

Supervision Management of Madrasah Heads in Improving Teacher Performance in Tangerang Regency

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Abstract

The existence of madrasah principals in educational institutions has a very important role in developing and leading educational institutions, because madrasah principals are one of the keys to the success of quality educational institutions in the process and output, therefore the madrasah principal as a supervisor is expected to provide positive values (motivation), fostering, and developing teacher competencies) towards improving the performance of madrasa teachers. This study reveals the implementation of academic supervision management in improving teacher performance at MA Daarul Muttaqien and MAN 3 Tangerang. This type of research is qualitative research, data sources are primary data and secondary data, data collection techniques through observation, interviews (interviews), and documentation. research instruments, namely, observation guides, interview guidelines and documentation references, data processing and analysis techniques, namely deductive analysis, comparative analysis, data verification, namely drawing conclusions on the data that has been presented, testing the validity of the data, namely triangulation tests, and conducting checks. The results of the research findings indicate that: 1) the planning of the madrasah principal's academic supervision program is arranged in accordance with the rules. 2) the ability of the principal has optimized the implementation of academic supervision and the implementation of the academic supervision of the madrasah principal. 3) the activities of the evaluation process by the principal of the madrasa to the teacher are carried out by observing the teacher in class learning activities. 4) The implementation of academic supervision has a real impact on improving the performance of madrasa teachers, namely teachers understand.

Keywords: Supervision, Managerial, Skills and Educational Performance Management.

INTRODUCTION

In the national education law that the national education system functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, it aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. So Madrasas must be able to produce quality students. (UUSPN Number 20 of 2003:4)

One of the human resources in the implementation of education is the head of the madrasa. In accordance with the regulation of the Minister of National Education Number 13 of 2007 concerning Standards for Madrasah Heads, Madrasah Heads must have the following competencies: personality, managerial, entrepreneurial, supervisory and social. This means that the head of the madrasa has a very important role in influencing the system in the madrasa. Operationally, the principal is the person who is at the forefront of coordinating efforts to improve quality learning. As the leader of an institution in a madrasah, he has a significant role in improving the performance of teachers in the learning process. To make

the teacher's performance professional, it is not only to increase their competence, either through the provision of upgrading,

The position of the principal in this case is responsible for organizing the school productively. The problem is that in the implementation of education it is not possible for the principal to carry out all activities himself, therefore there is delegation to the performance of teachers and staff, to ensure that the delegation of tasks is carried out in a timely manner in the right way or not, supervision is needed, namely supervising the work of other people. other. To support these competencies, madrasah principals must have knowledge and skills in planning, implementing and following up on supervision in an effort to improve madrasah. To improve teacher performance, the supervision of the head of madrasah through service and coaching activities by providing opportunities for teacher performance-teacher performance to be able to develop professionally. Supervision is an activity that must be carried out by a leader related to the leadership role he carries in order to maintain the products produced by the institution. It aims to improve and performance. With guidance and assistance, existing human resources can always be maintained and improved.

In the supervision process, the supervisor can act as a source of information, a source of ideas, a source of guidance in various matters in order to improve the professional ability of teacher performance. Supervision as coordination, the principal as supervisor must lead a number of teacher/staff performances, each of which has its own duties and responsibilities. Supervisors must ensure that each teacher's performance can carry out their duties properly in a cooperative work situation. Supervision as an evaluation, to determine the ability of the performance of the teacher to be fostered, an evaluation needs to be carried out so that the supervision program matches the performance needs of the teacher. In addition, through evaluation, it can also be known the ability of the teacher's performance after getting help and training from the supervisor (Kompri, 2015: 196).

Madrasah heads in improving the quality of teacher performance are further strengthened, especially in carrying out educational supervision, because they are no longer required to teach, but rather lead to the concept of education management in accordance with the provisions of the Ministry of Education and Culture of the Republic of Indonesia which has issued Government Regulation Number 19 of 2017 as a basis Amendment to PP No. 74 of 2008 concerning Teachers which states that principals are no longer required to teach to fulfill the requirements for professional allowances, as has been in effect so far, namely as Educators, Managers, Administrators, Supervisors, Leaders, Innovators, and Motivators (EMASLIM).

The professionalism of teacher performance is a level of one's appearance in carrying out work as a teacher's performance which is supported by skills and a code of ethics (Bakar and Nurjan, 2009: 10). Etymologically, the word professionalism is the same as the word professionalism, namely both come from the word professional. The word professional is an adjective from the word profession which means someone who pursues work based on skills, abilities, techniques, and procedures based on intellect (Yamin, 2007: 3). According to Malayu Hasibuan, performance (work achievement) is a work result achieved by a person in carrying out the tasks assigned to him based on skills, experience and sincerity and time (Malayu Hasibuan, 2019: 34). According to Mulyasa, the performance of professional teachers is the performance of teachers who have the ability to create a learning climate in the classroom, have the ability to manage learning, have the ability to provide feedback and reinforcement and have the ability to improve themselves (Mulyasa, 2013: 30). Teacher performance is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating student learning outcomes (Supardi, 2013: 8). The professional duties of teacher performance include educating, teaching and training/guiding, as well as researching (Kompri, 2015: 281). Jamal Asmani in his book

concludes that professional teacher performance is the performance of teachers who have intellectual intelligence, moral intelligence, emotional intelligence, motor intelligence (Asmani, and Ma'mur, 2009: 75). Bafadal said that teaching is nothing more than inserting content or teaching materials to students in such a way that he can bring back all the content and learning materials he has received. Jasmani revealed that teaching in principle guides students in teaching and learning activities or implies an effort to organize the environment in relation to students and teaching materials that lead to the learning process. Rooijackers revealed that teaching means conveying or transmitting knowledge and views. Jasmani said that in carrying out the teaching and learning process, certain things must be prepared so that teaching and learning has meaning, is directed and achieved goals. Things that must be considered before carrying out the teaching and learning process are:

According to Davis and Thomas, there are at least four characteristics of effective teacher performance. The first has the ability related to the learning climate in the classroom. Both abilities are related to learning management strategies. The three abilities are related to the provision of feedback and reinforcement. The four have abilities related to self-improvement (Prim, 2013: 155). According to Agustinus, that the professionalism of teacher performance has an important role in improving education because the professionalism of teacher performance provides a guarantee of protection for the welfare of the general public, is a way to improve the image of the education profession which has been considered by some people to be low, provide the possibility of self-improvement and development that provides the best possible service and maximizes its competence. So that the professionalism of teacher performance can play a very large role in efforts to improve education because teacher performance is an important component in the learning process (Hermino, 2014: 169).

Teacher performance is one of the main components in the educational process. In the educational process in madrasahs, the performance of the teacher holds a dual task, namely as a teacher and educator. As a performance teacher, the teacher is tasked with pouring a number of learning materials into the minds of students, while as a performance educator, the teacher is tasked with guiding and improving students to become capable, active, creative, and independent moral human beings. Therefore, the tough task of a teacher performance can basically only be carried out by a teacher who has high professional competence.

Juridically the main task of a teacher's performance is to prepare learning (learning administration), conduct teaching, and evaluate learning outcomes. The three tasks are a series of tasks that have constructive connectivity that cannot be separated from one another. Because the purpose of carrying out the three main tasks is the mandate of the Education Law Number 20 of 2003 concerning the National Education System. Where the main goal is to organize National Education in a professional manner to produce students as human sources of knowledge, sources of skills and human beings with character. If any of the three main tasks above are neglected,

A teacher before implementing KBM is required to arrange learning administration so that the delivery of material is more systematic and programmed. Learning administration is a set of measurable and structured plans that will be applied in the learning process. Logically, teaching that is carried out without preparation is a floating learning process in which a teacher's performance does not know measurably who is being taught academically, from where learning should begin, to where learning must end, what learning outcomes are achieved, how students' achievement towards knowledge and skills taught, and how to follow-up for further improvement. Of course, to find out the crucial things above, a teacher's performance must conduct an in-depth study and shoot the learning process as a whole as well as re-plan the learning that will be carried out through learning administration in accordance with the results of previous studies and findings. For this reason, the preparation

for learning administration must be designed by a performance teacher before teaching students. Even according to the author, it is unlawful if a teacher's performance teaches without any formal preparation.

But in reality, many of the teacher's performance is allegedly not in accordance with the educational expectations desired by all of us and the performance is inadequate. Performance itself is work ability and work performance which is manifested in the form of quantity and work results shown by the teacher's performance in carrying out their duties (Rudolf Kempa, 2015: 22). These difficulties can trigger the teacher's performance not to focus on the work he carries out both in terms of administration and learning, so that the performance of teachers carrying out their duties in teaching students' heads is less than optimal. Likewise, there are still weaknesses in preparing learning administration in the classroom.

From the phenomena of the problems that occur, there are phenomena that need and deserve to be investigated by researchers in a research study. Therefore, paying attention to the problem that has a significant impact on learning outcomes, it is necessary to have a problem solving. Therefore, to support success in learning, it is necessary to do something to overcome this problem, namely by carrying out supervision so that the teacher's performance gets coaching or guidance from the head of the madrasa for better continuity of performance, especially in learning management, so that the professionalism of teacher performance is getting better and better. quality in providing maximum learning outcomes.

From the results of an initial assessment in the field on February 2, 2022, it was found that MAN 3 Tangerang is an educational institution that is accredited A and is the parent institution and center for the MWG (Madrasah Working Group) of all private Madrasah Aliyah educational institutions in Sepatan District. In addition to the initial assessment at MAN 3 Tangerang, it was also carried out at a private Madrasah Aliyah, namely MA Daarul Muttaqieen Cadas, where supervision was carried out by the two madrasah principals actively. The head of the madrasah carries out supervision by holding regular meetings every month to evaluate programs that have not been maximized and also to prepare madrasa programs in the coming month,

Seminars and various coaching are also held by the head of madrasah at this institution in order to improve the administration as well as the professionalism of teacher performance, also the performance of teachers in this institution is always given a questionnaire as a teacher performance activity to assess themselves to measure the competence of teacher performance. The unique thing that the researchers found from this institution is that the madrasah head educational institution in carrying out supervision does not use supervision as a tool to find fault with the teacher's performance, but the supervision activities carried out are as a means of action to get better things, as well as supervision carried out at the institution. This is more emphasis on kinship and also prioritizes the process rather than the result.

RESEARCH METHODS

The method used in this study is a descriptive method with a qualitative approach. Descriptive method is a method of researching a group status of people, an object, a condition, a thought or a class of present events. It can be interpreted from this understanding that descriptive research has the aim of describing or describing the data that has been collected as it is (Sugiyono, 2009:207). Qualitative research uses a case study research design in the sense that research is focused on only one phenomenon that is selected and wants to be understood in depth, ignoring other phenomena (Sukmadinata, N.Sy. 2008: 99).

Based on the formulation of the problem used in the study, this study uses a qualitative paradigm. (Sukmadinata 2008:60), Qualitative research has two main objectives, namely first to describe and reveal and secondly to describe and explain.

Data collection technique

Data collection techniques used in this study are:

1. Observation, namely making direct observations of the object of research to get a true picture of the problem under study.
2. Interviews, which are used to obtain information relating to opinions, aspirations, hopes, perceptions, desires and beliefs of individuals through direct questions to individuals by researchers. Sugiyono (2009: 194) interview is a data collection technique if the researcher conducts a preliminary study to find the problem under study, and also if the researcher wants to know things from the respondents more deeply.
3. Documentation Study, is used to obtain written data regarding the object under study accurately, namely documents related to supervision at Madrasah aliyah.

Data Sources and Research Subjects

Sources of data used in this study are as follows:

1. Primary data is data obtained from the first source used as a sample, such as data from interviews. Primary data in this study were obtained through interviews with principals, KTU, vice principals and teachers who became the focus of the research.
2. Secondary data is data used to support primary information obtained either from interviews, or from direct observation to the field.

The research subject in this study the author uses area sampling technique (cluster sampling). According to Margono (2004: 127), the regional sampling technique is used if the object under study or the data source is very broad, for example the population of a country, province or district. The definition of cluster sampling itself is a form of random sampling where the population is divided into several clusters or groups using certain rules. Therefore, the population taken is Madrasah Aliyah in Tangerang Regency, so the researchers divided it into two areas with research subjects: MA Daarul Muttaqien and MAN 3 Tangerang. The speakers in the subject of this research are the principal, the head of the TU and the Madrasah Aliyah teacher.

RESEARCH RESULT

Research, namely in MA Daarul Muttaqien and at MAN 3 Tangerang, it will discuss cross-cases in the two research sites.

The benefits and differences in the planning of academic supervision carried out by the madrasah principal

1. Equality Madrasah Principal Academic Supervision Planning:
 - a. In planning for academic supervision carried out by the head of the madrasa, the deputy head of the curriculum is involved.
 - b. Process planning for the academic supervision of the madrasah principal based on the improvement of competence and the teaching profession from the results of the supervision analysis of the previous year.
 - c. Hold official meetings to socialize about planning for academic supervision in madrasahs.
 - d. Prepare a schedule of academic supervision carried out by the head of the madrasa which will be conveyed to all teachers
2. Differences in planning for the madrasa principal's academic supervision:

- a. Process Academic supervision planning carried out by the head of the MA, Daarul Muttaqien, involved only one deputy head of the curriculum for implementing supervision.
- b. Process planning for academic supervision carried out by the head of MAN 3 Tangerang involving all waka and senior teachers and forming a small team for implementing supervision.

Results and differences in the implementation of individual and group supervision techniques carried out by the madrasa principal

1. Implementation of individual supervision techniques carried out by the madrasa principal:
 - a. To The madrasa head calls the teacher to complete the learning tools and individual meetings are held by the Madrasah principal by calling teachers who have not reached the standard and teachers who have problems
 - b. To Madrasah heads carry out observations of class visits and before carrying out observations, the teacher is called by the head of the madrasa to find out the completeness of learning administration.
 - c. In class visits conducted by the head of the madrasah always use an assessment instrument.
 - d. First Individual audits are carried out by the head of the madrasa for teachers who have not reached the standard, to be specially trained.
 - e. Supervisors have a dialogue with teachers to find solutions to problems faced during teaching. Usually teachers are called by the principal.
 - f. To Madrasahs carry out observations of class visits not until the teacher finishes evaluating in KBM
2. Implementation of individual supervision techniques carried out by the madrasa principal:
 - a. Process The implementation of academic supervision carried out only by the head of the MA Daarul Muttaqien does not involve the waka or other senior teachers.
 - b. Process implementation of academic supervision carried out by the head of MAN 3 Tangerang involving all waka and senior teachers and forming a small team for implementing supervision.
3. Implementation of group supervision techniques carried out by the madrasa principal:
 - a. In the implementation of group supervision in madrasahs. There are regular meetings, every month and informal meetings in the form of friendship with individual teachers.
 - b. Workshop and upgrading which are held both in madrasahs and from the Ministry of Religion's training institutions
 - c. A good demonstration in the madrasa by the head of the madrasa about learning media to the supervised teacher.
 - d. Dis Madrasah teacher group discussions were conducted between subject group teachers.
 - e. First scientific research for madrasa teachers that discusses curriculum development implemented at the KKM level.
4. Implementation of group supervision techniques carried out by the madrasa principal:
 - a. Process implementation of the group supervision technique carried out by the head of MA Daarul Muttaqien is to form a routine gathering group meeting with the teacher concerned every Thursday night after carrying out guidance and monitoring while providing input. This gathering is carried out by holding a meeting between the

teacher and the Head of the Madrasa in a family atmosphere that upholds the principle of supervision.

- b. Process implementation of the group supervision technique carried out by the head of MAN 3 Tangerang is to provide guidance and direction in meeting activities which are attended by all teachers and madrasah staff. concerned every Thursday night after carrying out the guidance

Results and differences in the evaluation of academic supervision carried out by the head of the madrasah

1. Evaluation of academic supervision carried out by the head of the madrasah
 - a. Evaluation the study was carried out by the head of the madrasa by using guidelines or instruments. The evaluation is carried out during class visits by the principal of the madrasa while the teacher is teaching.
 - b. Madrasa head always conducts evaluations and follow-ups for all supervised teachers
2. Differences in the evaluation of academic supervision carried out by the madrasa principal
 - a. Process The implementation of academic supervision carried out by the head of the MA Daarul Muttaqien is evaluated specifically for junior teachers who do not meet the standards, monitoring is always carried out until the junior teacher can carry out learning properly and correctly.
 - b. Process The evaluation of academic supervision carried out only by the head of MAN 3 Tangerang is carried out by monitoring using instruments and attendance through Finjer Print and CCTV for discipline and activities of all teachers in learning. Also action is taken on teachers who have not reached the standard.

The impact of implementing academic supervision on the performance of madrasa teachers

The impact of the implementation of the academic supervision of the madrasah principal is that it has a real impact on improving the professional performance of teachers because teachers can find out their shortcomings when teaching, so that teachers know things that need improvement and improvement, so that they can improve the quality of learning in the classroom. There are some progress or progress that is felt by the madrasa, both physical and non-physical. Non-physical success is related to academic and non-academic. The indicators of madrasa success in the academic field are as follows:

1. It is noted the quality of teachers is seen from the improvement of student achievement in madrasah
2. Motivation to improve learning administration among madrasa teachers.
3. Passion for teachers in educating students to excel and continue to study at various state universities.
4. The emergence of a creative and innovative attitude and discipline that teachers instill in students in the field of teaching

It can also be seen that the non-academic indicators of madrasa success are as follows:

1. It is noted the achievement of improving quality and quantity in extracurricular activities, such as students being able to win robotics champions both nationally and internationally, students being able to lead and apply knowledge skills of religious activities in the community.
2. It is noted there is good social interaction between madrasa residents and the surrounding community.

Success there are madrasa advertisements that are physical, while the indicators of success are:

1. It is noted the pain of new physical developments that are emphasized by madrasas
2. It is noted the need to provide high-quality learning tools and technology.
3. Tercit the fact that the comfort and cleanliness of the madrasa are internalized to all the residents of the madrasa

Because academic supervision is very important and has an impact on all aspects of education, therefore supervision must be carried out by the head of the madrasa, but should work with people who are experts or more professional, by inviting them to provide training for teachers. Teachers in accordance with their respective fields are expected to provide input on the progress of the madrasa. This can be done in stages, but the implementation is sustainable, so that the professional teachers really improve according to their academic qualifications.

Implementation of academic supervision, the madrasah principal, although assisted by the waka and senior teachers at certain madrasas, is not balanced with the teachers who must be assisted, fostered and improved their competence. Even then, sometimes the qualifications are not in accordance with the teachers who are under their guidance, so that the existence of the head of the madrasa is not as assistants, coaches, improving the teaching profession but only improving in administration or supervising teacher discipline.

Supervision Strategy in Improving Teacher Performance in Madrasas

In order to improve teacher performance in planning learning, madrasah principals carry out several strategies, namely:

1. Friendship with the teacher concerned both during the day and night after carrying out monitoring while providing input. This gathering is carried out by holding a meeting between the teacher and the Head of the Madrasah.
2. Tonutmeg Madrasas provide input to pay attention to peers in making lesson plans, conduct discussions between peers through trainings.
3. Memprovide opportunities to take part in training organized by schools, KKM and the Ministry of Religion.
4. Madrasah carries out planning activities in the form of formulating an academic supervision program by involving a small meeting with the deputy head of the madrasa.
5. Programs of academic supervision needs to be done to help teachers overcome various problems in learning, to develop an academic supervision program, I was assisted by a curriculum representative.
6. Activitiesn routine evaluations that are friendly in nature with the principal of the madrasa with the teacher so that it does not seem to be patronizing but the results are very effective and efficient.
7. Meeting evaluation that is highly desired by the teacher council whose program is in the form of directions from the madrasa head on performance evaluation, the provision of additional welfare as a stimulus for teachers, such as an example of umrah departing two to three people each year for free which is borne by the madrassa.

Based on the description above, it can be concluded that the madrasa principal's strategy is appropriate in implementing the academic supervision strategy carried out, because this strategy has an impact on the creation of good teacher performance and can be expected by the world of education.

At the end of every academic supervision activity carried out, the head of the madrasa followed up by holding post-supervision activities to reflect on the results of the supervision

that had been carried out. The form of follow-up carried out is in the form of official meetings and friendships by listening to the explanations of the teacher concerned with the head of the madrasa. This activity is intended to identify and identify various difficulties and strengths or strengths of teachers during the learning process, so that in the future there will be changes, especially improvements in the teaching and learning process in madrasas.

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Conclusion

In general, there are similarities in the supervisory management of the madrasah principal in improving the performance of the teachers of MA Modern Darul Muttaqien Sepatan and MAN 3 Tangerang. The implementation of academic supervision in madrasas has a real impact on improving teacher performance. The impact is that teachers can carry out learning planning, teachers can carry out learning using various methods, learning models, use learning media according to the material being taught, involve students in the implementation of learning, teachers carry out assessments of learning outcomes for the benefit of learning services. The implementation of the supervision management of the Madrasah Head in improving the performance of Madrasah Aliyah teachers in Tangerang Regency includes the preparation of activity plans, leading teachers and staff, managing facilities and infrastructure properly,

The supporting and hindering actors in the supervision management process of the Madrasah Head in improving the performance of Madrasah Aliyah teachers in Tangerang Regency are as supporters of the existence of teachers, a conducive environment, adequate facilities and infrastructure and support for madrasa residents. While the obstacle is the weakness in teacher preparation, some teachers do not understand the importance of archives, so that if there is an inspection by the head of the madrasa, supervisors, district and provincial ministries of religion, it is always a problem and obstacle for teachers.

The supervisory management process of the Madrasah Head in improving the performance of Madrasah Aliyah teachers in Tangerang Regency is good, the role of the madrasah principal in supervising management cannot be separated from the management functions: planning, organizing, leadership and supervision as well as guidance through supervision of teachers can provide work motivation , so that teacher performance can increase.

The supervisory management of the head of Madrasah Aliyah in Tangerang Regency is going well because the head of the madrasa has the ability to plan supervision management in monitoring and coaching the management of teachers in madrasas, and has optimized the implementation of supervision management through individual and group supervision which greatly helps the maturity of teachers at Madrasah Aliah, Tangerang Regency. .

Implication

The implementation of academic supervision is expected to produce research implications both theoretically and practically. At the theoretical level, this research can contribute to scientific development in the field of education, especially academic supervision in increasing educational professionalism. Meanwhile, at the practical level, this research can provide appropriate input for education practitioners, school leaders, supervisors and education observers who have an interest in the performance of school principals and teachers.

Recommendation

Teachers are expected to play the following roles:

1. Taking the initiative, directing, and evaluating educational activities. This means that teachers participate in thinking about educational activities from planning to evaluation and follow-up.
2. Community kil, which means in the madrasa environment the teacher becomes a member of a community. Teachers must reflect the atmosphere and the will of the community in a good sense
3. People who are experts in the subject. Teachers are responsible for passing on culture to the younger generation in the form of knowledge.
4. If there is no discipline, the teacher must take care to create a discipline.
5. Like education, in addition to being a teacher, the teacher is also responsible for the smooth running of education and he must carry out activities.
6. The future of the younger generation lies in the hands of teachers. Teachers act as their leaders in preparing themselves for mature members of society.
7. Translating to the community, meaning that teachers play a role in conveying all developments in the progress of the world around them to the community, especially educational problems.

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