

Strategy of Madrasah Supervisory Supervision in Improving the Quality of Education

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Abstrak

Tujuan untuk dilakukannya penelitian ini adalah untuk memberikan gambaran, pemahaman dan analisa mengenai strategi supervisi bagi pengawas madrasah untuk meningkatkan mutu pendidikan. Penelitian ini menggunakan metode pendekatan kualitatif. Penelitian kualitatif menggunakan pendekatan analisis induktif dengan mengesampingkan hipotesis awal penelitian, tetapi mencari pola, bentuk dan tema-tema untuk dapat mengungkapkan data secara sistematis. Adapun hasil penelitian ini adalah dalam pelaksanaan supervisi, untuk meningkatkan mutu pendidikan, maka pengawas madrasah perlu memahami fungsi-fungsi supervisi yang merupakan tugas pokok sebagai supervisor pendidikan. Fungsi-fungsi utama supervisi pendidikan adalah: a) menyelenggarakan inspeksi, b) penelitian hasil inspeksi berupa data, c) penilaian, d) latihan, dan e) pembinaan. Hal inilah yang menjadi strategi bagi pengawas madrasah dalam meningkatkan mutu pendidikan.

Kata Kunci: *Supervisi, Pengawas Madrasah, Mutu Pendidikan.*

Abstract

The purpose of this research is to provide an overview, understanding and analysis of supervision strategies for madrasah supervisors to improve the quality of education. This research uses a qualitative approach method. Qualitative research uses an inductive analysis approach by overriding the initial hypothesis of the study, but seeks patterns, forms and themes to be able to reveal the data systematically. The results of this study are in the implementation of supervision, to improve the quality of education, madrasah supervisors need to understand the functions of supervision which are the main duties as educational supervisors. The main functions of educational supervision are: a) organizing inspections, b) researching inspection results in the form of data, c) assessment, d) exercises, and e) coaching. This is a strategy for madrasah supervisors in improving the quality of education.

Keywords: *Supervision, Madrasah Supervisor, Quality of Education*

INTRODUCTION

In the contemporary era that glorifies technology today, education is a strategic mobility in carrying out the process of cultural transformation, so that the existence and progress of the nation can be realized (Goetsch & Davis, 2013). The reason is that education today is a psyches manifestation of knowledge. It is undeniable that, the advance or retreat of a nation, is very likely to be determined by the advance or retreat of education in the country (Ahmadi, 1991).

Educational supervision is one of the important series in the process of advancing education. The core of the education supervision conversation is mainly focused on achieving the quality and performance of education. Through supervision activities, it is hoped that every educational planning can be carefully and carefully arranged, every implementation of educational activities can proceed in accordance with what has been planned, and at the end of the activity it can be known the extent of the achievement of previously planned educational goals.

Educational supervision or what is often referred to as educational supervision is a series of educational administrative activities to carry out personal coaching programs in the field of education. Educational supervision is not included in aspects of administrative management or operative management. According to the ancient concept, supervision is carried out in the form of inspections or finding faults. Meanwhile, in the modern view, supervision is an effort to improve the teaching and learning situation. But in

reality, in society, there is still a widespread assumption that educational supervision is synonymous with supervision that smells of inspection (Sagala, 2008).

The development of supervision in madrasas as Islamic educational institutions currently emphasizes the efforts of teachers to improve the quality of education through professional development. Therefore, the teacher's resources must always be developed so that his professional abilities are further improved (Alma, 2009). For the professional development of teachers, supervision is carried out by supervisors. Supervisory personnel are educational personnel whose role is very important in fostering the professional abilities of teachers. The madrasah supervisor functions as a supervisor, both academic supervisors and managerial supervisors in madrasah. As an academic supervisor, the madrasah supervisor is obliged to assist the professional abilities of teachers in madrasah so that teachers can improve the quality of the learning process. The role of madrasa supervisors should be educational consultants who are always a companion for teachers in improving the quality of Islamic education.

As a consideration, research related to supervisory supervision has been carried out by Moh. Junaidin with the title *"Implementasi Supervisi Akademik Pengawas Dalam Pembinaan Profesional Guru Mata Pelajaran Pendidikan Agama Islam di Madrasah Aliyah Kabupaten Sigi"*. The results showed that: (1) The application of academic supervision of the Supervisor of Islamic Religious Education in the Madrasah Aliyah of Sigi Regency went well because (a) the supervisor has the ability to plan academic supervision which includes the entire thought process and determination of the mature way of the activities to be carried out in conducting academic supervision, in order to achieve goals, especially for professional coaching of teachers in madrasahs; has optimized the implementation of academic supervision through individual and group supervision which greatly helps the professional maturity of teachers of Islamic Religious Education Subjects in Madrasah Aliyah Sigi Regency whereas guidance to teachers in compiling syllabuses and RPP; choosing and applying learning methods, managing using learning media, and guiding to carry out learning evaluations; (2) Professional teachers of Islamic Religious Education Subjects in Madrasah Aliyah Sigi Regency are said to be starting well because in general teachers have the ability to plan learning, the ability to carry out quality learning processes, the ability to apply learning methods variably but not all teachers apply them, even teachers who have not applied varied methods (Junaidin, 2019).

According to Heene and Aime, good strategic planning will bring benefits to supervisors. In short, effectiveness ensures that supervisors carry out the right things (Heene & Aime, 2010). Strategy management can create supervisory effectiveness, because effectiveness is related to the suitability between the supervisor's strategy and its relevant environment (O'Connor, 2017). The position of this study discusses the supervision strategy that must be carried out by a madrasah supervisor. The purpose of this research is to provide an overview, understanding and analysis of supervision strategies for madrasah supervisors to improve the quality of education. Therefore, this research is important to be elevated into a scientific paper that is useful for many people, especially for supervisors in madrasahs.

METHOD

This research uses a qualitative approach method, the data collected is not in the form of numbers, but comes from references to books, journals and the results of previous research related to this research (Bagdan & Taylor, 1993). According to Bogdan and Taylor in Basrowi and Suwand qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and references taken (Basrowi & Suwandi, 2008). Bogdan and Biklen in Sugiyono put forward several characteristics of qualitative research including: "(1) Qualitative research has the natural setting as the direct of data and the researcher is the key instrument; (2) Qualitative research is descriptive; (3) Qualitative researchers are concerned with process rather than simply with outcome of products; (4) Qualitative researchers tend to analyze their data inductively; (5) "Meaning" is of essential concern to qualitative approach" (Sugiyono, 2009).

Using qualitative methods, the researcher will collect data in a reasonable situation, directly as it is without being affected by other elements from outside the environment. Researchers do not emphasize the use of numbers, but collect descriptive data in the form of reports and descriptions to find meaning, although they do not reject figures as a support for research. Qualitative research uses an inductive analysis approach by overriding the initial hypothesis of the study, but seeks patterns, forms and themes to be able to reveal the data systematically (Ary, 2002).

After the data is collected, data analysis is then held. The data analysis process begins with examining all the data obtained by reference materials and documentation by organizing the data into categories, describing it into units, synthesizing, compiling into patterns, choosing which ones are important to learn, and making conclusions so that it is easy to understand yourself and others (Moleong, 2006).

RESULTS AND DISCUSSION

1. Definition of Supervision in Education

The term supervision is familiar in the world of education and has long been known, especially for educators. Morphologically, supervision comes from two English words, super and vision. Super means above and vision means seeing, overall means seeing from above. Supervision is often identified with supervision. This can be studied from the etymological side, where the term supervision is defined as supervision (Engkoswara & Komariah, 2011). Therefore, supervision means seeing and reviewing from above or looking at and assessing from above what is done by the superior to the activities, creativity, and performance of subordinates (Mulyasa, 2012).

Supervision in this case has a broad meaning, namely all kinds of assistance from the leaders of educational institutions that are focused on the development of the leadership of their teachers and other employees to achieve goals in education. Supervision in terms in the science of educational management includes the family of supervision, it's just that it is more humanist. In supervision activities, the implementation of supervision is not finding faults, but rather leads to elements of coaching. The goal is that the condition of the work that is being supervised can be known for its shortcomings (not finding faults) then to be able to be told the parts that need to be corrected (Sahertian, 2008).

The term supervision is still cognate with inspection, inspection and supervision, and assessment. Supervision can be interpreted as an activity carried out by a superior or person who is in the upper position (leader) on things under him or a person who is in a lower position (employee or employee), that is, who is his order. In the Kamus Besar Bahasa Indonesia (KBBI), supervision is defined as the main supervision or the highest control (Departemen Pendidikan dan Kebudayaan, 1991).

In supervision activities, the implementation is not looking for faults but contains more elements of coaching, so that the work conditions that are being supervised can be known for their shortcomings (not just the mistakes) to be able to be informed of the parts that need to be corrected (Arikunto, 2004).

Meanwhile, education is a maturation process carried out by an educator to students by providing a positive stimulus that includes cognitive, affective and psychomotor domain. While teaching only includes cognitive, it means that teaching is a process of transferring knowledge without forming attitudes. Therefore, education must be supervised or supervised by supervisors who can be carried out by the principal of a school or madrasa and other functional supervisors in the ministry of religion as well as in the ministry of education and culture (Ahmadi, 1991).

As for the definition of educational supervision, many definitions put forward by experts, here will be shown some popular definitions, namely (Arikunto, 2004):

- a. According to P. Adams and Frank G. Dickey, "*Supervision is a planned program for the improve ment of instruction*", meaning: Supervision is a program that plans to improve teaching. The understanding of supervision proposed by these two figures focuses on efforts to improve teaching.
- b. According to H. Burton and Leo J. Bruckner, supervision is a service technique whose main purpose is to study and improve together the factors that affect a child's growth and development. This definition emphasizes that supervision is a service and is directed to know in depth the factors that influence the growth and development of children as learners.
- c. According to Kimball Wiles, supervision is an aid in the development of a better learning situation. This formulation hints that supervision services cover the entire teaching and learning situation or teaching and learning process. This learning situation should be improved and improved through the service of supervision activities
- d. According to Boardman, supervision is an effort to stimulate, coordinate and guide continuously the growth of school teachers, both individually and collectively to better understand and be more effective in realizing all teaching functions, so that they are able and more capable of participating in modern

democratic societies. This definition looks more comprehensive and opens up a more open space than the supervision service itself which is associated with the guidance and demands of modern education

The four definitions put forward by education experts above, it can be concluded that educational supervision is all assistance from school leaders which is directed to the development of professional abilities and leadership of teachers and other school personnel in achieving educational goals. In its development, educational supervision has a good influence on the development of education in Indonesia, so that educators have the ability to educate creatively, actively, effectively and innovatively.

2. Madrasah Supervisors and Their Functions

In supervision, there must be an executor called a supervisor or supervisor. The supervisor has several responsibilities, namely the obligation to carry out school administrative guidance aimed at creating a better teaching and learning situation and carrying out educational supervision, namely academic supervision in accordance with the provisions that have been set so that teachers are motivated in carrying out tasks and are able to guide students for the better (Rahmat, 2013).

Without a supervisor, the learning process will run as it is and slow down the growth and development of an educational institution, as Dewey points out in Sagala that teaching is not only about materials but also about processes. In the learning process of a teacher who is always busy with various student behaviors sometimes neglects and forgets to do good and quality learning, the amount of learning materials will become meaningless without the correct implementation of learning, for this reason, the role of a supervisor becomes very important (Sagala, 2008).

The job of a supervisor is to supervise a unit or team in a leadership of a manager. The task of a supervisor is not only required to assist the manager in supervising the daily activities of a work unit or team. However, supervisors are also required to be able to lead, supervise, and operationalize the people, systems, procedures, organizations, businesses, and rules under their supervision (Sagala, 2008).

Related to the duties of a supervisor in educational supervision where a supervisor will deal with various kinds of problems faced by teachers to develop their professionalism, a supervisor needs the ability to take action or make a decision. The decisions in educational supervision are (Sagala, 2008):

a. Decisions in Planning

Planning can be interpreted as the decision-making process of carrying out a series of activities that are considered necessary to achieve certain goals. In terms of decision makers, of course, it must be based on various considerations available such as considering the breadth of activities to be served, the time available, in addition to the costs that will support those activities (Tim Dirjen Bagais, 2005).

In principle any work requires a clear planning of activities. This means working in a directional and orderly manner. The need for activity planning is due to a sense of responsibility and how to do the best possible way. Here a supervisor must have the ability to decide: 1) The goal to be achieved, 2) What to do, 3) How to do it, 4) Where the activity should be carried out, 5) When the activity should be carried out (Departemen Agama, 2003).

b. Decision in recommending

This decision concerns the results of supervision of the implementation of the teacher's duties by looking for data on the professional abilities of the teacher. When the professional abilities of the teacher are known, the decision taken by a supervisor is to recommend a teacher coaching plan to the principal or to the head of the service. In this case, the task of the supervisor is a link or link between human resources. It is one of the important links between the school organization management sub-system and the teaching education sub-system. Although educational and teaching programs are already organized in such a way, the presence of organization and management is necessary to provide services to both. Therefore, the role of integration carried out by supervisors is considered very necessary in the administrative hierarchy, as well as having a key role in the school decision-making process at the district level.

Decision making is the process of choosing an alternative way of acting with an efficient method according to the situation. That process is to find and solve organizational problems. Decision making has significance for the back and forth of an organization, especially because the future of an organization is largely determined by decision making now. The supervisor does not work on prejudice but takes appropriate procedures on the problem faced by personnel, collecting data to obtain valid information about a problem

related to that problem, data processing, drawing conclusions as material for making decisions on an issue.

In order to carry out his main duties as a supervisor, the supervisor must carry out four basic components as stated by Peter F. Olivia quoted by Piet A. Sahertian, namely: a) Coordinator, b) Consultant, c) Group leader, d) Evaluator. Thus, the presence of supervisors is not to find faults as a basis for providing punishment, but must be a partner of teachers and schools in fostering and developing the quality of education. So that in a gradual way school performance is increasing towards achieving an effective school (Sahertian, 2008).

In addition to the four basic components above, the supervisor must also have three main generally accepted skills, as stated by Katz quoted by Syafaruddin, namely: *First*, Technical skills include all the knowledge, methods and techniques that a leader has in doing the work he has obtained through education, practice and experience. *Second*, the ability of human relations through conditions for the establishment of cooperation with members or subordinates. *Third*, Conceptual ability will determine the leadership's understanding of the complexity of the organization in an effort to achieve goals (Syafaruddin, 2005).

According to Makawimbang, there are many supervisory roles, he noted that there are about 12 roles, namely: Supervisor as monitor, Supervisor as support, Supervisor as assessor, Supervisor as follow-up on supervisory results, Supervisor as innovator and pioneer, Supervisor as educational consultant, Supervisor as mediator, Supervisor as motivator, Supervisor as conceptor/ programmer, Supervisor as composer or compiler of work methods, Supervisor as whistleblower, Supervisor as group leader (Makawimbang, 2011). Then summarized by Hasan in his book entitled Guidelines for Supervision for Madrasah and Public Schools, he stated that there are five roles for a supervisor, namely: Supervisor as planner and resource person, Supervisor as facilitator, Supervisor as motivator, Supervisor as quality controller, Supervisor as assessor (Hasan, 2012). Then summarized again by Asmani into 4 supervisor roles as supervisors, namely: Supervisors as coordinators, Supervisors as consultants, Supervisors as group leaders, Supervisors as evaluators (Asmani, 2012).

In addition, the supervisor has the authority to carry out training activities or act as a trainer for the persons or institutions that are supervised by him with the aim that all parties involved can understand the performance he is carrying out or to notify any deficiencies or weaknesses that must be corrected. Therefore, a supervisor must have good ability in his field of supervision. To realize an informative supervisor (supervisor) must pay attention to and apply the quality of Interpersonal communication, namely: openness, empathy, supportiveness, positiveness, and equality. So that the field of education managed, especially Islamic Education, can develop advanced and quality.

With the supervisor, it will foster the enthusiasm and motivation to teach teachers by improving all types and forms of shortcomings in the teaching and learning process. The assistance process can be carried out directly or indirectly through the principal. The most important task of the supervisor is to provide various alternatives to problem solving in learning. If something happens that arises or comes to the fore that can interfere with the concentration of the teaching and learning process, then the presence of a supervisor is functional to make improvements.

As for madrasah supervisors, based on the Regulation of the Minister of Religious Affairs of the Republic of Indonesia Number 2 of 2012 concerning Madrasah Supervisors and Islamic Religious Education Supervisors in Schools, article 1 state that Madrasah Supervisors are civil servant teachers who are appointed in the functional position of supervisors of education units whose duties, responsibilities, and authorities carry out academic and managerial supervision in madrasah.

The madrasah supervisors in question include supervisors of RA, MI, MTs, MA, and/or MAK. This means that the madrasa supervisor is responsible for improving the quality of planning, processes, and educational and/or learning outcomes in the RA, MI, MTs, MA, and/or MAK. The functions of madrasah supervisors include: a) Preparation of supervision programs in the academic and managerial fields, b) Guidance and development of madrasahs, c) Coaching, mentoring, and professional development of madrasah teachers, d) Monitoring the application of national education standards, e) Assessment of the results of the implementation of supervision programs, f) Reporting on the implementation of supervisory tasks (Hasan, 2012).

In addition to the functions mentioned above, madrasah supervisors also have the authority, including: *first*, providing input, suggestions, and guidance in the preparation, implementation, and evaluation of educational and/or learning programs to the head of the madrasah, the Head of the Office of the Ministry of Religious Affairs of the Regency/City or the Head of the Regional Office of the Ministry of Religious Affairs of

the Province. *Second*, Monitor and select the performance of the head of the madrasa and formulate the necessary follow-up suggestions. *Third*, Conducting guidance to educators and education staff in madrasahs. *Fourth*, Give consideration in the assessment of the implementation of tasks, and the placement of the Head of Madrasah and teachers.

In the concept of Islamic education, supervision is carried out both materially and spiritually, meaning that supervision does not only prioritize things that are spiritual in nature. This significantly distinguishes between supervision in the Islamic concept and the secular concept of only conducting material supervision and without involving Allah SWT as the main supervisor.

The purpose of the supervisor to carry out supervision, control and correction is to prevent someone from falling into something wrong. Another goal is to keep the quality of life improving. This is what *taausiyah* means and not to drop. The managerial function of supervision is to measure and correct the work of subordinates, to ensure that the goals of the organization and the designed plan are being implemented with full devotion and responsibility.

3. Quality of Education

Quality comes from the English "*quality*" which means quality (Alma, 2009). In general, quality is defined as a structured process to improve the output produced. Meanwhile, education is a conscious effort and aims to develop human qualities. So, the quality of education is a conscious effort and aims to develop the quality of education. Meanwhile, quality in the field of education includes the quality of inputs, processes, outputs, and outcomes (Arcaro, 2005).

The quality of education is a match between the needs of interested parties (stakeholders) and the services provided by education managers. The framework of the educational philosophy in the development of quality schools is the suitability of school inputs, processes and outcomes with the needs of stakeholders. This philosophical framework must be the framework of thinking of all components of the education provider in the education unit (Arcaro, 2005).

The term quality has quite a variety of meanings, containing many interpretations and contradictions. This is because there is no standardized measure of quality itself. So, it is difficult to get the same answer, whether something is of good quality or not. Nevertheless, there is a general criterion that has been agreed that something is said to be of good quality, definitely when it is of good value or contains a good meaning. The quality standard of education is called the National Standard of Education (SNP). In law No. 20 of 2003 article 35 paragraph 1 it is stated that the National Education Standard consists of content standards, processes, competencies of graduates, education personnel, facilities and infrastructure, management, financing and assessment of education must be improved planned and periodically.

Essentially the term quality denotes a measure of an assessment or award given or imposed on a good and or its performance. In this case, educational institutions are required to be able to provide users of educational services by improving the performance of madrasah personnel (principals, teachers and employees). Madrasahs must be more creative in developing madrasah programs, improving the quality of teaching and learning and managing education management well in order to produce quality graduates.

4. Management of Madrasah Supervisory Supervision in Improving the Quality of Education

Based on the theory of educational supervision, madrasah supervisory supervision is to provide services to teachers to develop the quality of lessons, facilitate teachers so that they can teach effectively. This is in line with what is written in the SISDIKNAS Law No. 20 of 2003, where the supervisor's task is to cooperate with teachers or other staff members to improve the quality of learning, develop curriculum and increase the professional growth of all its members (Sahertian, 2008).

As quoted by Herabudin, Boardman explained that supervision is an effort to stimulate, coordinate and guide the continuous growth of school teachers, both individually and collectively. This is if it is associated with the theory of educational management, where the existence of education management itself is a strategic factor that determines the desire to create quality education. Therefore, the supervision of madrasa supervisors must be carried out as much as possible in order to better understand and be more effective in realizing all teaching functions, so that they are able and more capable of participating in the democratic society of the contemporary era (Herabudin, 2009).

By understanding the supervisory function, the supervision that must be carried out by the madrasah supervisor in a contemporary perspective must be in accordance with the concept of education management. The existence of education management is a strategic factor that determines the desire to create quality education. After all, the importance of effective management in educational organizations is increasingly gaining recognition from various parties. Schools and colleges will be more effective in providing a good education to students or college students if managed properly (Herabudin, 2009).

Management theory is born from the hands of several experts with different perspectives, both from the perspective of management is seen as a process, management as an art, and management as a function. In the implementation of supervision, to improve the quality of education, madrasah supervisors need to understand the functions of supervision which are the main duties as an educational supervisor. The main functions of educational supervision are as follows (Herabudin, 2009):

1. Organizing inspections

Before providing services to teachers, madrasa supervisors need to hold an inspection first. The inspection is intended as an effort to survey the entire existing education system, in order to find problems, shortcomings, both in teachers, students, equipment, curriculum, educational objectives, teaching methods, and other tools around the state of the teaching and learning process. As a supervisory function, inspections must be sourced to actual data and not on outdated information.

2. Research on the results of the inspection in the form of data

The data is then processed to be used as research material, in this way effective techniques and procedures can be found as a necessity for providing assistance to teachers, so that supervision can be successful satisfactorily.

The steps that can be taken in carrying out supervision are at least: 1) Finding problems that exist in teaching and learning situations, 2) Trying to find solutions that are estimated to be effective, 3) Developing improvement programs, 4) Trying new ways, 5) Formulating existing improvement patterns standards for wider use

3. Valuation

Assessment activities are in the form of an effort to find out all the facts that affect the continuity of preparation, implementation and teaching results.

4. Exercise

Based on the results of the study and then held exercises. This training is intended to introduce new ways as an effort to improve and or improve. This can also be a solution to the problems faced. This training can be in the form of workshops, seminars, teaching demonstrations, simulations, observations, visiting each other or other means that are seen as effective.

5. Coaching

Coaching or development is an advanced and activity introduces new ways. This activity is intended to stimulate, direct, encourage teachers to be willing to implement new ways introduced as a result of research discoveries, including in this case helping teachers solve problems and difficulties in using new ways.

Basically, educational supervision contains several main activities, namely continuous coaching, development of personnel professional abilities, improvement of learning situations, with the ultimate goal of achieving educational goals and personal growth of students. The aforementioned analysis is in line with the opinion that: the purpose of supervision should be the enhancement of teachers' pedagogical skills, with the ultimate goal of enhancing student achievements". This shows that supervision in contemporary perspective education is more towards improving the pedagogical ability of teachers, so that the main goal in order to improve student learning achievement is achieved properly.

Therefore, the supervision carried out by madrasah supervisors must aim to develop a better teaching and learning situation through coaching and improving the teaching profession, increasing the effectiveness and efficiency of teaching and learning, controlling the implementation of educational technical fields in schools in accordance with the provisions and policies that have been set; ensure that madrasah activities take place in accordance with applicable regulations, so that they run smoothly and obtain optimal results, assess the success of schools / madrasah in carrying out their duties, provide direct guidance to correct errors, shortcomings, and errors and help solve problems faced by schools, so as to solve further mistakes.

CONCLUSION

From the explanation above, it can be concluded that educational supervision is an effort made to improve the quality of the educational process carried out in madrasahs which is supported by optimizing the role of teachers, availability of facilities and infrastructure, curriculum design, learning systems and assessment and measurement mechanisms. Supervisors are in charge and responsible for paying attention to the continuous development of these elements. In the educational process, supervision or supervision is an integral part in efforts to improve learning achievement and the quality of madrasahs.

The strategy needed to improve the quality of education is that madrasah supervisors are expected to understand and be able to carry out supervision properly, because with such conditions, the involvement of supervisors has a very large influence, starting from the planning stage to the analysis of the success of the madrasah.

Philosophically, the behavior of educational supervision affects the behavior of teachers in teaching through monitoring and professional guidance provided by supervisors in madrasahs. On the other hand, the teacher's behavior in teaching that is improved by the supervisor affects student behavior in learning so that it will have a positive impact on learning outcomes. For this reason, educational supervision contributes to improving teacher professionalism, because teachers will receive continuous professional guidance from supervision. Educational supervision in turn will be able to change the teaching behavior of teachers, or change teacher behavior in a more quality direction and will cause better student learning behaviors in a sustainable manner so that the quality culture becomes a madrasah culture.

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