

Implementation of Madrasah Supervisor: a Case Study at the Banyumas Public and Private Madrasah Schools

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ABSTRACT: *This study aims to describe and analyze the managerial supervision activities carried out by madrasah supervisors towards madrasah principals in the Banyumas district. This type of research is qualitative case studies, data collection administrative supervision using in-depth interviews, observation and documentation. The data sources used as informants were the head of the supervisory group, the supervisors of the madrasah tsanawiyah, the leaders of madrasahs and staff. Then, the data collected is analyzed using data reduction, data display, and conclusions as in Miles and Huberman's theory. Based on the research results, it is known that managerial supervision activities are in a good position with a score range between 80-90. These activities include monitoring, assessment and evaluation, coaching, and follow-up. However, in remote Madrasah, the supervision was not optimal because the ratio between supervisors and Madrasah was less than ideal.*

Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis kegiatan supervisi manajerial yang dilakukan oleh pengawas madrasah terhadap kepala madrasah di kabupaten Banyumas. Jenis penelitian ini kualitatif studi kasus, pengumpulan data supervisi manajerial menggunakan teknik in depth interview, observasi dan dokumentasi. Sumber data yang dijadikan informan adalah ketua kelompok pengawas, para pengawas madrasah tsanawiyah, para Kepala Madrasah dan staf. Data yang sudah terkumpul, selanjutnya, dianalisis dengan menggunakan reduksi data, display data, dan simpulan sebagaimana teorinya Miles dan Huberman. Berdasarkan hasil penelitian, diketahui bahwa kegiatan supervisi manajerial berada pada posisi baik dengan range skor antara 80-90. Kegiatan tersebut meliputi: pengawasan, penilaian dan evaluasi, pembinaan, dan tindak lanjut. Meski demikian, pada madrasah yang lokasinya terpencil pengawasan belum maksimal dikarenakan rasio antara jumlah pengawas dan madrasah yang kurang ideal.

Keywords: *Supervisor, Public and Private Madrasah Schools, Banyumas.*

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I. INTRODUCTION

To improve the quality of education, innovation and creativity are needed relating to the management of Madrasah and the arrangement of human resources carried out by education actors and stakeholders. As a consequence of improving the quality of education, good managerial leadership needed from the head of Madrasah in managing madrasah and education human resources. Therefore, the head of Madrasah is one of the components of education that has the most role in planning and improving the quality of education.

The principal of Madrasah must be able to function as an educator, manager, administrator, supervisor, leader, innovator, a motivator (Mulyasa, 2009). These functions must be attached to a madrasah principal who works integrally (R.J., 1981). Furthermore, they must also commit two organizational orientations: organizational achievement and organizational maintenance (Wahjosumidjo, 2011). This factor is an indicator of the ideal success of a madrasah principal as a leader.

However, in the current state of reality, madrasah principals' managerial ability in managing their organizations appears to be still lacking. This is due to an unstable political system, low mental attitudes, lack of insight into school principals, not the fine selection of madrasah principals, lack of infrastructure, less competitive graduates, low public trust, bureaucracy, and low work productivity. (Mulyasa, 2012). Therefore, the development of the head madrasah's professionalism needs to be carried out continuously and well planned.

To help madrasah principals improve their professional skills, the government has appointed educational supervisors to supervise (Sidiq & Ikhwan, 2018). The supervisor gave the whole task, responsibility, and authority to carry out the education unit's academic and managerial supervision (Kurniadin, 2012). Educational supervision is the supervisor's observation of academic activities in learning, both inside and outside the classroom. Meanwhile, managerial supervision focuses on observing school management and administration aspects that support education (Priansa, 2014).

Unfortunately, the presence of supervisors in Madrasah still acts as a bearer of government ideas, not as a driving force for developing teachers' potential to become professional. In other words, instructional leadership development is less of a concern in the madrasa environment (Yustiani, 2013). This is because the object of his guidance focuses on the control paradigm, not the help paradigm (Fathurrahman, 2015). Another problem is that the unique and heterogeneous madrasahs are only resolved with strict instructions and cannot be developed by the supervisor.

In contrast to these facts, the supervision implemented by madrasah supervisors in Banyumas Regency has carried out reasonably and systematically, namely carrying out coaching activities, monitoring and evaluating teachers' and madrasah principals' performance. Observations are also focused on school management and administration aspects that function as support for learning (Ikhwan, 2018b). However, how to describe the planning of supervision activities, evaluation of activities, coaching, and follow-up of managerial supervision still needs to be discussed more deeply so that a more accurate description can be obtained (Rubianingsih, 2018).

Managerial Supervision Concept

In general, education management is an arrangement in education that carried out through planning, organizing, staffing, coaching, coordinating, communicating, motivating, budgeting, controlling, monitoring, assessing and reporting system to achieve quality education goals (Komariah, 2010). More operationally, Usman interprets it as a process of planning, organizing, directing, and controlling educational resources to achieve academic goals. Effectively, efficiently, independently, and accountable. Therefore, it has four educational management functions: planning, organizing, directing, and monitoring (Usman, 2009). Of the four functions, the controlling function has a very strategic role in controlling various resources so that education can achieve its goals. Managing is what then referred to as supervision (Ikhwan, 2020).

Supervision is an effort to stimulate, coordinate, and guide teachers' continuous growth in schools, both individually and collectively, to understand better and work more effectively to realize all teaching functions (Suhertian, 2010). In other words, supervision focused on improvements and coordination, stimulation, and encouragement institutions towards the growth and development of academic units.

When viewed from its function, supervision has three types: academic, managerial, and clinical supervision (Djaelani, 2014). Academic supervision is a series of activities to help teachers develop their ability to manage the learning process to achieve educational goals (Daresh, 1989). Syaiful Sagala elaborated, "Academic supervision is synonymous with educational supervision, instructional supervision, or instructional leadership, all of which are concerned with assisting, assessing, improving, and developing the quality of learning carried out by teachers through guidance and consultation approaches in teaching and learning activities (Sagala, 2010).

According to Darwin and Irsan, managerial supervision is an activity of monitoring, coaching and assessing school principals and other school elements in managing, administering and carrying out all school activities (Irsan, 2012). When viewed from its object, managerial supervision is supervision relating to aspects of school management that are directly related to improving school efficiency and effectiveness, which includes: (1) planning, (2) coordination, (3) implementation, (3) assessment, (5) development of human resource competencies for education and other resources (Daryanto & Rahmawati, 2015).

Furthermore, clinical supervision can be interpreted as a process of face-to-face meetings between supervisors and teachers who discuss teaching problems in the classroom to improve learning and professional development through collegiality or friendship between supervisors and teachers (Imron, 2011). According to Cogan in Sagala, S., clinical supervision is an effort that is rationally and practically designed to improve teacher performance in the classroom to develop teacher professionalism and improve teaching (Sagala, 2010). Thus, clinical supervision arranged to enhance and extend teaching through teacher professional development. In simple terms, the concept of clinical supervision is analogous to a sick patient and wants recovery from his illness; then, he comes to a doctor to be treated (Sudiyono, 2011).

In managerial supervision, coaching is an activity carried out through professional assistance to madrasah principals, which aim to improve the competence of madrasah principals and academic staff, as evidenced by increased performance. Meanwhile, the

material for coaching the head of Madrasah includes Personality and Social Competencies, Learning Leadership, and Madrasah Development (Sudjana, 2011).

According to Jasmani Asf and Syaiful Mustofa, madrasah supervisors in implementing the managerial supervision program must provide instructions for correcting irregularities in madrasah management, including three things. First, madrasa activities in building and building control, yards, furniture, office equipment, and other educational facilities. Second, madrasah personnel, including madrasah principals, teachers, administrative staff covering aspects of the discipline, attitudes and behaviour, career development, increasing knowledge and skills by their respective professions' demands. Third, the madrasah administration includes financial affairs, facilities affairs, and personnel affairs (Jasmani, 2013).

Meanwhile, in carrying out managerial supervision functions, school supervisors play a role as: (1) Collaborators and negotiators in the planning, coordination, development of madrasah management; (2) Assessors in identifying weaknesses and analyzing madrasah potential; (3) Information centre for developing the quality of Madrasah, and (4) Evaluator of the meaning of the results of supervision (Permen PAN Nomor 21, 2010)

Furthermore, madrasah supervisors, in conducting supervision, can use two techniques, namely individuals and groups. The individual supervision technique is implementing charge given to school principals or other personnel with unique and personal problems. The group supervision technique is a way of doing a supervision program aimed at two or more people. According to the needs analysis, principals suspected of the same problems or needs or weaknesses were grouped or gathered together. Then, they are given supervision services according to the issues or needs they face.

Before carrying out activities, supervisors must first compile supervision instruments. At least, there are two ways to develop the tool, namely, by developing and adapting it. If desired, the supervisor can then build his supervisory instrument to oversee the school management's work. Supervisors can also use existing instruments, both instruments that have been used in previous madrasah supervision and the form of standard tools according to relevant guidelines.

However, the selection of school supervision instruments must be based on the promising signs so that the type of instrument chosen is by the data required by the supervision. Madrasah supervisors can be even more creative and innovative in carrying out coaching at the Madrasah they are fostering by developing new methods adapted to Madrasah's conditions.

Besides, supervisors must also develop and have a madrasah managerial supervision program that begins with preparing a work program based on the previous year's supervision results. The supervisor's work program has a core activity of leadership with steps for assessing, coaching, and monitoring all educational components in the Madrasah under their guidance (Aedi, 2014). In the implementation of pre-supervision, the activity begins with coordination and socialization to the assisted Madrasah (Daroini & Ikhwan, 2020). Monitoring activities directed at the performance of the eight National Education Standards. The implementation of managerial supervision carried out by supervisors of madrasah principals and education personnel expected to encourage madrasah administrative management functions.

By referring to the work program that has been created and structured, the core activities of supervision which include monitoring, coaching and assessing each component of the education system in the Madrasah under their guidance, are carried out. At a later stage, it is carried out management and analysis of data from monitoring, advice and assessment, followed by evaluating the results of supervision from each target madrasah.

Based on data analysis results, supervisors compile a supervisory report describing how successful the supervisor's task is in improving the quality of educational processes and outcomes in the Madrasah under their guidance. As the final stage of one cycle, the madrasah supervision activity determines the supervision program's follow-up for the following year. Supervision follow-up is obtained based on a comprehensive evaluation of all supervisory activities in one period.

Supervisor Competencies, Tasks and Functions

Every professional job requires a standard of qualifications and competencies needed so that the profession's duties and responsibilities can run effectively. In this case, madrasah supervisors are required to meet the government's qualification and competency standards. Addressing the Ministerial Regulation No. 12 of 2007, the qualification standards for school supervisors include the following:

- a) Minimum education undergraduate (S1) or diploma four (D-IV) education from an accredited tertiary institution;
- b) Certified SMP/MTs teachers as SMP/MTs teachers with a minimum work experience of eight years in SMP/MTs or SMP/MTs principals with a minimum of 4 years work experience;
- c) Has a minimum rank of administrator, or III/c;
- d) Has a maximum age of 50 years, since he was appointed as supervisor of an education unit;
- e) Fulfilling the competence as an educational unit supervisor that can be obtained through competency testing and education and training of supervisors functional, at an institution established by the government; and
- f) Pass the selection as an academic unit supervisor (Permendiknas 21, 2007).

In addition to these qualifications, madrasah supervisors, in general, must have six competencies; namely personality competence, managerial supervision, academic supervision, educational evaluation, research and development, and social competence (Rachmayani, Murniati, 2018). For overall organizational competency, a supervisor must cultivate methods, technique, and supervision principles to execute and improve education and fulfil his tasks. A supervisor should also have the ability to analyze existing strategies, develop school tasks, and conduct the educational aspects. Finally, a supervisor must be able to motivate and understand national standards of education.

The primary responsibility of school supervisors in education units is to carry out academic and managerial supervision duties in education, including developing training programs, monitoring the implementation of the National Education Standards' execution, and helping to drive teaching efforts. Supervision duties in particular areas are to carry out supervision, direction and assessment by carrying out supervisory functions, academic management and managerial leadership (Permendikbud, 2011).

According to Nana Sudjana, as quoted by Kompri, education supervisors' task is to perform assessments and coaching by carrying out supervisory functions, handling managerial supervision and academic supervision. What should be done by school supervisors is as follows, a) to guide the development of school quality, top performance, teacher performance (Ruhayat, 2017), and all school staff; b) evaluating and monitoring the implementation of school programs and their development; c) conduct an assessment of the process and results of school development programs collaboratively with school stakeholders (Kompri, 2015).

II. METHOD

This research uses an interpretive paradigm through a qualitative approach, a type of case study. According to the authors, this study's location is unique compared to other areas due to the implementation of madrasah supervisors in public and private schools. Sources of data used as informants in this study were Edi Sungkono as Chair of the Supervisory Working Group and Amin Yuhdi, Siti Nur Irhami, and Sunaryo as members, as well as the Head of Madrasah Tsanawaiyah Negeri 2, Principal of Madrasah Muhammadiyah and Principal of Madrasah Tsanawiyah Ma'arif. Simultaneously, data collection was carried out by observing the performance of supervision in schools and obtained through in-depth interviews with supervisors and principals of Madrasah and documentation. Triangulation of sources and techniques was used to ensure the validity of the data. The discussions and observations were then analyzed manually using the Miles and Huberman model, data reduction, data presentation, verification and conclusion drawing.

III. RESULT AND DISCUSSION

Program for Supervision of Activities for Supervision of Madrasah Supervisors

1. Management Aspects

Madrasah supervisors in Banyumas already have a jointly prepared program prepared by the supervisory working group (Pokjawas) of the Banyumas Ministry of Religion Office under the supervisory coordinator's coordination based on the outcomes of the work meeting at the start of the school year. The supervision program was prepared based on the results of the previous year's supervision. Supervisory work meetings are held to produce work programs that supervisors can carry out in fulfilling one of the supervisors' obligations and responsibilities in carrying out their functional duties. This is by the stipulated regulations, namely PERMENPAN No. 21 of 2010, article III, regarding obligations, responsibilities and authorities (Setianingsih, 2017).

Based on the data collected, supervising madrasah supervisors in improving the managerial competence of madrasah principals at the Office of the Ministry of Religion, Banyumas Regency, have formulated an administrative supervision implementation program. The program's preparation always pays attention to and considers the work meeting results at the beginning of the school year, has signs, objectives, and results-oriented to the program implemented in the previous year. The compiled program contents are applicable regulations and contain performance appraisal, staff development, monitoring of the eight National Education Standards in the assisted education units.

Another aspect of particular concern for madrasah supervisors is management because management is an important strategy to achieve madrasah goals. As an initial action, this is very important to prevent failure in the management and delivery of education in Madrasah. In the management aspect's supervision, madrasah supervisors must first prepare monitoring instruments (Yuhdi, 2020).

Instruments on the legal aspects of management include madrasah central administration, student administration, and madrasah committees. Meanwhile, school principals' administrative supervision instrument includes general administration such as madrasah activity programs, academic calendars, statistical data, etc. Institutional mechanisms include madrasah organizations, student administration, civil service administration, correspondence administration, equipment administration, financial administration, library administration, and public relations administration.

The supervision program carried out by madrasah supervisors in the management aspect can be described in the table below.

Tabel 1. Management Aspect Supervision Program

Program and Task Details	Supervision Purpose	Activities performed	Expected results	Supervision Techniques	Success Indicators	Work Schedule
Management Standards: Preparation of Annual Madrasah Activity Plans (RKTMT)	Madrasah Annual Activity Plans (RKTMT)	1. Assistance in the process of drafting the RKTMT draft 2. Monitoring of RKTMT finalization and approval	Arrangement of RKTMT by program points set out in the Madrasah Curriculum.	Assessment of the implementation of management standards using supervision instruments	Arranged RKTMT, which will be used as the basis for determining the school budget in the form of a Madrasah Activity Plan & Budget (RKAM)	July-August 2020

When viewed from the supervision program made and carried out by madrasah supervisors, they have taken preventive actions and analyzed the Madrasah Annual Activity Plan (MAAP) by looking at the condition and capacity of each Madrasah. Supervision at the beginning of the preparation of this kind of MAAP can minimize the possibility of failure during the implementation of subsequent madrasah activities. In the next stage, madrasah supervisors constantly monitor how the performance of the MAAP made is carried out in the Madrasah.

However, in implementing the planned activities, there were also obstacles faced by each of the assisted Madrasah and these obstacles varied because each Madrasah has different characteristics and needs. The blocks that arise in Muhammadiyah Madrasahs are different from those faced by Ma'arif and public madrasahs. In this case, the madrasah supervisor also handled it according to the problems faced by each Madrasah. The things that were a constraint on the current academic year is used as material for evaluation and consideration in developing MAAP in the following year (Badruzzaman, 2016). Therefore, the supervisory program in the supervision of madrasah supervisors in improving the managerial competence of the management aspects of madrasah principals in Banyumas Regency has significant benefits in managing the institution, especially supervisors

being a source of information and solutions when Madrasah encounter organizational problems.

2. Funding Aspects

The funding aspect in education is essential to facilitate the achievement of educational goals. In this case, school funding usage must be used as efficiently and effectively and justified. Madrasah supervisors carry out funding supervision to control the acceptance, use, and reporting of school funding obtained from School Operational Assistance (BOS).

In supervising the funding aspect, madrasah supervisors always prepare instruments and carry them when conducting supervision (Ikhwan, 2018a). Factors that are assessed during leadership include financial administration, Madrasah Work Plans and Budgets (MWPB), and financial accountability of madrasahs. The supervision program carried out by madrasah supervisors on the funding aspect can be described in the table below.

Table 2. Supervision Program of Funding Aspect

Program & Task Details	Supervision Purpose	Activities performed	Expected results	Supervision Techniques	Success Indicators	Work schedule
Funding Standards: Preparation of Madrasah Work Plans and Budgets (RKAM)	Madrasah Work Plans and Budgets (RKAM) to become APBM	Coordination with the head of Madrasah, treasurer, and staff related to funding; Assistance in drafting the RKAM draft; RKAM approval; Coordinate with the madrasah committee to explore the possibility of facilitating prog funding. madrasah not funded by BOS; Assistance in finalizing RKAM into APBM	Arrangement of APBM according to priority scale and madrasah needs as well as sources of funds available in the current school year	Assessment of the implementation of funding standards using supervision instruments	Compiled a Madrasah Income and Expenditure Budget (APBM) that is approved by the head of the Ministry of Religion's Office of Religious Affairs.	July-August 2020

When viewed from the supervision program that has been created and carried out by madrasah supervisors, madrasah supervisors have the goal of making madrasah principals, teachers, and education personnel able to re-analyze what needed in Madrasah and consider it so that it adjusted to madrasah activities and budgets. Because the preparation of the MWPB at the beginning of the semester requires an analysis of how madrasah needs are in line with Madrasah's income capacity, supervisors' involvement in developing this program can help Madrasah make the best use of madrasah income.

Supervision of funding carried out by madrasah supervisors has benefited the institution. Madrasah heads who used as informants, Muhammadiyah, Ma'arif and State madrasahs, admit that supervisors can help and provide solutions if there are problems faced at Madrasah, even though they are not optimal. One of the obstacles that cause this to occur is the number of madrasah supervisors in Banyumas to the number of existing madrasahs, which is less than 4: 36. Thus, not all of them are

feasible in conducting supervision or re-checking activity reports and budgets that madrasahs have issued.

Good funding management in Madrasah is needed to develop schools in a better direction. Funding is critical because it required in all fields, including facilities and infrastructure, educators and educational personnel, and so forth. Therefore, it requires the skills of a manager in handling funding in Madrasah. Likewise, the ability of madrasah supervisors in supervising and fostering Madrasah principals. According to the head of state madrasahs' presentation, this year, madrasah supervisors have made efforts in their supervisory activities, such as grouping funds for aspects that require more attention, making priority scales and a sound reporting system.

3. *Facilities and Infrastructure Aspects*

Apart from these two fields, another aspect focused on by supervisor development is facilities and infrastructure. Based on the results of interviews with supervisors, Madrasah's leader in managing madrasah facilities and infrastructure is the optimal use of their resources. For this purpose, suggestions and input are always given to the principal of the Madrasah by the supervisor.

From the data results obtained, the supervision program carried out in the infrastructure aspect is the supervision of indicators that must achieve and direction or input to develop madrasah facilities and infrastructure. Madrasah's head confirms that the role of madrasah supervisors, in this case, is to provide advice and information on what to do to solve problems related to facilities and infrastructure. The supervision program carried out by madrasah supervisors on facilities and infrastructure can be described in the table below.

Table 3. Supervision Program of Facilities and Infrastructure Aspect

Program & Task Details	Supervision Purpose	Activities performed	Expected results	Supervision Techniques	Success Indicators	Work schedule
Infrastructure Standards: Preparation of Madrasah Development Plans (RPM) and procurement of infrastructure needed to support the implementation of the madrasah curriculum	Madrasah Development Plan (RPM)	Coordination meetings with all madrasah personnel (educators & staff, madrasah committee/ educational institution organizers) regarding the inventory of needs; assistance in the process of drafting the development and procurement of infrastructure; RPM monitoring and attestation	Arrangement of RPM for the long term, medium-term and short term	Assessment of the implementation of infrastructure standards using supervision instruments	Arranged RPM for a long time, medium, and fast, which based on the results of the previous Madrasah Self-Evaluation	July-August 2020

Based on the table above, supervision at the beginning of the semester related to facilities and infrastructure emphasizes the preparation of the Madrasah Development Plan (MDP) and the procurement of facilities and infrastructure needed to support the madrasah curriculum's implementation. When viewed from the supervision program on facilities and infrastructure at the beginning of the semester carried out by school supervisors, this plan aims to help madrasahs

arrange their madrasah development well at the start of the new academic year. Supervision of madrasah development planning is one of madrasah supervisors' efforts to develop better Madrasah by predetermined standards.

In terms of developing madrasah facilities and infrastructure, some madrasah principals admit that they have difficulties managing them. The limited funds obtained from the School Operational Assistance (BOS) funds are still not helpful in meeting the Madrasah facilities and infrastructure needs. Because School Operational Assistance (BOS) is not only spent on school facilities and infrastructure, but many other madrasah needs must meet using these funds. This is felt by madrasahs' head, especially in private madrasahs with three classes (no more than 100 people). Therefore, good management is needed by the head of Madrasah so that madrasah development can continue.

Based on the description of the supervision of several national education standards carried out by madrasah supervisors in Banyumas, it concluded that they have carried out one of their duties and functions as managerial supervisors in Madrasah. Administrative supervision carried out by madrasah supervisors begins with a supervisory program at the beginning of the new year academic, before analyzing program performance analysis results conducted in the prior year (Programs created by school supervisors before previous program evaluation). In its implementation, school supervisors carry a supervisory instrument to see if the target madrasah has reached the expected target according to the minimum standards that must meet. Also, madrasah supervisors continue to monitor programs or plans that previous madrasahs have made. In the end, the deficiencies that occur in Madrasah will then followed up by the madrasah supervisor.

In carrying out managerial supervision on developing facilities and infrastructure, madrasah supervisors cannot do much for madrasah development because they collide with the madrasah principal's difficulties in managing madrasah operational funds and funds sourced from the community. Supervision of the funding aspect in madrasahs has not been carried out intensively and regularly by madrasah supervisors, so this is one of the inhibiting factors in increasing the ability to manage funding in madrasahs. Supervision on this funding aspect will be more problematic when carried out in a private Madrasah with not too many students.

Program for Assessment and Evaluation of Madrasah Supervision Activities

Assessment and evaluation of program implementation are a series of activities carried out carefully to determine the level of achievement or success of specific program programs by evaluating current and past programs' effectiveness. After checking and assessing the results of the supervision program's implementation, the next activity is preparing an evaluation report on the performance of the supervision program. The report prepared by the school supervisor serves as a material consideration for follow-up actions to related parties. Meanwhile, for school supervisors, the information that has made helps identify and measure whether a series of supervision programs have achieved. Madrasah supervisors can conduct self-examination of their performance. The report also serves as a tool to identify the strengths and weaknesses of management carried out by the Madrasah principal.

Managerial supervision in this aspect of management and assessment focused on the principle of Madrasah. The performance appraisal was developed by

monitoring the madrasah administrative system, which implemented the Madrasah Self-Evaluation program. The assessment program carried out by madrasah supervisors towards madrasah principals can be described in the table below.

Table 4. Evaluation Program of Madrasah Principal

Program & Task Details	Supervision Purpose	Activities performed	Expected results	Supervision Techniques	Success Indicators	Work schedule
Head master	Management of the Principal of <i>Madrasah Tsanawiyah</i>	Carry out managerial supervision	The realization of a systematic, transparent and accountable madrasah management	Supervision of management of madrasah principals using managerial supervision instruments	The realization of an orderly, systematic, transparent and accountable school management system; Realization of school conditions that are safe, comfortable, and personal interactions with family nuances	November 2020

Based on the table, the assessment carried out by school supervisors emphasizes the managerial aspects of madrasah principals to create systematic, transparent and accountable school management. Apart from that, this performance appraisal also directed at increasing madrasah principals' readiness to carry out their duties. The activity of assessing the performance of madrasah principals carried out by madrasah supervisors in Banyumas was carried out simultaneously with supervision and took place in groups.

The supervision program document explains that madrasahs have a strong tradition of development and quality assurance as a basis for further improvement and quality assurance. Unfortunately, in Madrasah's head, in the context of private Madrasah, in Banyumas does not yet have sufficient knowledge, adequate skills, and high commitment to develop data-based quality in the madrasah document information system. Therefore, madrasah supervisors concluded that madrasahs needed to create a quality assurance program that was more applicable and had an impact on improving the quality of student learning outcomes and the effectiveness of madrasah performance.

Based on the explanation above, the assessment and evaluation program carried out when school supervisors performed supervision in Madrasah by filling out the supervision assessment instrument prepared in advance. From the results of this assessment, it found that the competency of the head of State Madrasah 2 had met the criteria maximally, but for the head of private madrasahs, Madrasah Muhammadiyah and Ma'arif were still insufficient criteria. Therefore, the supervisor always suggests that improvements should be made again while being given guidance, monitoring and follow-up.

Development Program in Madrasah Managerial Supervision

The development of managerial supervision is an activity related to madrasah programs and assistance or services to improve teacher professionalism and increase human resources. Administrative management at Madrasah is carried out continuously and is accompanied by monitoring, even though the monitoring time is random (Marita, 2016). This intended to improve managerial performance and effectiveness and the quality of learning in Madrasah. The madrasah development program starts with

preparing an administrative supervision program plan made jointly by school supervisors and madrasah supervisors. The program includes annual, semester, monthly, and academic work plans.

Based on the coaching program in the semester program prepared by madrasah supervisors, madrasah principals' performance must have particular indicators to manage Madrasah correctly and predetermined standards. The supervisor's assessment of the head of the Madrasah's compliance with hands serves as a guide for the head of the Madrasah in carrying out his duties, ensuring that they are more focused and the head of the Madrasah's duties are carried out more effectively.

The document on the leadership performance indicators of the head of Madrasah Tsanawiyah in the management aspect includes the following: (a) Establishing the vision and mission in implementing the medium-term plan and annual work plan developed based on the results of the performance evaluation and the results of the context analysis of the students' needs to develop competencies; (b) Make effective decisions based on evaluation data and analysis of student learning needs; (c) Establish indicators and criteria for success in achieving excellence in the quality of school administration, document systems, management information systems, learning, and performance of madrasah principals, teachers, and administration as capital to improve service quality; (d) Improve the effectiveness of communication in carrying out tasks; (e) Increase the effectiveness of quality assurance (Pokjawas document, 2020).

In the implementation of coaching, madrasah supervisors provide practical guidance and insight along with visiting activities at the Madrasah. In addition to assessing these indicators, madrasah supervisors also provide technical guidance on madrasah administration, both theoretically and practically, providing advice and motivation to improve madrasah education's performance and quality.

Meanwhile, madrasah supervisors' supervision methods in Banyumas grouped into two, namely individual and group (A. Sehartian, 2008). Unique techniques consist of class visit activities, classroom observation, private conversations, intervisitation, selecting various material sources for teaching, and self-assessment. Group techniques include orientation meetings for new teachers, a committee of the religious festival day, teacher meetings, group studies between teachers, group discussions, exchange of experiences, workshops, panel discussions, seminars, symposiums, teaching demonstrations, library administration, supervision bulletins, live reading, taking courses, job organization, curriculum laboratories and school trips for school members or staff (Irvan Ismail, 2016).

Even though the program developed according to established guidelines, it has not run optimally at the supervisor's managerial supervision level, which means that not all madrasahs in Banyumas have been mechanized regularly, particularly those in remote Madrasah. One of the obstacles met by Madrasah supervisors in carrying out managerial supervision is the limited time they have with a large number of assisted madrasahs. This makes the mobility and intensity of madrasah supervisors in carrying out administrative leadership less than optimal.

Besides, to develop madrasah facilities and infrastructure, madrasah supervisors cannot do much because they collide with the madrasah principal's difficulties in managing madrasah operational funds. Supervision on the funding aspect in Madrasah has not been carried out intensively and periodically by supervisors. This has become one of the inhibiting factors in increasing the ability to manage funding in Madrasah.

Follow-up Supervision of Madrasah Supervisors

After the madrasah supervisor supervises the management of the Madrasah, then it is followed by assessment, coaching, and follow-up. This activity is a plan carried out by madrasah supervisors to correct discrepancies and resolve problems found in madrasahs. In this context, the follow-ups that are carried out are corrective and preventive follow-ups.

Madrasah principals admit that school supervisors have performed exceptionally well because they can encourage and inspire to develop institutions and improve education by national education standards. Follow-up is also the feedback given by the principal of the Madrasah on the input suggested by the supervisor. Also, follow-up functions are used to provide plans for programs in the next semester or academic year.

IV. CONCLUSION

The managerial supervision of madrasah supervisors in Banyumas district, which includes management, assessment and evaluation, coaching, and follow-up, is proven to be in a suitable category because Madrasah's head is in the range between 80-90. In the management aspect, madrasah supervisors have made preventive programs, namely supervising and coaching the preparation of the Madrasah Annual Activity Plan. In financing, madrasah supervisors make programs, namely leading and coaching the Madrasah Budget and Expenditure Plan preparation. On the aspect of facilities and infrastructure, madrasah supervisors have created a program of supervision and guidance for the Madrasah Development Plan. Despite this, supervisors' performance must continue to increase because, in remote madrasahs, management has not implemented optimally.

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