, in compiling the program there are three things that need to be emphasized, including (1) Realization or implementation of a policy, (2) Occurring over a relatively long and continuous period of time, (3) Occurring in an organization involving a group of people. The supervision program is compiled systematically as a way to improve the quality of performance that will affect the quality of educational institutions.<sup>20</sup>

## 3. Determining the Targets and Schedule for Supervision of Educational

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<sup>19</sup> Azis Iskandar, "Manajemen Supervisi Akademik Kepala Madrasah," *Jurnal Isema: Islamic Educational Management* 5, no. 1 (June 30, 2020): 69–82, <https://doi.org/10.15575/isema.v5i1.5976>.

<sup>20</sup> Muhammad Syukron, Diana Riski Sapitri Siregar, and Sita Ratnaningsih, "Model Supervisi Dalam Penjaminan Mutu Lembaga Pendidikan," *Jurnal Kependidikan Islam* 13, no. 1 (February 15, 2023): 44–54, <https://doi.org/10.15642/jkpi.2023.13.1.44-54>.

## Personnel

Supervision that is applied in order to achieve maximum results requires appropriate targets and schedules. The targets of supervision in improving the performance of educational staff at MTs Negeri 1 Pasuruan are the head of madrasah administration, madrasah administration officers, special service officers, head of library, library officers, head of laboratory, laboratory assistants, laboratory technicians. This is in accordance with what was stated by the directorate general of teachers and education personnel that educational personnel include school administration personnel or TAS (head of TAS, executor of affairs, special service officers), library personnel (head of library, library personnel), and laboratory personnel (head of laboratory, laboratory technician, laboratory assistant).<sup>21</sup>

In addition to determining the target of supervision of educational staff, the principal of the madrasah also determines the schedule for holding supervision. Supervision scheduling must be done because supervision is carried out continuously, which means that supervision is not carried out when there is an opportunity, but is carried out in a planned, gradual and continuous manner. Supervision at MTs Negeri 1 Pasuruan is scheduled every month, the date of supervision is at any time according to needs. Supervision is carried out gradually, continuously and in a planned manner, not a part-time task that is only carried out occasionally if there is an opportunity.<sup>22</sup>

## 4. Establishing Approaches and Techniques for Supervising Educational Personnel

Supervision approaches and techniques are needed to make it easier for the head of the madrasah to implement supervision. Supervision approaches and techniques are carried out as a way to get closer to the object of supervision, while techniques are a way to achieve goals.<sup>23</sup>

The madrasah adjusts its techniques and approaches to the needs and conditions of its education staff. With the approach, techniques, and knowledge possessed by the madrasah principal about the principles of supervision of education staff, supervision can run effectively and efficiently in line with the objectives set. The principal of MTs Negeri 1 Pasuruan uses the principles of supervision of education staff in carrying out his duties as a

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<sup>21</sup> Khumairoh and Supriyanto, "Peran Supervisi Akademik Dalam Meningkatkan Kompetensi Profesional Guru."

<sup>22</sup> Aziz and Isroani, "Supervisi Kepala Sekolah Kepada Guru Dan Tenaga Kependidikan Melalui Gaya Komunikasi Yang Baik Di Madrasah."

<sup>23</sup> Muhamad Abdul Muid, Firman Jati Pamungkas, and Wahyu Hariyanto, "Evaluasi Usability pada E-Theses Institut Agama Islam Negeri (IAIN) Kediri Menggunakan Metode USE Questionnaire," *LibTech: Library and Information Science Journal* 3, no. 1 (August 26, 2022): 33-41, <https://doi.org/10.18860/libtech.v3i1.16347>.



supervisor. The principles of supervision used by the madrasah principal include avoiding authoritarianism and adhering to humanist, democratic, and sustainable principles.

The application of supervision to the performance of education staff can significantly impact the quality of education. Therefore, the application of supervision must align with scientific principles and be bolstered by sensitivity and sharpness to identify problems and identify alternative solutions. Understanding and mastery of the principles of supervision can support the approach and techniques carried out by the madrasah principal.

#### 5. Establishing Supervision Instruments

Supervision instruments are made to improve the efficiency and effectiveness of educational staff performance in implementing educational management. The instruments made must be able to link all managerial aspects including school administration and operations.<sup>24</sup>

The supervision instrument of educational staff at MTs Negeri 1 Pasuruan which is prepared is adjusted to the main tasks and functions of educational staff. The main tasks and functions of educational staff have been regulated by the Ministry of Education, school administration staff / TAS (head of TAS, implementing affairs, special service officers), library staff (head of library, library staff), and laboratory staff (head of laboratory, laboratory technician, laboratory assistant). All stages of supervision planning carried out by the head of the madrasah are in accordance with the stages of supervision planning in the supervision book and assessment of educational staff.

MTs Negeri 1 Pasuruan has implemented good educational staff supervision planning and pays attention to the needs of educational staff and the needs of the institution. With systematic supervision planning, the performance of educational staff can be determined and of course it also affects the development of the quality of educational staff performance.

### **Implementation of Principal Supervision on the Performance of Educational Personnel at MTs Negeri 1 Pasuruan**

Implementation is a supervision step that is carried out after planning. Implementation of supervision is a concrete manifestation of the supervision planning that has been made previously. Implementation is seen as an implementation of a predetermined plan. Implementation of supervision by the head of the madrasah on the performance of educational staff at MTs Negeri 1 Pasuruan, in the implementation of supervision of educational staff, the head of the madrasah is assisted by a supervision team which is a senior teacher who

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<sup>24</sup> Segaf Baharun and Muhamad Solehudin, "Artificial Learning Environment and Learning Independence in Arabic Learning: Mediating Effect of Learning Creativity," *Eurasian Journal of Educational Research* 104, no. 104 (2023): 283–302.

supervises more junior teachers. Implementation of supervision of educational staff as a whole regulates all components of national standards with school administration management so as to increase the efficiency and effectiveness of educational staff performance in supporting the education system.<sup>25</sup>

The implementation of supervision over the performance of educational staff at MTs Negeri 1 Pasuruan is carried out through discussion groups and coaching. The presentation of performance results by educational staff focuses on the components contained in the supervision instrument. In presenting the performance of educational staff, the supervisor listens to the opinions and difficulties experienced by each educational staff member. Supervisors engage in two-way discussions. The free expression of opinions by educational staff fosters openness in the discussion, leading to the formation of an agreement. The supervisor and the supervised engage in a dialogue that is not about giving instructions or orders, but rather about solving problems together.

The principal employs group techniques in the discussion group to enhance the performance of the educational staff. Supervisors use group techniques to supervise a group of individuals. Group techniques serve as a method for implementing a supervision program that targets two or more individuals in the same supervision situation. Using this group technique, supervisors can more easily gather teachers and staff who are facing similar problems, thereby simplifying the process of finding solutions. The group techniques that can be used include orientation meetings for teachers, teacher meetings, group studies between teachers, exchange of experiences, workshops, panel discussions, seminars, teaching demonstrations, professional/job libraries, supervision bulletins, and job organizations, and curriculum laboratories.<sup>26</sup>

In addition to the techniques explained above, there are several managerial techniques that can be used to supervise educational staff, including monitoring and evaluation techniques, reflection techniques and group discussions, the Delphi method, workshops. In addition to using discussion groups and coaching, supervision in improving the performance of educational staff is also carried out through direct observation. This observation is to see how educational staff carry out their duties in real terms, with clear physical evidence. The observations made include the environmental conditions around the educational staff, and recording positive and negative things related to the performance and competence of educational staff in order to improve the performance of educational staff.<sup>27</sup>

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<sup>25</sup> Mainuddin et al., *Supervisi Pendidikan*.

<sup>26</sup> Tiro, Sjarlis, and Kitta, "Pengaruh Kepemimpinan, Budaya Kerja Dan Sarana Prasarana Pendidikan Terhadap Kinerja Guru Di SMP PGRI Campaga Loe Kabupaten Bantaeng."

<sup>27</sup> Imron, Purwanto, and Rohmadi, "Kompetensi Manajerial Kepala Madrasah Dalam Mengembangkan Kinerja Tenaga Pendidik Dan Tenaga Kependidikan."

In this direct observation method, the supervisor directly interacts with each member of the education staff. This direct observation is one of the individual techniques used in the supervision of education staff. The individual technique involves carrying out supervision on an individual basis. Certain teachers who face unique challenges and possess a unique personality receive individual supervision techniques. These techniques include class visits, class observations, personal conversations, and self-assessments.

By implementing both group and individual techniques, the principal of MTs Negeri 1 Pasuruan and the supervision team can effectively oversee the education staff. The supervision of the education staff is carried out in a family-like manner. The principal and education staff engage in casual conversations about the institution's educational management and their own performance. Thus, education staff do not feel ordered and forced to do their jobs but feel that they are part of the madrasah.

The supervisor conducts direct observation using the appropriate approach and technique. The supervisor's responsibilities include verifying and elucidating the performance results. In this case, the supervisor will link the presentation of the results of the performance of educational staff with physical evidence found during direct observation. Theoretically, this step aligns with the explanation in the supervision and assessment book of educational staff performance, which pertains to the implementation of staff supervision. The principal or school principal validates this and requests an explanation of the performance results of the staff.<sup>28</sup>

The aforementioned theoretical explanation aligns with reality. The head of the madrasah at MTs Negeri 1 Pasuruan supervises and explains the results of the educational staff's performance. The head of the madrasah, through the head of administration, requests an explanation of the educational staff's performance results and compares them to the available physical evidence to determine if they are appropriate or if there are any issues. Additional discussions will be held with the educational staff to address performance issues. The communication that takes place is 2-way, where the head of the madrasah and educational staff carry out two-way communication and build a harmonious and conducive atmosphere.

Supervision of the head of the madrasah towards the educational staff that is applied can improve the performance and professionalism of educational staff in providing services to education customers and improving the quality of educational institutions. It is impossible to separate the enhancement of

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<sup>28</sup> Any Diana Vitasari, Ofri Somanedo, and Irfo Somanedo, "Dampak Kepemimpinan Kepala Sekolah Dan Peningkatan Kompetensi Guru Terhadap Budaya Mutu Sekolah Pada PAUD Inklusi Di Kabupaten Banyuwangi," *Syntax Idea* 6, no. 5 (June 7, 2024): 2393-2407, <https://doi.org/10.46799/syntax-idea.v6i5.3429>.

educational staff's performance and professionalism from the fulfillment of their existing competencies. MTs Negeri 1 Pasuruan also pays attention to the competence and professionalism of educational staff. In addition to evaluating the educational staff's performance and service instruments, the head of the madrasah and the supervisor also assess the competencies of the staff at MTs Negeri 1 Pasuruan. Every educational staff member must fulfill the existing competencies. Understanding the competencies of educational staff is necessary to supervise them effectively.

From the competencies of educational staff, educational staff and the head of the madrasah can understand the competencies that must be fulfilled. The head of the madrasah asks the educational staff to take responsibility for the results of their work, allowing them to seek explanations about their performance and observe the implementation of their work, thereby enhancing their understanding of personal development. The supervisor will confirm the performance of educational staff in the supervision instrument and write a report on it. This report includes information on the supervision instrument, competencies, and the advantages and disadvantages of the performance of the educational staff. The head of administration at MTs Negeri 1 Pasuruan writes the report, which includes notes on the performance of the education staff and the advantages and disadvantages of each supervised staff member. The head of the madrasah will then receive this report.

Theoretically, the fourth step in implementing supervision of education staff involves recording the results of the supervision. The madrasah head will submit the supervision results to the concerned education staff. This is in accordance with the presentation of the supervision book and the performance assessment of the education staff, which states that the fifth step in implementing supervision of the education staff is to submit notes on the results of supervision and provide suggestions for improvement. The supervision results reveal the strengths and weaknesses of the education staff, as well as their performance in carrying out their duties. Through these results, the head of the madrasah can provide suggestions for improvements, aiming to enhance the areas where the educational staff is still lacking while also improving their performance. The head of the madrasah will analyze and suggest improvements based on the supervision results, taking into account the strengths and weaknesses of each educational staff member to enhance performance.<sup>29</sup>

The results of the study of the stages of the implementation of the supervision of the madrasah principal strengthen the research of Bayu Fajar Setia

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<sup>29</sup> Dian and Prayoga, "Supervisi Akademik Kepala Madrasah di Madrasah Aliyah Darussalam Sumedang."

Budhi that the implementation of supervision of educational staff includes, the presentation of performance results focused on the instrument components. Observation of physical evidence carried out by visits, confirming and requesting explanations of performance results, recording the results of supervision that has been carried out in the form of a supervision report, submitting the results of supervision notes.<sup>30</sup>

## CONCLUSION

The planning of supervision by the head of the madrasah involves several important steps aimed at improving the performance of educational staff at MTs Negeri 1 Pasuruan. First, the head of the madrasah formulates the objectives, legal basis, and indicators of the success of supervision. Moreover, the madrasah organizes the supervision program into annual and semester work programs. In addition, the head of the madrasah determines the schedule and targets of supervision, which include educational staff, school administration staff, library staff, and laboratory staff. The head of the madrasah also determines the approach and technique of supervision to enhance the performance of the educational staff, arranging the supervision instruments based on the division of labor and competence of each staff member. When applied, the performance of the educational staff at MTs Negeri 1 Pasuruan demonstrates positive outcomes and satisfactory service performance. The implementation of supervision begins by asking educational staff to carry out their duties. The next step involves directly observing physical evidence using individual and group techniques tailored to the institution's conditions. Following this, the physical evidence confirms the performance of the educational staff. Next, the head of the madrasah compiles supervision notes in the form of a report and delivers the results of supervision to educational staff. With these steps, supervision contributes to improving the performance and professionalism of educational staff in the institution.

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