

Evaluation of the Performance of Supervisors in Planning the Supervision Program for the State Tsanawiyah Madrasah in Mataram city

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DOI: [10.22178/pos.84-3](https://doi.org/10.22178/pos.84-3)

LCC Subject Category: L7-991

Received 21.07.2022

Accepted 25.08.2022

Published online 31.08.2022

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Abstract. This research method aims to examine: (1) the performance of supervisors in the supervisory working group (Pokjawas) of Mataram City Madrasah in 2022 in terms of planning aspects. This study uses a qualitative approach that is descriptive-analytic - collecting data using the method of observation, documentation and interviews. Data analysis uses the Analysis Interactive theory of Miles and Huberman, which divides data analysis activities into four parts: data collection, data reduction, data presentation, and conclusion. The results of the study indicate that the preparation of the supervisory program carried out by the madrasa supervisor has not accommodated the findings of the weaknesses that exist in each supervisor.

Keywords: evaluation; performance; state Madrasah supervisor.

INTRODUCTION

The problem faced by the world of education in Indonesia is the low quality of education [1]. The low quality of education can be perceived from many sides which causes the low quality: 1) the quality of supervisors; 2) the quality of the principal; 3) teacher quality; 4) the quality of the teaching and learning process; 5) Quality of facilities and infrastructure; 6) Quality of raw-input; 7) Social, cultural, and economic quality.

From the supervisor's point of view, it dramatically affects the quality of education because school/madrasah supervisors are one of the components that play a role in improving the quality of education so that the evaluation of education is not carried out properly by supervisors in carrying out their duties. The research result of [2] concluded that the performance of school supervisors in implementing educational supervision in terms of planning, implementation and results was low. This general conclusion is reduced from the following specific findings: first, Madrasah Education cluster supervisors have not made an educational supervision plan-

ning program as regulated in the supervisor's workshop manual. Second, the provisions have not fulfilled the frequency of class visits. Third, obstacles in implementing educational supervision are caused by the average age of supervisors (more than 50 years), low commitment, work motivation and low competence. It is also caused by external factors, namely recruitment that is not by the rules, the large number of tasks and the lack of guidance for supervisors. Some instruments to support supervisory performance are available, but the supervisory activities have not run optimally [3]. As a result of weak academic and managerial supervision, the quality of education can decrease, such as; low test results, and the quality of education management is less achievement-oriented [4].

The success of improving the quality of education in Islamic religious education institutions (madrasahs), which are continuously implemented, has a close relationship with the performance of madrasah supervisors [5]. Supervisors have a strategic position in improving the quality of madrasahs. This can be seen in the role that must be carried out through teacher competency devel-

opment towards improving the quality of education, in this case, the quality of madrasas. Recruitment of supervisors properly, correctly, and by existing standards and requirements, continuous coaching and development of supervisor competencies through supervisory training activities. Becoming a professional supervisor requires a high commitment from the supervisor himself. Equally important is awarding especially adequate welfare and streamlining the supervisory organisation for the development of its members.

School supervisors have a significant and strategic role in the quality education process and school outcomes [6]. In this context, the supervisor's role includes monitoring, supervision, evaluation, reporting, and follow-up, which must be carried out regularly and continuously [7]. The main task of school supervisors is to carry out academic and managerial supervisory duties in academic units. It includes the preparation of supervision programs, implementation of coaching, monitoring of the performance of the eight national education standards, assessment, mentoring, and professional teacher training, evaluation of the results of the implementation of supervision programs and the implementation of supervisory duties in the regions particular.

Evidence of the low quality of graduates is that students graduate only because of the mercy of their teachers, graduating with grades that do not meet the standard target. The passing grades made by the school are not the pure grades achieved by the students but "the grades fall from the sky". Supervision, as one of the management functions in addition to planning and organising, can be interpreted as monitoring activities to ensure that all organisational activities are carried out as planned. At the same time, it is also an activity to correct and correct if any deviations are found that will interfere with the achievement of goals [8].

School supervisors, as one element of the education staff, have an essential and strategic role in the overall effort to improve the quality of education, especially in improving the quality and performance of schools, including guiding the management of a school or madrasah [7]. Supervisors of State Madrasah Tsanawiyah in Mataram City must understand their duties in fostering and developing professional teachers, especially those related to creativity and motivation. Professional teacher development is a program for Supervision of State Madrasah Tsanawiyah in

Mataram City that must be prioritised. Another thing that must be considered is the development of science and knowledge. The development of science and knowledge can be related to the substance of scientific disciplines. It can also be related to approaches, methods, and supervision techniques.

The steps are always based on a thought process that is carried out consciously and planned so that the activities to be carried out can contribute results to the original expectations. However, it is also realised that implementing these activities are not a few problems, obstacles and challenges faced and need attention to analytical thinking and ways to solve them. In a modern society as it is today, especially in the era of globalisation, all apparatus are required to face increasingly competitive competition, both at home and abroad. One way to anticipate the increasingly competitive match is through a comprehensive improvement in the quality of human resources. According to [9], "One aspect of life that comes to the surface today with a stronger echo than the past is the improvement of the quality of human life. Quality of life boils down to the recognition of human dignity".

The performance of school supervisors is seen from the role of school supervisors in carrying out their duties optimally. But several studies have revealed that supervision activities in several districts have not run optimally because the actions of preparing the supervision program plan, implementation of supervision and reports on the supervision results have not been well structured and implemented. The results of brief observations and the performance of academic management that has taken place so far are still inclined to regular inspections. Academic supervision has not been carried out by madrasa supervisors regularly according to a set schedule, so the quality of learning is not optimal but is more monotonous. Besides, those teachers are not ready to make supervision results.

Based on these observations, researchers are interested in researching the evaluation of the supervisor's performance in planning the supervision program for the State Madrasah Tsanawiyah in Mataram City.

METHODS

This research will be carried out in State MTs throughout Mataram from January to March 2022. Considering the time, cost, and ability of

researchers using a qualitative phenomenological research approach. This qualitative research is research that seeks to find the meaning that underlies human behaviour and has the following characteristics: 1) natural setting as a data source, 2) researcher is the key instrument, 3) qualitative research is more concerned with process than results, 4) researcher with a qualitative approach tends to analyse data deductively, 5) the meaning that actors have that underlies their actions is an essential aspect in qualitative research.

The data collected through this study is by the research focus, which is related to the evaluation of the performance of madrasa supervisors at Madrasah Tsanawiyah Negeri in Mataram City. The data needed is sourced from informants (school supervisors, teachers), Learning Processes, and Documents. In this qualitative descriptive study, three techniques were used to collect data: interviews, observations, and document studies. The data obtained were then analysed using an interactive qualitative data analysis from Miles and Huberman, which consisted of data reduction, data presentation, and conclusions. The process took place circularly during the research. In the early stages of data collection, the research focus is still comprehensive and not transparent, while the observations are still general. After the focus became more apparent, the researcher used more structured words to obtain more specific data.

In this case, the theory can assist researchers in collecting and analysing data. For this reason, the data obtained were then analysed using interactive qualitative Miles and Huberman's models: Data Reduction, Data Presentation, and Drawing Conclusions/Verification. In qualitative research, the validity of the data is also significant because a research result is meaningless if it is not recognised or trusted. To obtain recognition of the results of this study lies in the validity of the research data that has been collected. Based on [9], the data validity test in qualitative research includes credibility, transferability, dependability, and comparability tests.

RESULTS AND DISCUSSION

Implementation the performance of Madrasah supervisors in the supervisory working group (Pokjawas) can be seen from the preparation of supervisory programs. Preparation of supervi-

sion programs is the activities of school supervisors in preparing academic and managerial supervision programs, teacher and/or school principal coaching programs, monitoring programs for the implementation of National Education Standards and performance appraisal programs for teachers and/or school principals, and mentoring and professional training programs for teachers and/or school principals or school principal. Based on information obtained by researchers through interviews with the head of the Pokjawas Madrasah, the Ministry of Religion, Mataram City, all supervisors must prepare annual and semester programs and schedule supervision visits. As stated by the Head of the Mataram City Ministry of Religion that:

We strive to build a shared commitment that all supervisors must maximise their primary duties and functions as madrasa supervisors. Every academic year, especially at the beginning of the school year, to enter the odd semester, the Ministry of Religion of the City of Mataram invites madrasahs to conduct a coordination meeting for program preparation. The panel discussed the rationale for implementing supervision based on the findings and problems that occurred in the previous academic year. This is a guideline for preparing annual and semester programs for the current year.

In addition to the interview with the Head of the Mataram City Ministry of Religion, the researcher also sought information by interviewing the Pokjawas secretary. The result was that the madrasa education supervisor program was prepared at the beginning of the odd semester. Meanwhile, to improve the program, an internal supervisory meeting was held on the flow of the formulation and program preparation, starting by looking at the results of supervision and problems encountered in management in the previous academic year. The practice of the supervision program, both annual and semester in nature, was carried out after observing and analysing the supervision results and the problems revealed to know the previous teachings. All madrasa supervisors at the Ministry of Religion of the City of Mataram are fully involved in preparing the supervision program. According to the MTs supervisor coordinator and as MTs supervisor in Mataram City in an interview said that:

The preparation of the supervision program is annual and semester. The yearly program is still very general when viewed from the time of its implementation because it only shows the month of per-

formance. The semester program consists of odd and even semesters derived from the annual program. Supervision activities, coaching, monitoring and assessment in the semester program are determined by the month and week of implementation. In addition, an activity plan is prepared as a working guideline by dividing the work area, compiling a list of fostered institutions and preparing blanks. Each supervisor should develop a more detailed supervision program that includes the types of activities, implementation time, targets and so on so that the implementation of supervision is carried out sustainably and consistently.

Observations made by researchers when an evaluation meeting and preparation of a monitoring program were being held in the first week of each month, the head of the MTs supervisory coordinator was seen leading the discussion. The supervisory meeting was attended by ten supervisors and was held at the home of a member of the MTs supervisory board. In the observations of the researchers, it can be seen that the improvement of the supervision program for each supervisor, whether an annual program or a semester program, is carried out by conveying opinions about the program and submitting the targets and targets of the previous year's supervision. The course is also accompanied by the delivery of the obstacles faced in the last year's charge. All meeting participants were allowed to convey the rationale for the program's achievements in the previous year. Each coordinator inputs the results of the program evaluation meeting and the preparation of the annual program and semester program to be further documented by the Pokjawas secretary.

For the duties and functions of madrasa supervisors to run well, supervisors must be able to develop a supervisory program as a working guide in carrying out their responsibilities and functions. As stated earlier that the preparation of the supervision program at the Ministry of Religion of the City of Mataram is carried out through a meeting of all supervisors who are members of the supervisory working group (Pokjawas) of the Ministry of Religion of the City of Mataram. All supervisors, not program heads of Pokjawas, and officials at the Ministry of Religion of Mataram City. This shows that the preparation of the program uses the supervisory results approach. It's just that the results of the supervisory evaluation have not been optimally oriented by looking at the need for sustainable development of managerial competence and professional competence

of teachers in the future, so the construction of the supervisor's work program has not been given serious attention to the competence of madrasa principals and teachers.

Compiling the supervision program at the Ministry of Religion of the City of Mataram provides an excellent opportunity for all supervisory members to give input and consideration to the program. Moreover, before the preparation of the program is carried out, the meeting begins with an evaluation of the achievements of the previous year's supervision program. What the supervisors do shows the existence and togetherness in preparing the program because if the preparation of the program is not carried out in a participatory collective manner, it will have an impact on the implementation of the supervisory program that relies on one another. There is no synergy, and it will run independently alone. Therefore, it can be said that the mechanism for compiling the supervision program at the Ministry of Religion of the City of Mataram has been running in an open and participatory manner. It's just that the preparation of the supervision program has not been based on the supervisory evaluation results; namely, the program's practice is based on facts and data from the results of the supervisor's performance. Suppose the preparation of the supervision program is based on facts and data on the results of supervision performance. In that case, it will reflect the maximum competency development and supervisory development program in the madrasa supervisor's work program. Of course, the supervisor can make a comprehensive improvement plan or adjustment to the program. In addition, the preparation of work programs for madrasah supervisors has not been oriented to future needs for supervisory competence development.

The annual program is still widespread in terms of the implementation time, while in the semester program, supervision activities are indicated by the month and week of implementation. For more operational needs, supervisors prepare activity plans as work guidelines, such as compiling a list of fostered madrasas and madrasah principals and their teachers and preparing blanks or instruments to be used in supervisory activities, such as learning administration assessment instruments, learning tools, and learning implementation. Based on process standards, prepare blanks to check the completeness of curriculum documents, document one and two (syllabus attachments and lesson plans).

Four programs must be owned by every program supervisor who supervises activities in the annual program: general programs, teaching programs (PBM), evaluation programs, and coaching programs. It's just that the madrasa supervisor does not make a detailed schedule of activities, especially the schedule for visits to madrasas. Ideally, every academic supervisor must create a work plan that shows the date and day of the stay at the target madrasah. The work plan also describes the goals and targets of coaching and is known by madrasas and teachers who will be the coaching target.

It can be stated that the madrasah supervisors in the city of Mataram have prepared programs at the beginning of each school year, both annual and semester programs. To achieve the goals that have been set as mentioned above, an activity plan is made for each supervisor. This means that supervisors must have work guidelines and know what to do.

The researcher observes that the preparation of the madrasah supervisor's supervision program has not reflected future needs, namely the need for sustainable development of the madrasa principal's competence, teacher competence, and administrative staff. Preparing future-oriented programs provides the maximum coaching for madrasah principals, teachers and administrative staff to prevent obstacles in overcoming problems arising in learning activities and career development of madrasah principals and teachers.

The study's findings indicate that the preparation of the supervisory program carried out by the madrasah supervisor, although through a meeting with the supervisory working group, has not accommodated the findings of the weaknesses that exist in each supervisor. This can be seen clearly from the construction of the supervisor's work program, which has not provided the top portion for the managerial competence of mad-

rasah principals and teacher competence development. The preparation of supervision programs as part of planning must be carefully and intelligently arranged about everything that will be done in the future with a view to [9], programming (planning) is carried out, among others, to determine the objectives or framework of actions needed to achieve specific goals. Program preparation is carried out by assessing the organisation's strengths and weaknesses, identifying opportunities and threats, strategies, policies, tactics and programs that are taken through a scientific decision-making process.

Referring to the concept offered by [9], the preparation of the supervision program has not been thoroughly carried out through a systematic procedure. This can be seen from the work program products that the supervisory working group has produced at the Ministry of Religion of Mataram City. Based on the results of the researcher's analysis of the problems faced by madrasah supervisors in the field of competency development for the development of managerial competence of madrasah principals and teacher competencies that are not optimal, group coaching through Madrasah Working Group (KKM) activities is very dependent on the activities of the institution, and the intensity of the training required. Conducted by madrasa supervisors is still very low, which results in results that are not optimal.

CONCLUSIONS

Based on the results of the study, it can be concluded that the preparation of the supervisory program carried out by the madrasa supervisor, although through a meeting with the supervisory working group, has not accommodated the findings of the weaknesses that exist in each supervisor.

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