

Supervision Management Of Supervisor Managerial In Improving Performance Head Of Madrasah Tsanawiyah In Bandung District

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Abstract.

Facing the demands of improving the quality of education, an important component that should not be ignored is the Head of Madrasah. Madrasah principals are required to have managerial competence in managing madrasahs. The competence of the Madrasah Head can be carried out properly, one of which is supported by the guidance carried out by the education supervisor through a managerial supervision program. Therefore, the focus of this research is the management of supervisory managerial supervision in improving the performance of the head of MTs in the Ministry of Religion of Bandung Regency so that the expected output is increasing the quality of managerial supervision of Madrasah Tsanawiyah (MTs) supervisors, especially Madrasah Tsanawiyah Supervisors (MTs) Darussalam Arjasari, Madrasah Tsanawiyah (MTs) Al-Ihsan Ciparay and Madrasah Tsanawiyah (MTs) Al-Matsur Pamengpeuk. This study aims to analyze and find empirically about the management of managerial supervision carried out by MTs Supervisors in improving the performance of the head of Madrasah Tsanawiyah (MTs) in the Ministry of Religion of Bandung Regency. The research process is carried out through the identification of phenomena that occur in planning, implementing, organizing, monitoring, impacting, supporting factors and obstacles to managerial supervision of the madrasah principal. The respondents were Supervisor, Head of Madrasah and Head of Madrasah Section, Ministry of Religion, Bandung Regency. The results of his research that the implementation of managerial supervision carried out by the supervisor of MTs Darussalam, Al-Ihsan, Al-Mansur can affect the performance of the madrasa principal. The supporting factor is the good relationship between the MTs Supervisor and the Head of Madrasah Tsanawiyah. The obstacles to managerial supervision are the lack of coordination between supervisors and the Madrasah Section and the supervisor's role is not functioning optimally. The solutions are: the supervisor's role as a partner, partner, motivator, negotiator, consultant, innovator, evaluator, the conclusion is that: First, supervisors carry out supervision to improve and improve the performance of the Head of Madrasah Tsanawiyah starting with planning, implementation to evaluation. Both supervisions are carried out to monitor, improve programs, and carry out follow-up supervision for the realization of improving the performance of madrasah principals so that they are motivated to advance education. The research product is a coordination forum between the head of the madrasah section or the Head of the Ministry of Religion with the Supervisor and Supervisory Assessment with the PKPM program (Performance Assessment of Madrasah Supervisors).

Keywords: Management, Supervision, Role and Function of Supervisor

I. INTRODUCTION

Supervision is carried out to ensure that all organizational activities are carried out as planned and correct if there are disturbances that interfere with the objectives. As part of the management function for development in accordance with the performance of the organization or units within an organization in order to determine progress in the desired [1]. In the context of education, supervision is part of educational management that must be actualized, like other management functions so that educational organizations or institutions can carry out educational activities in accordance with the goals that have been set. Improving the performance of the Head of Madrasah Tsanawiyah (MTs) can be done through managerial supervision services. The supervision service aims to improve the professionalism and performance of the Head of Madrasah. Supervision services provided by supervisors must be carried out in a programmed, continuous and professional manner to improve the professionalism and performance of the Head of Madrasah Tsanawiyah (MTs). Therefore, there is no reason for supervisors not to provide professional and continuous supervision at Madrasah Tsanawiyah (MTs). Managerial supervision is important to be carried out by supervisors considering that supervision aims to improve the performance of the Head of Madrasah Tsanawiyah and ensure that the work carried out is carried out in accordance with the predetermined plan. Supervision is a necessity for madrasah principals to improve the quality or quality of learning in order to be able to answer future challenges.

Without coaching, it is very difficult to obtain the expected quality of learning. Considering that the study on supervisory managerial supervision management in improving the performance of Madrasah

Principals is quite extensive, this study is more focused and focused, researchers limit the problem to aspects of managerial supervision management in aspects: a) Managerial supervision planning includes: (1) objectives; (2) materials; (3) process; (4) involvement of the parties; (5) time; and (6) planning results; b) aspects of organizing managerial supervision, including: (1) resources; (2) working groups; (3) assignment; and (4) delegation; c) aspects of the implementation of managerial supervision, including: (1) socialization; (2) guidelines; (3) technical instructions; (4) SOPs; d) aspects of the evaluation of managerial supervision, including: (1) methods; (2) implementation; and (3) follow-up; e) follow-up aspects of managerial supervision, including: (1) current conditions; (2) repairs; and (3) implementation of new standards; f) inhibiting factors for managerial supervision, including: (1) psychological; (2) administrative; (3) organization and (4) funding; g) aspects of solutions for improving managerial supervision, including: (1) approach; (2) communication; and (3) incentives.

II. METHODS

Overall this research was conducted with a qualitative descriptive method. The essence of this research is to observe people or situations in their environment which the researcher then interacts with, trying to understand the conditions in the form of language, their interpretation of the surrounding environment with the aim of obtaining the necessary information and data. According to Kirk and Miller quoted from Moleong [2], that qualitative research is a particular tradition in social science that fundamentally depends on observing humans in their own area and relating to these people in language and events. The qualitative approach is based on the philosophy of postpositivism which is used to examine the condition of natural objects, (as opposed to an experiment) in this case the researcher is the main key in data collection techniques carried out by triangulation (combined), data analysis is inductive/qualitative and the results of the research more emphasis on the meaning of Sugiyono's generalization [3]. Quoting Sharan B, and Merriam [4], several things about the qualitative approach are:

- a. Qualitative research is an approach that functions to find and understand the central phenomenon
- b. Qualitative research is interested in understanding how people interpret their experiences
- c. Qualitative research aims to achieve an understanding of how people feel in the process of life, give meaning and describe how people interpret their experiences.
- d. Qualitative research wants to understand phenomena based on participants' views or internal views (emic perspective) and not the researcher's own views or external views (etic perspective).

This research location At Madrasah Tsanawiyah Darussalam, Madrasah Tsanawiyah Al-Ihsan And Madrasah Tsanawiyah Al-Mansur Bandung District.

- Data reduction

Data reduction is a form of analysis that sharpens, directs, classifies, discards unnecessary, organizes data in such a way as to obtain a final conclusion. Data reduction can be interpreted as a process of selecting, focusing on simplifying, abstracting and transforming rough data that emerges from field notes. Data reduction was carried out continuously during the research, even before the data was actually collected, anticipation of a reduction in data had been collected, this was seen when deciding the conceptual framework, research area, research problems and finding data collection methods. During the data collection, there will be a reduction stage, and then make a summary, explore themes, make clusters and write memos. This process continues until after data collection in the field, even at the end of making the report until it is fully compiled.

- Data Display

Presentation of data in this study is intended to find a meaning from the data that has been obtained. The data is then arranged systematically from complex information into simple yet selective data. This agrees with what was stated by Miles and Huberman [5] who argued that: "data presentation is intended to find meaningful patterns and provide the possibility of drawing conclusions and taking action". The data obtained from the results of this study can be in the form of words, sentences or paragraphs. The presentation of data in this study is in the form of narrative text, although it is not practical, but it would be better if it is supported by data presented in the form of matrices, graphs, networks and charts.

- Drawing conclusions and verification

The third stage in data analysis activities is drawing conclusions and verification. The analysis carried out during data collection and after data collection is used to draw conclusions, so as to find patterns about the events that occurred. Since data collection, the author has tried to find the meaning or meaning of the symbols, noting the regularity of patterns, explanations, and causal paths that occur. From this activity, conclusions that are still open are drawn, but then go to specific or detailed ones and finally, it is hoped that final data can be obtained.

III. RESULTS AND DISCUSSION

One of the educational staff who is considered strategic and important to improve the quality of learning for the Head of Madrasah is a supervisor or supervisor who is in charge of providing guidance and supervision in the academic and managerial fields. Madrasah head supervisors are educational staff whose role is very important in fostering the professional abilities of educators and Madrasah Heads in improving the performance of Madrasah Heads. The Madrasah Principal Supervisor functions as an academic and managerial supervisor. As an academic supervisor, the Head of Madrasah Supervisor is obliged to assist the professional ability of the Head of Madrasah Tsanawiyah to improve the quality of learning. Meanwhile, as a managerial supervisor, the supervisor is obliged to assist Madrasah Principals to achieve effective Madrasah Heads. Guidance and supervision of these two aspects should be the main task of the madrasa head supervisor. Therefore, supervisors must have qualifications and competencies that are superior to the head of the Madrasah. The supervisor's role is to be an education consultant who is always a companion for the Head of Madrasah and Heads of Madrasahs in improving the quality of education. More than that, the presence of supervisors must be agents and pioneers in educational innovation at the Head of Madrasah they are targeting. One of the performances of supervisors must be seen from the progress achieved by the head of the Madrasah he/she is fostering. In that context, the quality of education at the Madrasah Principal he fosters will depend a lot on the professional ability of the supervisory staff.

Improving the performance of the Head of Madrasah Tsanawiyah in Bandung Regency, requires good management in planning, implementing, evaluating, and following up on the program being implemented. One of the components in charge of carrying out the management function is the Tsanawiyah Supervisor. To improve the quality of Tsanawiyah learning in Bandung Regency, an important component that must be fostered and developed is the Head of Madrasah Tsanawiyah. Principals of Madrasahs are people who meet and communicate with students every day, so that they know exactly what students need and how they should treat students in the learning process in the classroom. Based on field findings, as stated earlier, the supervisory supervision of Madrasah Heads in improving the performance of Tsanawiyah Madrasah Heads in Bandung Regency has so far been carried out by five supervisors, while the number of Tsanawiyah Madrasah Heads is quite a lot. This condition is certainly a problem because not all Madrasah Principals can be served by Supervisors. In relation to the management of Madrasah Principals coaching by Supervisors, efforts to improve the quality of Madrasah Principals' learning are likely to be difficult to achieve if the coaching is less intensive due to a lack of supervisory resources. Theoretically this is as stated by Terry [6] that "management is a collectivity of people who carry out management activities. So in other words, all the people who carry out management activities in a particular agency are called management. Furthermore, Terry explained that:

In order to achieve a goal there is a necessity in the form of unification of available basic resources including men and women, materials, machines, methods, money and markets. These sources are sometimes referred to as the six "M's" of management namely Men, Materials, Machine, Methods, Money, Markets. These sources are united and set in such a way that the stated goals can be achieved with the proviso that everything takes place within the stipulated time, effort and cost limits. Based on the opinion above that management is an act of planning, organizing, mobilizing and monitoring which is carried out through the use of human resources, the limited number of supervisors in Bandung Regency is one of the obstacles in efforts to improve the quality of learning for Madrasah Principals. The general purpose of supervision is to provide technical and guidance to the Head of Madrasah Tsanawiyah (and other Madrasah Principal staff) so

that these personnel are able to improve the quality of their work, especially in carrying out the learning process. Furthermore, if the quality of the performance of the Head of Madrasah Tsanawiyah and staff has increased, as well as the quality of learning, it is hoped that student learning achievement will also increase. The provision of such coaching assistance can be directly or indirectly to the Head of the Madrasah Tsanawiyah concerned. One of the main tasks of the madrasah principal is advising (giving advice or advice) including advice on the madrasah principal as a system, giving advice to the madrasah principal about effective learning, giving advice to madrasah principals in managing education, giving advice to the work team and Head of Madrasah staff in improving the performance of Madrasah Principals, providing advice to parents and madrasah head committees, especially in increasing community participation in education. These efforts in the view of the researcher can be carried out properly if the availability of adequate resources, especially from the side of the Madrasah Principal Supervisor. So far, coaching for the Head of Madrasah Tsanawiyah in Bandung Regency has been carried out to improve the performance of the Head of Madrasah Tsanawiyah.

Coaching activities are carried out through systematic stages, namely planning, implementation, supervision and follow-up. Development planning is prepared in accordance with the vision, mission and objectives of supervision. The prepared program is directed at the professional services of Madrasah Principal Supervisors in order to improve the performance of Tsanawiyah Madrasah Principals in Bandung Regency. Based on the vision, mission and strategy, the Tsanawiyah supervisor plans, implements, supervises and follows up on the quality management of learning that will be carried out for the next five years. The strategic plan formulated in the description of the vision, mission, main issues and strategies is used as a guide in developing a five-year operational plan. The five-year operational plan includes, among others, work programs/activities, targets and stages. From the five-year operational plan, it is then broken down into an annual operational plan that contains activities, goals and supporting data or reasons. The task of supervision in relation to planning is not an easy job because it does not only seek to improve the performance of the Head of Madrasah Tsanawiyah, but also concerns the overall educational goals. Therefore, Madrasah Principals are required to work on instruments to improve the quality of Madrasah Principals' learning as a whole. The goals formulated in planning are in the form of desires or needs that will be achieved in the future. The formulation of these goals is very important because it is a source of motivation that can help the Head of Madrasah personnel to understand the reasons for the importance of improving the quality of learning and plans to be implemented in the future. In addition, with the formulation of clear supervision objectives, supervisors can use all available resources (manpower, funds, equipment) effectively and efficiently. This is in line with the opinion of Tilaar [7] that:

The planning and management process is based on democratic principles and improving the quality of education, so the planning and management process of education will be focused on the management of resources. So the management orientation is more centered on educational resources, must be managed and developed by a manager who prioritizes leadership, because the principles of management are planning, regulation and management as well as the assessment process. Planning determines the success or failure of a program, programs that do not go through good planning tend to fail. In the sense of small and large activities, if without planning, there is a high chance of failure. Educational institutions that do not have good planning will fail. This certainly further clarifies the position of planning in an institution. To expedite the running of an institution, planning is needed, with planning to direct the institution towards the right and correct goals according to the goals of the institution itself. This means that planning gives direction to the achievement of the goals of a system, because basically the system will run well if there is careful planning. Planning is considered mature and good if it meets the requirements and elements in the planning itself. In determining the quality of learning planning, it is also necessary to have the basic capital components of the Madrasah Head, including: (1) the number of students; (2) the condition of the teaching staff; (3) community support; (4) geographical location where the Madrasah Head is located; (5) resource assets and existing relationships, both internally and externally to the Madrasah Principal; (6) organization and management; (7) credibility including good name, and public trust; (8) the position of alumni; (9) market or consumer demand for the products produced, especially graduates.

The task of the Madrasah Principal Superintendent in relation to planning the quality of the Madrasah Principal's learning is not an easy job because it not only seeks to achieve the learning objectives, but also the overall educational goals. Therefore, Madrasah Principal Supervisors are required to work on instruments to improve the quality of Madrasah Principals' learning as a whole. Planning for the quality of Madrasah Principals' learning is carried out by formulating or evaluating the current situation, which is an analytical process that knows exactly the situation or position of the Madrasah Head so that plans can be formulated. activities to be determined. Furthermore, the identification of strengths and barriers, both internal and external strengths and obstacles is carried out. This is in line with what Handoko [8] stated that: The first stage, is to set a goal or set of goals. Planning begins with decisions about the wants or needs of the organization or work group. The second stage, formulate the current state. Understanding the current position of the goals to be achieved or the resources available for the achievement of goals, is very important, because goals and plans involve the future. The third stage, identify all the conveniences and obstacles. All strengths and weaknesses as well as conveniences and obstacles need to be identified to measure the organization's ability to achieve goals. The fourth stage, is to develop a plan or series of activities to achieve goals. The fifth stage, in the planning process, includes the development of various alternative activities to achieve the objectives, the assessment of these alternatives and the selection of the best alternative among the various alternatives.

The planning carried out by the supervisor in providing guidance to the Head of Madrasah Tsanawiyah in Bandung Regency begins with the preparation of a supervisory program compiled by the Supervisor of the Head of Madrasa, containing various types of activities organized based on the objectives, targets (targets), methodology, and timeframe and results to be achieved. as a direction in taking action within a certain period of time. As stated by David [9] that: The strategic management process includes the following activities: (a) Strategy Formulation, (b) Strategy Implementation, and (c) Strategy Review, Evaluation, and Control. Strategy formulation includes developing a vision and mission, identifying opportunities and threats external to the organization, determining internal strengths and weaknesses, setting long-term goals, formulating alternative strategies, and selecting specific strategies to be implemented. Develop a vision and mission, emphasizing that the vision is "a future state that is possible and will be realized by an organization", while the mission is an action that is prepared to achieve the vision by allocating available organizational resources. In the view of the researcher, so that the planning process can run well, strategic planning must be developed first before being implemented in operational goals. Operational objectives should not be developed by putting strategic objectives as the main source. Operational goals in this case illustrate the narrowness of desire and speculation and lead to the loss of inconsistent cooperation. In the end, administrators at the top level were forced to improve and integrate it with operational planning which is known as strategic planning. This trend causes administrators at the top level to modify and refine operational plans rather than developing coordinated strategic plans.

Findings in the field indicate that it is still an obstacle in the implementation of supervision of the Head of Madrasah Tsanawiyah in Bandung Regency, where the intensity of the supervisor's visits is still lacking, so that the purpose of supervising supervisors as stated above is not being realized properly. This is most likely because the number of Tsanawiyah Supervisors in Bandung Regency is so low that regular visits to the Madrasah Principals are not carried out. So far, the principals of Madrasah Tsanawiyah have received less supervision from supervisors, both in the form of academic supervision and managerial supervision. This condition can actually be overcome if both parties have the initiative to be able to discuss by increasing the intensity of communication, both by telephone and routine meetings held by the Head of Madrasah Tsanawiyah and Supervisors. In the view of the researcher, the view of the researcher, the communication factor is very important in the implementation of the development of the Head of Madrasah Tsanawiyah in Bandung Regency. The lack of communication in the implementation of coaching the head and head of the madrasah head will have an impact on not realizing the expected goals. This is in line with the view of Nawawi, [10] that: Direction and guidance activities as a manifestation of the implementation function (actuating) in management requires the creation and development of effective and efficient communication. Therefore, communication (communication) is placed as part of the implementation function (actuating).

Communication is defined as the process of delivering information which is one of the resources to maintain, maintain, advance and develop the organization dynamically in accordance with its objectives. In addition, communication can also be interpreted as the process of delivering information in the form of ideas, opinions, explanations, suggestions and others from the source to and to obtain, influence or change the response of the recipient of information in accordance with the desired information source.

Supervision of the Head of Madrasah Tsanawiyah is regulated by Permendiknas No. 39 of 2009 in article 4 that the workload of the Madrasah Head who is appointed by the education unit supervisor is to carry out the duties of guidance, and professional training of the Madrasah Head and supervision which includes monitoring, processing and reporting the results of the implementation of 8 (eight) education unit standards in the education unit, at least 10 (ten) Heads of Madrasah under their supervision by conducting academic and managerial supervision. Academic supervision focuses on observing problems that are directly within the scope of learning carried out by the Head of Madrasah to help students while they are in the learning process. Meanwhile, administrative supervision focuses on observing administrative aspects as a learning environment that functions to support the implementation of learning. The guidance is carried out, among others, assisting the Head of Madrasah and Head of Tsanawiyah. Evaluation of supervisors in improving the performance of the Head of Madrasah Tsanawiyah in Bandung Regency is carried out to assess the performance of the Head of Madrasah Tsanawiyah periodically such as the Performance Assessment of Madrasah Principals (PKKM). The results of the assessment can be used for decision making in the context of developing and improving the performance of the Head of Madrasah Tsanawiyah in an effort to improve the quality of learning at MTs Bandung Regency. The supervisor's assessment of the Head of Madrasah Tsanawiyah revolves around the process and work achieved by the Head of Madrasah Tsanawiyah such as quality, quantity of work, timeliness of work, and so on. What happens and is done by the Head of Madrasah is a process of processing inputs into certain outputs, in this case the output of education.

Obstacles in the assessment of Tsanawiyah Madrasah Principals include not all Tsanawiyah Madrasah Principals, because of the large number and different fields of study taught, while the number of supervisors is very small, making it impossible to conduct an assessment of Tsanawiyah Madrasah Heads in Bandung Regency. The assessment is carried out to determine the degree of quality based on the criteria (benchmarks) set for the implementation of education at the head of the madrasa. The assessment process is carried out through:

- 1) Assessment and monitoring of the implementation of education at the head of the madrasah he/she is supporting, starting from the admission of new students, the implementation of learning, the implementation of examinations to the release of graduates/certificates.
- 2) Compile a report on the results of supervision at the Head of the Madrasah under his guidance and report it to the relevant office.
- 3) Carry out an assessment of the results of the supervision of all madrasah principals as study material to determine the next semester's supervision program.
- 4) Provide assessment materials to the head of the madrasa in the context of accreditation of the head of the madrasa.
- 5) Provide advice and consideration to the head of the madrasa in solving problems faced by the head of the madrasa related to the implementation of education.

Related to the task of assessing, the Madrasah Principal Supervisor collects information about the subject and object of his work (academic and managerial techniques). The information is then processed in such a way. The processed information is used to measure or determine the degree of quality of the subject. The results of the assessment will inform the Madrasah Principal Supervisor that the learning carried out has met the benchmarks (standards) set or vice versa. Assessment is a process of activities carried out to monitor, measure and if necessary make improvements to the implementation of work so that what has been planned can be carried out in accordance with the desired goals. Mockler, in Stoner Freeman and Gilbert [11] suggests that: The assessment functions as a systematic effort to set performance standards with planning objectives, to design information feed back system to compare actual performance with these predetermined

standards to determine whether there are any deviations and to measure their significance, and to take any action required to assure that all corporate resources are being used in the most effective and efficient way possible in achieving corporate objectives. The assessment function in management is a systematic effort in setting performance standards and various planned objectives, designing a feedback information system, comparing the performance achieved with previously set standards, determining whether there are deviations and the level of significance of each of these deviations and taking appropriate action. Needed to ensure that all organizational resources are used effectively and efficiently in achieving organizational goals.

IV. CONCLUSION

The conclusions of the research on the management of supervisory managerial supervision in improving the performance of the Madrasah Tsanawiyah Principal in Bandung Regency are as follows: First, the supervisor carries out supervision to improve and improve the performance of the Tsanawiyah Madrasah Principal starting with planning, implementation to evaluation. In other words, supervisory management carried out at MTs in Bandung Regency adopts modern management functions. Second, supervision is carried out to monitor, improve programs, and carry out follow-up supervision in order to realize an increase in teacher performance so that they are motivated to build a quality culture in MTs. The supervision is carried out based on technical instructions and implementation instructions that have been determined through the policies contained in various laws and regulations concerning supervisory authority.

Supervision of the principal of Madrasah Tsanawiyah in Bandung Regency is still experiencing problems, especially with regard to the intensity of supervisor visits to schools. The implementation of supervision is still limited to the implementation of the Mid-Semester Examination and the Final Semester Examination, in addition, there are still supervisors who do not yet have the right instrument to assess the performance of the Head of Madrasah Tsanawiyah so that the impact of supervision has not been seen. In addition, there are cultural elements that are still a barrier in the implementation of supervision, including the paternalistic culture of teachers and supervisors, and the old paradigm that still applies, including supervisors who come to school intending to find out teacher deficiencies, so that teachers are ultimately less open to the problems at hand.

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