

Journal of Comprehensive Science
p-ISSN: 2962-4738 e-ISSN: 2962-4584
Vol. 3. No. 9, September 2024

Development of Madrasah Supervisor Professionalism in Order to Improve The Quality of Madrasah (Research on the Madrasah Supervisor Working Group of the Office of the Ministry of Religion, Regency and City of Tasikmalaya)

Agus Sopwan^{1*}, Mahmud², Mohamad Erihadiana³, Karman⁴
^{1,2,3,4} Pascasarjana UIN Sunan Gunung Djati Bandung, Indonesia
Email: agus spwan@gmail.com^{1*}

Abstract

This study aims to examine the development of the professionalism of madrasah supervisors in order to improve the quality of madrasahs. The method used is a qualitative approach with a descriptive method, where data is collected through interviews, observations, and documentation. The data analysis technique involves data reduction, data presentation, and conclusion drawing. The results of this study reveal several key points: 1) The planning of supervisor development is carried out through recruitment based on administrative, competence, and qualification requirements, including the preparation of scientific papers and meeting credit score standards; 2) The implementation is conducted through supervision programs, which include the development of teacher competencies, monitoring graduate competency standards, content standards, process standards, and assessment standards, as well as teacher performance evaluations; 3) The evaluation of professional development has been continuously performed in accordance with the planned objectives and the established assessment standards; 4) Follow-up actions are conducted both individually and in groups; and 5) The design of this research is called the "Madrasah Supervisor Professional Development Model," which will be implemented as a program for the continuous improvement of madrasah quality. This model is expected to significantly contribute to enhancing the professionalism of madrasah supervisors and, in turn, elevate the overall standards of education within the madrasah system.

Keywords: Professionalism, Madrasah Supervisors, Madrasah Quality

INTRODUCTION

One of the educational problems faced by the Indonesia nation is the low quality of education at every level and educational unit. An educational unit can be said to be quality if it can lead students to develop their abilities and form a dignified national character and civilization in order to educate the nation's life, aiming to develop the potential of students to become human beings who believe in and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. This is in accordance with the goals of national education contained in Law No. 20 of 2003 concerning the national education system (Sisdiknas) article 3 (Sahira et al., 2022).

Improving the quality of education can be influenced by educational input factors and educational management process factors. Educational inputs are everything that must be

available because they are needed for the process to take place. Educational input consists of all existing Madrasah resources. Madrasah components and resources consist of people (man), funds (money), facilities and infrastructure (material) and regulations (*policy*) (Dari & Sukma, 2024).

Through the standards and criteria set in every measurement of the quality of education between nations, each country can see its position among other nations and easily understand the shortcomings and weaknesses that still exist. The position of Indonesia in these standards is still relatively low and requires maximum strategy and effort. This is based on the 2023 Global Innovation Index Report, released by the World Intellectual Property Organization (WIPO), noting that Indonesia ranks 61st out of 132 countries, with a total score of 30.3. Indonesia also managed to move up 14 places from the ranking in 2022. Despite experiencing a positive trend, Indonesia's innovation achievements are still inferior to six other countries in the ASEAN region (Faisal Javier, 2023). In the 2023 Global Innovation Index, there are nine ASEAN countries that are the subject of the report's research. To note, the Global Innovation Index measures the development of innovation in a country. The indicators used in the assessment include human resources, institutions, technology, and creative results, as well as market and business knowledge (market and business sophistication) and others.

As a lower-middle-income country, Indonesia's performance in all indicators is above the average of countries included in this income group. However, Indonesia's score in all indicators is below the average of the group of Southeast Asian, East Asian, and Oceania countries. Indonesia is still less innovative than Vietnam and the Philippines, two ASEAN countries that are also included in the same income group (Ariani & Suryana, 2023). The most innovative ASEAN country is Singapore. The country ranks fifth globally, as well as the highest in Southeast Asia, East Asia, and Oceania. There are a number of indicators that are Singapore's advantages in the field of innovation. Namely the cost of termination of employment, the ratio of cultural and creative services exports, the ratio of population involvement in Github, the effectiveness of the government, and high-tech manufacturing.

The quality of educators and education needed in a modern era like today will certainly not be born in a short time but is a process in which educational programs are needed that are directed to the preparation and development of the quality of educators and education in accordance with the very rapid social transformation.

A lot of changes have occurred. In 2009, new rules were established regarding the functional position of teachers. In 2010, Permendagpan Number 21 was issued regarding the functional position of supervisors. The existence of the two new rules above brings many changes related to the duties and responsibilities of teachers and supervisors. Among them are professional development activities. Both teachers and supervisors are obliged to continuously improve their quality. The self-improvement activity is known as a professional development activity (for teachers, it is known as continuous professional development, abbreviated as PKB). Unlike teachers who are "only" obliged to carry out PKB, Madrasah supervisors have a double obligation. They must not only develop their profession but also be obliged to "provide professional guidance and training for teachers." (Mufidah, 2019).

As a result, there are two things that must be possessed by Madrasah supervisors. *First*, Madrasah supervisors should have adequate ability and experience in the development of their profession (or, more specifically, for example, in making scientific papers) before they can "guide and train" teachers. *Second*, Madrasah supervisors must also properly understand what and how "sustainable professional development" should be carried out by teachers. Thus, the professionalism of education supervisors is crucial so that they provide benefits for education and teaching.

The role of the supervisor of the education unit is very important in improving the quality of education in the educational unit under its guidance, this is as emphasized by Fathurrohman

et al. that the supervisor who is given his full duties, responsibilities, and authority by the authorized officials to carry out supervision by carrying out assessments and coaching in terms of education and administration in the education unit.

The supervisory duties are also affirmed in the Regulation of the Minister of Religion Number 2 of 2012 concerning madrasah supervisors and Islamic religious education supervisors, which was issued in early 2013. The essence of this supervision is the separation between the supervisors of madrasas under the directorate of madrasas and the supervisors of Islamic religious education in general madrasas under the guidance of the directorate of Islamic religious education.

The definition of supervisory professionalism development is professionalism refers to the attitude of professional members regardless of their profession and the degree of knowledge and expertise they have in order to do their work. Supervisor is a functional position that requires professionalism in carrying out his duties at the Madrasah/madrassas that he fosters. The supervisor's task is to supervise, monitor, evaluate, report, and follow up on the results of supervision (Marfinda, 2022). In carrying out academic supervision, the center of supervision is to monitor the creativity of religious teachers in managing learning. The application of supervisor professionalism in this study is a strategic step taken in fostering and guiding teachers to be more creative in managing learning so that the learning process runs systematically, actively, innovatively, creatively, efficiently, and fun so that learning goals can be achieved optimally.

However, the reality that there is less than optimal planning in question, such as the existence of Madrasah supervisors in the Ministry of Religion, Regency, and the City of Tasikmalaya has not reached rank III/c or the same level as the age of 55 years. That means that the planning process planned by the Ministry of Religion of Tasikmlaya Regency and City in recruiting education supervisors is not in accordance with expectations, where the desired expectation is that the education supervisor has qualifications, competence, and administration. Of course, the qualifications, competencies, and administration of education supervisors are designed to meet the needs of the number of madrasah ratios to be supervised. Then, from the fulfillment of the plan, it is needed to improve the competence and position of education supervisors who are more integrative, qualified, and professional. Therefore, it is precisely what is recorded in the researcher's observation that the recruitment process has not been in accordance with expectations.

Furthermore, the design/planning of the third element above it has not meet the planning criteria, whereas in the description of the observation of the number of madrasah supervisors in the Ministry of Religion of the Regency and the city of Tasikmalaya with the ratio of the number of madrasas fostered by each madrasah supervisor in the Ministry of Religion, both the Regency and the city of Tasikmalaya.

Based on the number of comparison ratios, namely, the number of supervisors with the units of education levels fostered is very minimal because the ratio of supervisors who are supervised has a very diverse number of levels, coupled with the level of risk taken by Madrasah supervisors either in the Regency or Tasikmlaya City. With the above data, based on the number of madrasah supervisors in the district Ministry of Religious Affairs, as many as 39 and in Tasikmlaya City totaling 35 people, plus the number of madrasas fostered by more than 100 madrasas, of course, this is proof of the gap that the voltage and volume of madrasas fostered or supervised are not in accordance with the number of madrasah supervisors appointed through career positions.

Based on the above explanation, the education supervisor is a professional education personnel in his position and functions as a representative of the chairman of the POKJAWAS and the head of the supervisor within the ministry of religion, both at the district and city levels. This means that the competence of career development of supervisors within the Ministry of

Religion, Regency, and City of Tasikmalaya is prioritized to increase understanding of the madrasah supervisors themselves in achieving optimal education.

Some research results related to the problem of Madrasah supervisors can be presented, such as the results of research conducted by Sasmito entitled *The Contribution of Madrasah Supervisors to the Fulfillment of National Education Standards*. The results of the study concluded that the Madrasah supervisor functions as an education supervisor and an education supervisor in academic supervision (Sasmito, 2015). Supervisors function as education supervisors with the task of carrying out supervision or supervision, namely academic supervision and managerial supervision. Then the results of Muzayanah's research with the title: *The Quality of Madrasah Supervisor Performance in the Perspective of Teachers and Madrasah Heads in Sukoharjo and Surakarta*.

Previous research has explored the role of madrasah supervisors in education, but there remain significant gaps that this study seeks to address. For instance, Sasmito, (2015) highlighted the dual responsibilities of madrasah supervisors in both academic and managerial supervision, but noted that many supervisors lack the necessary professional development to fully contribute to educational improvement. Similarly, Muzayanah, (2016) found that the performance of madrasah supervisors often falls short of expectations, with teachers and madrasah heads expressing dissatisfaction with the level of support provided. Despite these findings, previous research has not offered comprehensive development models for supervisors, nor has it examined the direct impact of supervisor professional development on educational quality. Additionally, there is limited understanding of regional disparities in supervisory practices across different areas in Indonesia. This study addresses these gaps by proposing a Madrasah Supervisor Professional Development Model that includes recruitment strategies, continuous training, and systematic evaluation to enhance supervisor competencies and improve the overall quality of madrasah education.

From the two studies above, it seems that it still needs to be improved in terms of educational supervision carried out by supervisors. Quite a lot of our supervisors, in carrying out their duties, have not maximally provided services and guidance to teachers in madrasahs because the expertise and skills of the supervisors are still mediocre. This is what the teacher council often complains about. Ideally, a supervisor must be smarter and more capable in terms of coaching, guidance, and empowerment.

Based on the background of the problem and from some of the research results presented above, it proves that there are problems related to the self-development of education supervisors in an effort to improve the quality of education implementation. Therefore, we can emphasize the importance of developing the professionalism of madrasah supervisors so that this problem is raised in a study with the title: *"Development Of The Professionalism of Madrasah Supervisors in Order to Improve The Quality of Madrasah (Research on the Madrasah Supervisory Working Group of the Office of the Ministry of Religion of Tasikmalaya Regency and City)*.

RESEARCH METHODS

The purpose of this study is to find out how to develop the professionalism of madrasah supervisors in order to improve the quality of madrasahs in the Madrasah Supervisory Working Group of the Office of the Ministry of Religion, Tasikmalaya Regency and City, West Java. The research method used in this study is descriptive, namely describing or explaining systematically. Meanwhile, the research approach used is a qualitative approach. That is research that aims to describe and summarize various conditions, various situations, or various social reality phenomena that exist in a society that is the object of research and try to draw that reality to the surface as a characteristic, character, nature, model, sign, or description of certain conditions, situations or phenomena. The data collection technique is carried out

through observation, interviews, and documentation. Meanwhile, the data analysis technique used in this study is using the Miles and Huberman model which states that activities in qualitative analysis are carried out interactively and continue continuously until complete. Activities in the data analysis of the Miles and Huberman model, namely Data reduction, Data display, and data conclusion.

RESULTS AND DISCUSSION

Based on the results of research through observations, interviews, and documentation in the field regarding the development of madrasah supervisor professionalism in order to improve the quality of madrasas in the Madrasah Supervisory Working Group of the Office of the Ministry of Religion of Tasikmalaya Regency and City, the details can be seen in the presentation below, namely:

Planning for the Professional Development of Supervisors to Improve the Quality of Madrasah

Planning is a variety of activities that have been made or predetermined that will be carried out to achieve a goal in a certain period. Siagian said that planning is part of the determination and careful thinking that concerns something that will be carried out in the future with what has been predetermined. Planning is one part of management science.

Management comes from the Latin word *manus*, which means hand, and *agere*, which means to do (Gaspar, 2019). Management is an activity that includes planning, organizing, and controlling (Farhani, 2019). According to Sergiovanni, Burlingame, Coonbs, and Thurton (Zaifada et al., 2023), management is "*the process of working with and through others to accomplish organizational goals efficiently.*" That is the process of working with and through (empowering) others to achieve organizational goals efficiently. Therefore, the definition is a process consisting of activities in an effort to achieve the goals of cooperation (administration) efficiently; this meaning is in accordance with Gorton's opinion, which emphasizes that management is a method used by administrators to perform certain tasks or achieve certain goals.

From the above opinion, the author concludes that management is an action that consists of planning, organizing, directing and controlling to achieve goals.

Based on the information above, it is stated that one of the elements of management is planning. Meanwhile, based on the findings of the Working Group at the Ministry of Religion of Tasikmalaya Regency and City, the planning for the development of supervisors' professionalism to improve the quality of madrasas is carried out through 1) recruitment of supervisors in terms of administration, competence and in terms of qualifications 2) supervisors must have scientific works, 3) supervisors must meet credit scores which include main elements and main sub-elements.

The following Islamic view of management refers to . The words of Allah SWT in Surah Al-zalzalah verses 7-8:

فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ وَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ شَرًّا يَرَهُ

Whoever does a good as Darrah, He will surely see (the reward) (7), and whoever does an evil as much as Darrah, He will surely see (the reward).

In the view of Islam, everything must be done neatly, correctly, orderly and orderly. The processes must be followed properly, something should not be done carelessly. This is the main principle in Islamic teachings that is in accordance with the elements of management.

Implementation of Supervisor Professional Development to Improve the Quality of Madrasah

Actuating is a very important part of the management process. In contrast to the other three functions (planning, organizing, and controlling), actuating is considered the essence of management because it specifically deals with people. According to G R Terry, quoted in the book Sukarna in the book Principles of Management, actuating is to awaken and encourage all members of the group to be willing and strive hard to achieve goals sincerely and in harmony with the planning and organizing efforts of the leadership. In management science, one of the competencies of supervisors is to be professional in carrying out their duties.

Professionalism from the word profession, which is a position or job that demand distinctive expertise from its members, and this distinctive expertise is certainly not possessed by another profession because the expertise and skills possessed by a profession are the result of training or through a professionalization process in a planned training program (Young & Muller, 2014).

Supervisor means a person who supervises. A Madrasah supervisor is a person who supervises the Madrasah. In Ministerial Decree Number 118 of 1996 concerning the Functional Position of Madrasah Supervisors and their Credit Scores, it is said that Madrasah supervisors are civil servants appointed by the Education Office and the Ministry of Religion in the field of education who are given the authority to carry out assessments and guidance in terms of educational and administrative techniques in pre-Madrasah, elementary, and secondary education units (Kuswardani, 2020).

Based on the findings in the field, the implementation of supervisory, professional development to improve the quality of madrasahs in the Pokjawas at the Ministry of Religion of Tasikmalaya Regency and City is carried out through a supervision program including a) teacher competency development, b) monitoring of graduation competency standards, content standards, process standards, and assessment standards, c) teacher performance assessment in terms of planning, implementation, and assessment of learning. In addition, the supervisor conducts academic supervision at least once every month in the form of in-house training or within the scope of the Subject Teacher Deliberation (MGPAI) or discussion forum in the form of a workshop in order to improve teacher competence. However, the obstacles in the field are supervisors who have carried out their duties in accordance with their programs, and some have not been implemented/achieved according to the program plan that has been made.

From the explanation above, it can be concluded that the implementation of supervisory professional development to improve the quality of madrasahs in the Pokjawas at the Ministry of Religion of the Regency and City of Tasikmalaya is one of the duties of supervisors to provide motivation, encouragement, and confidence to their subordinates so that they work sincerely for the realization of organizational goals.

Evaluation of Madrasah Supervisor Professional Development

Evaluation is one of the functions of management that seeks to determine the effectiveness and efficiency of the implementation results of a plan and measure as objectively as possible the implementation results with a measure that is acceptable to those who support or do not support a plan (Ratnasari et al., 2024).

Regarding the duties and responsibilities of supervisors, one of them is to evaluate the performance that has been carried out. The evaluation of this supervisor refers to the Regulation of the Minister of State Apparatus Empowerment (MENPAN) and Bureaucratic Reform Number 21 of 20104 or the Decree of the Minister of Education and Culture Number 118 of 1996 concerning the functional position of supervisors and their credit scores, the Joint Decree of the Minister of Education and Culture Number 0342/O/1996 and the Head of the State Administration Agency Number 38 of 1996 concerning guidelines for the implementation of supervisory functional positions and the Decree of the Minister of Education and Culture

Number 020/U/1998 concerning technical instructions for the implementation of functional positions Madrasah supervisors and their credit scores, Government Regulation No. 19/2005 concerning National Education Standards can be stated about the duties and responsibilities of supervisors of education units (MENPAN and Bureaucratic Reform Number 21 of 20104).

The findings that occurred at the Working Group at the Ministry of Religion of Tasikmalaya Regency and City show that the evaluation process for the development of the professionalism of madrasah supervisors has been carried out continuously or continuously in accordance with what is planned and in accordance with the assessment standards that have been set. This supervision evaluation activity is carried out by means of observation, free or structured interviews according to needs, for the head of the madrasah, teachers, or students. In addition, the supervisor also conducts documentation studies to ensure that the documents or administratively are complete.

Evaluation activities are carried out to assess and observe whether the strategy that has been formulated is going well or not. This is necessary in order to meet the principle that the strategy formulated must be sustainable or continuously adjusted to changes in the internal and external environment within the organization.

Follow-up carried out by the Supervisor to Improve the Quality of Madrasah.

According to applicable laws and regulations, the existence of school/madrasah supervisors is clear and firm. Thus, it does not mean that school supervisors/madrasahs are free from various problems. A supervisor has a set of roles and duties that not only aim to supervise the implementation of education in schools in a good and directed manner but also provide input, guidance, and assistance to the Principal and educators/teachers in carrying out supervisory duties, namely conducting managerial supervision, academic supervision, and evaluation supervision (Sunarti, 2023). One of the efforts to improve the quality of the madrasah is to carry out follow-ups by supervisors.

Post-academic supervision follow-up is needed to measure how successful the academic supervision program is. The follow-up can be in the form of feedback findings to teachers to discuss the findings in academic supervision. The results of academic supervision need to be followed up in order to have a real impact on improving teacher professionalism.

Donni Juni Priansa and Rismi Somad in their book stated that the results of supervision need to be followed up in order to have a real impact on improving teacher professionalism. The follow-up is in the form of strengthening and appreciation; reprimands that are educational; and an agreement to attend further training or training. The utilization of the results of academic supervision feedback concerns two important activities, namely, related to the development and consolidation of academic supervision instruments.

Findings in the field about Follow-up carried out by supervisors to improve the quality of madrasahs in the Pokjawas at the Ministry of Religion of Tasikmalaya Regency and City were carried out individually and in groups. Corrective follow-up aims to improve the problems that occur, while preventive follow-up aims to overcome problems in the future. This is carried out by coaching the heads of madrasahs to help them improve their performance.

Based on the results of the research conducted by the supervisor, it can be concluded that, in general, the implementation of academic supervision in the Pokjawas at the Ministry of Religion, Regency and the City of Tasikmalaya has been carried out in accordance with the stages of educational supervision.

So, follow-up in supervision is the use of supervision results. The follow-up is in the form of reinforcement and awards given to teachers who have met the standards, educational reprimands are given to teachers who have not met the standards, and teachers are given the opportunity to participate in further training (Nurliana et al., 2020).

Design of Supervisor Professional Development Model in Improving the Quality of Madrasah

Madrasah supervisors, Madrasah heads, and teachers are the three main elements of education actors in Madrasah who, in carrying out their duties, need to synergize so that the goals of Madrasah can be achieved. Of these three elements, teachers are the dominant educators who interact directly with students in the classroom; the head of the Madrasah, as the manager of the Madrasah, facilitates teachers in carrying out their duties, while the Madrasah supervisor supervises the implementation of education in the Madrasah, both academic supervision and managerial supervision. Madrasah supervisors, according to (Sagala, 2017: 138; Sidiq, 2018), are: "The official position of the education sector in Indonesia to monitor the implementation of Madrasah management and the implementation of teaching and learning in the classroom."

Madrasah supervisors, as one of the elements of education personnel, have an important and strategic role in the overall effort to improve the quality of education, especially in improving the quality and performance of Madrasahs, including providing guidance on the management of a Madrasah or kindergarten. The supervision carried out by the supervisor will create work morale and work optimization in order to realize educational goals. For this reason, the role of supervisors in improving the quality of madrasahs must have a model design as a strategy so that the goal of coaching teachers can be achieved.

Based on the findings in the field, the name of the design in this research, namely the "Madrasah Supervisor Professional Development Model," will be carried out as a program implementation activity whether it is appropriate to achieve the goals or not through preparation, mapping and career development of education supervisors in madrasah units to improve the quality of Madrasah both in the Kamenag Regency and Tasiukmalaya City areas.

The competence or qualification of the supervisor of the education unit or the supervisor of the Madrasah and the subject supervisor is an academic requirement (level of education and expertise, rank, position, space group, and work experience) which must be met at least to be appointed as a supervisor. The qualifications of madrasah supervisors have been determined in accordance with the Regulation of the Minister of Religion of the Republic of Indonesia (PMA) no. 2 of 2012 Chapter IV Article 6.

The importance of teacher development by Madrasah Supervisors in improving the quality of education as stated by Winarno Surachmad, (1995: 5): "... that teachers are the guarantors of the true quality of education, therefore, efforts to improve the quality of education without prioritizing the improvement of teacher quality are not only contrary to common sense but also an impossibility, no matter how good the curriculum, no matter how much funding, no matter how relevant the program, no matter how sophisticated the technology is, it is not able to produce quality, without qualified teachers. There is no doubt that quality teachers are the center of all kinds of quality improvement and change efforts, without the role and involvement of teachers in every effort to improve quality and perfection everything becomes useless".

CONCLUSION

Based on the results of the research and discussion above, the results of this study show that: 1) Planning for the development of the professionalism of the supervisor to improve the quality of the madrasah is carried out through a) the recruitment of supervisors in terms of administration, competence and in terms of qualifications b) The supervisor must have a scientific work, c) The supervisor must meet the credit score which includes the main elements and main sub-elements 2) The implementation of the development supervisor profession Madrasah quality improvement is carried out through supervision programs including: a) Teacher Competency Development, b) Monitoring of Graduation Competency Standards,

Content Standards, Process Standards and Assessment Standards, c) Teacher Performance Assessment in terms of Planning implementation and assessment of learning 3) Evaluation of the development of the professionalism of madrasah supervisors has been carried out continuously or carried out continuously in accordance with what is planned and in accordance with the assessment standards that have been set, 4) Follow-up carried out by supervisors to improve the quality of madrasahs at the Pokjawas at the Ministry of Religion, Regency and City of Tasikmalaya is carried out individually and in groups. 5.) The name of the design in this research, namely the "Madrasah Supervisor Professional Development Model," will be carried out as a program implementation activity.

DAFTAR PUSTAKA

- Ariani, M., & Suryana, A. (2023). Kinerja Ketahanan Pangan Indonesia: Pembelajaran dari Penilaian dengan Kriteria Global dan Nasional. *Analisis Kebijakan Pertanian*, 21(1), 1–20.
- Dari, U., & Sukma, M. (2024). Education Management And Conceptual Framework In Improving The Quality Of Education. *Jurnal Penelitian Progresif*, 3(1), 9–29.
- Faisal Javier. (2023). *Capaian Indonesia di Indeks Inovasi Global 2023 Dibanding Negara-negara ASEAN*. <https://Data.Tempo.Co/Data/1784/Capaian-Indonesia-Di-Indeks-Inovasi-Global-2023-Dibanding-Negara-Negara-Asean>.
- Farhani, D. (2019). Manajemen pendidikan karakter melalui kegiatan kokurikuler keagamaan. *Jurnal Isema: Islamic Educational Management*, 4(2), 209–220.
- Gaspar, F. (2019). Analysis of the Management Schools and Their Representatives. *Social-Economic Debates*, 8(2), 67–89.
- Kuswardani, S. (2020). *Implementasi Supervisi Pendidikan*. CV. Pilar Nusantara.
- Marfinda, E. (2022). Manajemen Supervisi Akademik Kepala Sekolah dan Peran Komite Sekolah terhadap Kinerja Guru. *ACADEMIA: Jurnal Inovasi Riset Akademik*, 2(3), 238–248.
- Mufidah, J. (2019). *Pengembangan Profesionalisme Guru Madrasah Ibtidaiyah*.
- Muzayanah, U. (2016). Kualitas Kinerja Pengawas Madrasah Dalam Perspektif Guru Dan Kepala Madrasah (Analisis Perbandingan Kepuasan Guru dan Kepala MI terhadap Supervisi Pengawas Madrasah di Sukoharjo dan Surakarta Jawa Tengah). *Al-Qalam*, 22(2).
- Nurliana, N., Syukri, M., & Agil, M. (2020). Implementasi Supervisi Klinis dan Pengaruhnya Terhadap Kompetensi Pedagogik Guru Agama di Madrasah Ibtidaiyah Ar-Rahman Labuaja. *Jurnal Al-Ilmi*, 1(1), 31–45.
- Ratnasari, D., Putri, O. K., Ulfa, H., & Hifayat, R. (2024). Manajemen Layanan Khusus Pelayanan Terpadu Satu Pintu (PTSP) di MI Al-Fattah. *Jurnal Penelitian Pendidikan Indonesia (JPPI)*, 1(2), 81–89.
- Sagala, S. (2017). *Konsep dan makna pembelajaran: Untuk membantu memecahkan problematika belajar dan mengajar*.
- Sahira, S., Rejeki, R., Jannah, M., Gustari, R., Nasution, Y. A., Windari, S., & Reski, S. M. (2022). Implementasi Pembelajaran Ips Terhadap Pembentukan Karakter Siswa Di Sekolah Dasar. *Autentik: Jurnal Pengembangan Pendidikan Dasar*, 6(1), 54–62.
- Sasmito, M. A. (2015). Kontribusi Pengawas Sekolah Terhadap Pemenuhan Standar Nasional Pendidikan. *Journal of EST*, 1(2), 30–45.
- Sidiq, U. (2018). Manajemen Madrasah. *Ponorogo, Cv Nata Karya*.
- Sunarti, N. (2023). Pembinaan Pengawas terhadap Kemampuan Tugas Kewirausahaan Kepala Madrasah Tingkat Madrasah Aliyah Negeri Kota Pekanbaru. *Journal of Islamic Education El Madani*, 2(2), 101–113.

- Surachmad, W. (1995). Pengantar Penelitian Ilmiah; Dasar-Dasar Metode dan Teknik. Bandung, Tarsito Rimbuan.
- Young, M. F. D., & Muller, J. (2014). *Knowledge, expertise and the professions*. Routledge London.
- Zaifada, B. I., Olowonefa, G. S., & Ogunode, N. J. (2023). Public Secondary School Administration in Nigeria. *Journal of Science, Research and Teaching*, 2(2), 76–86.



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.