

## THE EFFECTIVENESS OF SUPERVISION OF MADRASAH HEADS ON THE PROFESSIONAL IMPROVEMENT OF EDUCATORS AT MTs. MUHAMMADIYAH LEMBANGBU'NE, TOMPOBULU DISTRICT, GOWA REGENCY

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### Abstract

The study of principal supervision is important because supervision influences improving teacher professionalism. This study uses quantitative methods to analyze the supervision of madrasah heads at MTs. Muhammadiyah Lembangbu'ne Kecamatan Tompobulu Kabupaten gowa. The Population and sample are 14 educators. The sample technique used was saturated sampling. Data collected through instruments in the form of questionnaires or questionnaires, and documentation. Data analysis using descriptive statistical analysis and inferential statistical analysis. The results of this study indicate that the effectiveness of madrasah head supervision on the professional improvement of educators at MTs. Muhammadiyah Lembangbu'ne, Tompobulu District, Gowa Regency, obtained 1) The average value on the first variable, namely X (Effectiveness of madrasah head supervision), was 4.37 as a pre-test. 2) The second variable, namely variable Y (Professional educators of MTs. Muhammadiyah Lembangbu'ne), shows the average value of the post-test of 4.71. 3) Based on the results of statistical analysis related to the effectiveness of madrasah head supervision on improving the professionalism of educators at MTs. Muhammadiyah Lembangbu'ne Tompobulu District, Gowa Regency, is described in the effectiveness test, where before the supervision was held, the average professional value obtained was 4.37, and after the supervision, the average professional value obtained was 4.41. So it can be concluded that the hypothesis is accepted, so that it can be concluded that there is an influence between the variable (X), the effectiveness of madrasah head supervision, on the variable (Y), Professional Educators at MTs. Muhammadiyah Lembangbu'ne.

**Keywords:** Supervision, Madrasah, Professional educators

### Abstrak

Kajian tentang supervisi kepala sekolah menjadi penting karena supervise memiliki pengaruh kepada peningkatan profesionalisme guru, penelitian ini menggunakan metode kuantitatif untuk menganalisis supervisi kepala madrasah di MTs. Muhammadiyah Lembangbu'ne Kecamatan Tompobulu Kabupaten gowa. populasi dan sampel yaitu 14 pendidik. Teknik sampel yang digunakan adalah sampling jenuh. Data yang dikumpulkan melalui instrumen berupa kuesioner atau angket, dan dokumentasi. Analisis data menggunakan analisis statistik deskriptif dan analisis statistik inferensial. Hasil penelitian ini menunjukkan bahwa, efektivitas supervisi kepala madrasah terhadap peningkatan profesional pendidik di MTs. Muhammadiyah Lembangbu'ne Kecamatan

*Tompobulu Kabupaten Gowa, diperoleh 1) Nilai rata-rata pada variabel pertama yaitu X (Efektivitas supervisi kepala madrasah) sebesar 4,37 sebagai pre test. 2) Variabel kedua yaitu variabel Y (Profesional pendidik MTs. Muhammadiyah Lembangbu'ne) menunjukkan nilai rata-rata dari post tes sebesar 4,71. 3) Berdasarkan hasil analisis statistik terkait efektifitas supervisi kepala madrasah terhadap peningkatan profesional pendidik di MTs. Muhammadiyah Lembangbu'ne Kecamatan Tompobulu Kabupaten Gowa digambarkan pada uji efektivitas, bahwa sebelum diadakannya supervisi rata-rata nilai profesional yang diperoleh 4,37 dan setelah diadakannya supervisi rata-rata nilai profesional yang diperoleh adalah 4,41. Sehingga dapat disimpulkan bahwa maka hipotesis diterima sehingga dapat disimpulkan adanya pengaruh antara variabel (X) Efektivitas supervisi kepala madrasah terhadap variabel (Y) Profesional Pendidik di MTs. Muhammadiyah Lembangbu'ne.*

**Kata kunci:** *Supervisi Madrasah, Profesional pendidik*

## INTRODUCTION

The research was carried out by Zahriani Jf et al., (2022) This study uses a qualitative approach with the type of field research, and the data sources obtained by the researcher come from primary and secondary data. The data collection methods used are: observation, interview, and documentation. The instruments used are observation guidelines, interview guidelines, and documentation lists. Meanwhile, the data analysis technique has three stages, namely: data reduction, data presentation, and the conclusion drawn. The result of this study is the implementation of academic supervision of the principal by visiting the classroom directly, and sometimes only listening to the course of learning outside the classroom. The research yielded results, such as: preparation in teaching (learning tools), results of curriculum implementation that must be achieved in a certain period, and teachers' activeness in carrying out their duties.

The research was carried out by Wimbawarni et al., (2021). This research is qualitative research, especially library research. The method of data collection is by taking references to scientific journals, books and previous research related to the subject related to the subject being discussed. After collecting, the data is evaluated and then presented descriptively. The results of this study show that there are four learning models that are in accordance with the demands of society 5.0, which are in line with the 21st century's competence, namely innovation, creativity, and excellence in communication. The four learning models are Inquiry Training, Inquiry Jurisprudence, Problem-Based Learning, and Project-Based Learning.

The research was conducted by Torro et al., (2024). This research uses the literature review method, where data is obtained by surveying or reviewing several literature from related topics. The data collection method in this study is: Library research, which refers to both online and offline sources such as scientific journals, books, and news from trusted sources. These sources are gathered from discussions and linked from data to data. The results of the study show that educational supervision, as a process of supervision of education, plays an important role in realizing teacher professionalism. Educational supervision has two divisions in the form of academic supervision and managerial

supervision, which are interrelated and must be done together so that the supervision process produces professional teachers. This supervision must be carried out with full cooperation between supervisors, principals, and teachers who are the objects of supervision, so that the quality of Indonesian education is better in the future.

Supervision is taken from English and comes from two words, namely "Super", which means top, and "Vision" means Vision. It can be concluded from the meaning of linguistic supervision, which is a process of vision from above. Then the relationship with the meaning of supervision is activities in the form of supervising, controlling from superiors to subordinates (Widyanto et al., 2024). Supervision is a coaching activity that is planned to help educators and other madrasah employees in doing their work effectively. Supervision is a process to implement what work has been carried out, assess it, and if necessary, revise it with the intention that the implementation of the work is in accordance with the original plan (Wesnedi et al., 2021). Madrasah head supervision is supervision, service, and coaching carried out by the head of the madrasah as a leader or assisting teachers and other employees in doing their work effectively in the hope that the head of the madrasah can be an example in providing good service to improve teacher competence to be better (Terjesen & Del Vecchio, 2023).

Based on some of the above understandings, it can be concluded that supervision has a broad meaning, where this supervision is all assistance from madrasah leaders, which is aimed at the development of teachers in achieving educational goals in the form of encouragement, guidance, and opportunities for the growth of teachers' expertise and skills, such as guidance in business and implementation of updates in education and teaching, selection of teaching tools and better teaching methods and systematic assessment methods. Supervision activities at any level of education, including in Madrasah, must be carried out by one or several supervisors (supervisors) who have competence in their field to ensure that the work carried out by the education implementer (teacher) is in line with the objectives that have been formulated previously. The supervision referred to in this paper is not supervision carried out by the supervisor of Islamic Religious Education, but supervision carried out by the Head of the Madrasah. One of the managerial functions of the Head of Madrasah is to supervise the preparation, implementation, and follow-up of learning carried out by teachers.

Discussions about teacher professionalism are always interesting in language, especially the term teacher professionalism can be seen from several aspects, including the standard aspect of content and processes that are always close to human resources, namely teachers as educators (Tanggulungan & Sihotang, 2023). This study will discuss teacher professionalism in the aspect of principal supervision, how school principals can influence teacher professionalism, especially in the aspect of supervision effectiveness, because a school principal has an important role in creating a professional teacher (Suparliadi, 2021).

In an effort to improve the quality of madrasah education, of course, the madrasah must have educators who have professional competence. The implementation of education is stated as a process of cultivating and empowering students that lasts throughout life, where, in the process, there must be educators who provide examples and are able to build willpower, as well as develop students' potential and creativity. This principle has led to a paradigm shift in the educational process, from a teaching paradigm to a learning paradigm. The teaching paradigm that emphasizes the role of educators in transforming knowledge to their students shifts to a learning paradigm that gives more roles to students to develop their potential and creativity to form human beings who have religious and spiritual strength, noble character, personality, intelligence, aesthetics, physical and spiritual health, and the skills needed for them. Society, nation, and state (Shaturaev, 2021). In a study, there are still many educators who teach not in accordance with the competencies of educators that must be possessed. Learning is not designed in a systematic, comprehensive, and collaborative manner with students. Educators also lack motivation in teaching, because educators do not prepare learning tools. The performance of educators has not been optimal, this is shown by their, not adhere to the lesson plan, ignoring the completeness of educator administration, and the lack of teaching materials, which leads to the use of monotonous models and methods (Ulum, 2021).

Supervision is an academic activity that must be carried out by those who have a deep understanding of the activities they supervise. Supervision activities must be carried out by people who can see based on the existing reality and then bring them to the activities that should be carried out, namely, activities that should be achieved. Supervision is a very strategic action in improving educational processes and outcomes. One of the objectives of supervision is to help educators to plan, implement, and assess learning activities. There are many types of supervision in education, one of which is academic supervision. Academic supervision is supervision whose object focuses on observation on academic problems, which are directly within the scope of learning activities carried out by educators in carrying out learning activities. Educators are the target of academic supervision because educators are the main component in improving the quality of learning in schools (Simanjuntak & W, 2023).

The implementation of educational supervision specifically aims to develop students' potential through quality learning activities carried out by teachers. Supervision is one of the mechanisms for improving professional performance to create a better student learning process through better learning. Meanwhile, in general, supervision aims to develop and achieve an effective and relevant teaching and learning process through improving teachers' abilities. Supervisors have the task of coordinating all school efforts, expanding teachers' experiences, encouraging creative learning, providing continuous assessments, and providing knowledge and creativity to teachers (Samsudin et al., 2024).

The improvement of teachers' professional competence is not only determined by one factor, but the improvement of teachers' professional competence is also influenced by the supervision factors provided by the head of the madrasah. Efforts to improve the

professional competence of teachers are also determined by the supervision of the head of the madrasah. Therefore, this study will focus on the effectiveness of supervising madrasah heads in improving the professionalism of teachers in MTs. Muhammadiyah Lembangbu'ne, Tompobulu District, Gowa Regency.

## METHOD

This study uses statistical analysis to answer existing hypotheses with the help of the *Statistical Package for the Social Sciences* (SPSS) version 25. Meanwhile, inferential analysis is used to answer questions as well as test hypotheses that have been established (Creswell, 2015). This study was conducted to determine the effectiveness of the supervision of madrasah heads on the professional improvement of educators in MTs. Muhammadiyah Lembangbu'ne, Tompobulu District, Gowa Regency. The following are the results of the research obtained by the researcher after conducting the research. To find out the validity or validity of the research variable, a validity test is used to determine whether or not an item being tested is feasible. The validity test has a correlation standard that is determined from the number of respondents used, using the formula:

$$Q_f = n - 2$$

$$n = 14 - 2$$

$$n = 12 \text{ rep probes.}$$

## RESULTS AND DISCUSSION

The 12 respondents to be analyzed will be the R size of the table used is 0.532. To find out whether the questionnaire is said to be valid or not, it can be seen in the following table:

**Table 1.** Validity Test Results

NO	VARIABLE	CORRELATED ITEM CORRELATION	R TOTAL TABLE	INFORMATION
1	Supervision of the Head of Madrasah (X)	0,620	0,532	Valid
2	Professional Educator (Y)	0,663	0, 532	Valid

Based on the results of the validity test, it shows that the question item used in the study has a *table r* greater than or above 0.532. So it can be concluded that the questionnaire used about the variable supervision of the head of the madrasah is declared valid as a variable measurement tool.

### 1. Reliability Test

Reliability is the extent to which measurement results using the same object will yield the same data. After obtaining the reliability of the instrument (r-calculate), the value is compared with the r-table, which is in accordance with the number of respondents and

the real level. If  $r\text{-calculates} > r\text{-table}$ , then the instrument is said *to be reliable*. For the reliability test, the Alpha Cronbach technique was used, which was 0.60. If the r-value is calculated  $>$  from 0.60, then the item is declared valid.

**Table 2.** Reliability Test Results

NO	VARIABEL	CRONBACH'S ALPHA BASED ON STANDARDIZED ITEMS	RELIABILI TY STANDARD S	INFORMAT ION
1.	Principal Supervision (X)	0,614	0.60	Reliabel
2.	Professional Educator (Y)	0,710	0.60	Reliabel

Source: SPSS Data Processing Results Version 25 of 2023

Based on the data in the table above, the numbers of the cronbachs value Alpha (a) on all variables in this study, all of them show a magnitude above the value of 0.60. This shows that independent and dependent variables are reliable, and it can be concluded that the respondents' co-respondent statements show reliability in measuring the variables in the research model.

## 2. Normality Test

Normality test is a test that is carried out with the aim of assessing whether the distribution of data in a data group is a normal distribution or not. The basis for decision-making is that if the significance value is greater than 0.05, it means that the analyzed data is normally distributed; otherwise, vice versa, if the significance value is less than 0.05, then the data is not normally distributed.

**Tegel 3.** Normality Test

			Unstandardized Residual
N			14
Normal Parameters <sup>a,b</sup>	Mean	.0000000	
	Hours of deviation	5.46308226	
Most Extreme Differences	Absolute	.261	
	Positive	.255	

	Negative	-.261
Test Statistic		.261
Asymp. Sig. (2-tailed)		.071c

Source: SPSS Data Processing Results Version 25 of 2023

Based on the table, it is known that the sig value is  $0.071 > 0.05$ . This means that all the data used is distributed normally, so further data analysis can be carried out.

### 3. Descriptive Statistical Analysis

To determine the height and low of the measurement results, five categories were used, including: very high, high, medium, low, and very low. So the highest value obtained is 5, and the lowest value is 1, so the interval is obtained as follows:

$$= \frac{\text{Highest Score} - \text{Lowest Score}}{\text{Number of Categories}}$$

$$I = I = 0.8 \frac{5-1}{5}$$

**Table 4.** Table of N-gains Based on Average Score

PRETEST	POSTTEST	AVERAGE INCREASE	CATEGORY
3.20	4.15	4.15	Tall

Initial Data

Pretest: 3.20

Posttest: 4.15

Maximum Score: 5.00

Because Posttest = 4.15, the score is in the "high" category according to  $3.4 \leq x < 4.2$ .

Based on the posttest results of 4.15, the value is in the "high" category according to the interval of the gain index criteria used. This shows that there is a significant improvement in the understanding and competence of educators after the supervision process is carried out.

## DISCUSSION

### Professionalism of Educators at MTs. Muhammadiyah Lembangbu'ne, Tompobulu District, Gowa Regency

Based on the results of data analysis, the average posttest score of students is 4.15, which, if classified based on the gain index criterion, is included in the high category. This shows that there is an increase in the ability and understanding of educators after supervision. This improvement reflects the effectiveness of the approach applied in the supervision process implemented.



The achievement of posttest scores in the high category shows that the interventions carried out have a positive influence on improving the professionalism of educators. This also strengthens that the coaching strategy carried out in this case, through the supervision of the head of the madrasah, has made a significant contribution, especially in improving the professionalism of educators at MTs. Muhammadiyah Lembangbu'ne. A Profession is a job or activity carried out by a person and becomes a source of income for life that requires expertise, proficiency, or proficiency that has certain quality standards or norms and requires professional education. Meanwhile, based on the theory that has been put forward by E Mulyasa, the professionalism of educators consists of three aspects, namely educator competence, sustainable self-development and work ethic, and moral responsibility.

The improvement of the professionalism of educators in MTs. Muhammadiyah Lembanbu'ne can be analyzed using Mulyasa's theory, which emphasizes three main aspects. After the supervision, the head of the madrasah at MTs. Muhammadiyah Lembangbu'ne strengthened four competencies, especially in pedagogic and professional competencies by developing innovative learning methods, such as project-based approaches or digital-based learning. Educators at MTs. Muhammadiyah Lembangbu'ne must also master the teaching materials in depth and understand the relationship with the socio-cultural context of students in the school environment. To improve professionalism, educators at MTs. Muhammadiyah Lembangbu'ne also continues to learn and improve its skills through training and educational seminars related to the independent curriculum and effective learning strategies, both *offline* and *online*. As educators in the madrasah environment, educators at MTs. Muhammadiyah Lembangbu'ne has the responsibility to commit to their profession by providing quality educational services, instilling moral values and character in students, in accordance with the principles of the Islamic religion and culture, becoming role models for students both in terms of academics and daily life, so that they can create an inspiring learning environment.

The results of this study show that the professionals possessed by educators after the supervision of the head of the madrasah at MTs. Muhammadiyah Lembangbu'ne are in the *tingga* category. This is because supervision is held so that educators can implement the main duties of educators, namely as teachers, educators, direct, guide, assess, train and evaluate, as well as being able to pay attention to how to manage the classroom so that it can create a conducive learning atmosphere during the learning process, as well as apply various learning methods and media. The professionalism possessed by educators can be seen in the increasing teaching and learning process, teachers carrying out their duties well, good communication between madrasah heads and educators, and improving the quality of education that is increasing in MTs. Muhammadiyah Lembangbu'ne.

Educator professionals at MTs. Muhammadiyah lemabngbu'ne, Tompobulu District, Gowa Regency, after the supervision was held, namely the educator professional improved or could be said to be better in making classroom design and learning administration. This is because of the cooperation between educators with each other,



with the help of senior educators who are given the task by the head of the madrasah to escort and assist the educators. Furthermore, educator professionals are more improved in carrying out the learning process, where previously there were still educators who did not have lesson plans, details of effective days, daily schedules, semester programs, annual programs or other learning tools to support the teaching and learning process after supervision is held, educators gradually complete the administration and learning tools. After the supervision was held, the professionalism of educators increased significantly. He is more open to feedback; in addition to complete learning tools, he can also develop more innovative teaching methods and be better able to adapt to the needs of students. In addition, what was initially only used by educators when teaching has changed in various methods, such as the use of audio and video media and the use of other interactive learning materials.

### **Supervision of the Head of Madrasah at MTs. Muhammadiyah Lembangbu'ne, Tompobulu District, Gowa Regency**

Based on the results of the calculation of the average posttest of 4.15, which is in the high category, it can be concluded that the implementation of supervision by the head of the madrasah is quite effective. This figure shows that supervision activities are not only administrative or formal, but actually have a real influence on improving the professionalism of educators. This increase reflects that the head of the madrasah has carried out his role as an academic supervisor optimally, with a supervision strategy that is guided, accompanying, and providing constructive feedback. A collaborative approach in supervision has been proven to be able to build the trust and enthusiasm of educators to continue to improve and improve the quality of the learning process in the classroom.

Supervision carried out by the head of the madrasah at MTs. Muhammadiyah Lembangbu'ne can be interpreted by Willem Mantja's theory, which states that supervision aims to improve the teaching and learning process through two main aspects, namely the improvement of educators and students, and the improvement of the quality of education (Lee & Lemberger-Truelove, 2024). The head of the madrasah, as a supervisor, has a role in guiding, fostering, and evaluating the professionalism of educators so that they are able to improve their competence, both in learning planning, teaching strategies, and evaluating student learning outcomes. The head of the madrasah at MTs. Muhammadiyah Lembangbu'ne supervises the class, provides input on educators' teaching methods, and provides training that supports the development of educators' professionalism. As a result, educators will be more efficient in managing the classroom, choosing methods that suit the character of students, and creating a conducive learning environment, so that it will directly improve student learning outcomes.

The supervision of the head of the madrasah is also oriented towards improving the quality of education in MTs. Muhammadiyah Lembangbu'ne as a whole. By identifying obstacles in the teaching and learning process, madrasah heads can take strategic steps, such as improving facilities and infrastructure that support learning, implementing

technology-based learning innovations or more effective approaches according to the applicable curriculum, and holding workshops or training for educators to improve their competence in facing modern challenges. Thus, the supervision of the head of the madrasah at MTs. Muhammadiyah Lembangbu'ne is in line with Willem Mantja's theory, because it not only focuses on improving the skills of educators, but also has a direct impact on the development of students and the quality of madrasah education as a whole.

Kimball Wiles' theory, which states that human factors that have important skills create a good learning atmosphere, can be related to the supervision of the head of the madrasah at MTs. Muhammadiyah Lembangbu'ne, as a supervisor, the head of the madrasah, has a role in ensuring that educators have qualified skills in teaching. This is the head of the madrasah, including training and workshops that improve the pedagogic and professional competence of educators, classroom observation to provide feedback related to the learning methods used, mentoring and guidance so that educators can manage the classroom well and implement effective strategies with the curriculum running.

According to Kimball Wiles, human beings have the skills to be the main factor in the success of education (Slee, 2022). Therefore, the head of the madrasah at MTs. Muhammadiyah Lembangbu'ne ensures that all parties in the school environment develop professionally, be it educators, education staff, and students. Thus, the supervision of the head of the madrasah at MTs. Muhammadiyah Lembangbu'ne is in line with Kimball Wiles' theory, because the supervision focuses on improving the skills of educators and students. With the increase in the professionalism of educators and a good learning environment, the quality of education in madrasahs will increase. At MTs. Muhammadiyah Lembangbu'ne, supervision is carried out as part of an effort to improve the quality of learning and professionalism of educators. Two types of supervision are usually carried out by supervisors at MTs. Muhammadiyah Lembangbu'ne, namely, programmatic supervision and sudden supervision.

Programmatic supervision is carried out based on a schedule that has been prepared by the head of the madrasah or supervisor, where the process starts from planning, class observation, evaluation and feedback, and follow-up. At the beginning of the semester, the head of the madrasah conducts planned supervision of the educators, the educators are given time to prepare learning tools, and then observations are made on the teaching method and classroom interaction. After supervision, educators received suggestions to use more interactive media so that students were more active in learning. A sudden over- vision was carried out by the supervisor at MTs. Muhammadiyah Lembangbu'ne, without prior notice, aims to see the real conditions of learning in the classroom. When conducting sudden supervision in the classroom, the supervisor enters the classroom without informing the educator in question beforehand that they will be supervised. The supervisor sees the educator who is teaching, checks how to teach the educator teaches, and how the educator masters the class.

Supervision of the head of the madrasah at MTs. Muhammadiyah Lembangbu'ne, Tompobulu District, Gowa Regency, after the supervision was carried out, then analyzed the results of the supervision were analyzed. The head of the madrasah conveyed what he observed during the supervision, and then it will be discussed about what follow-up he will be able to do. After supervising, the head of the madrasah provides directions related to supervision, and then the results of the supervision analysis will be used as a consideration for the head of the madrasah to evaluate the educator. Educators in carrying out their duties need the help of others in terms of solving the problems faced to realize educational goals, in this case the results of the supervision of the head of the madrasah are the basis for the head of the madrasah to provide motivation and involve educators in workshops, seminars and other trainings to be able to improve the professionalism of students. Supervision by the head of the madrasah aims to guide educators and madrasah staff so that they can improve their ability to develop a better teaching and learning situation. The head of the madrasah is a supervisor who, in essence, must concentrate on his task of assisting educators in improving their professional competence. A madrasah head who is a supervisor must be able to provide constructive direction to educators so that the learning process can succeed well.

Supervision at MTs. Muhammadiyah Lembangbu'ne is really carried out and sustainable with the aim of seeing the performance of educators in learning. Supervision activities that involve all teachers, both in planning, implementation, and follow-up. Supervision activities are designed at the beginning of the school year to be carried out twice a year. In the planning of the supervision program, the head of the madrasah appoints several educators, from senior educators to the supervision team that assists the head of the madrasah in carrying out supervision. Supervision is carried out by providing a schedule in advance, followed by a class visit with an assessment instrument. In carrying out supervision, the supervision team, according to the schedule, carries out supervision to educators; the head of the madrasah is in charge of carrying out supervision to the supervision team. This is carried out to facilitate the supervision process.

After the service, follow-up supervision activities are carried out through direct interviews between the head of the madrasah and educators who have records when supervision is carried out, as well as relevant training or *workshops* for educators. The head of the madrasah, based on the notes obtained from the supervisor's interview, will be submitted to the supervisor. Furthermore, to support the professional educators to be better, based on the results of the supervision of the head of the madrasah also provides training and coaching related to the performance of educators, which must always be improved.

### **The Effectiveness of Madrasah Head's Supervision on Professional Educators**

Based on the results of statistical analysis related to the effectiveness of supervision of madrasah heads on the improvement of teaching professionals in MTs. Muhammadiyah Lembangbu'ne, Tompobulu District, Gowa Regency, it was illustrated in the effectiveness

test that before the supervision of the average score obtained was 3.20, and after the supervision was held, the average professional score obtained was 4.15. So it can be concluded that the supervision of the head of the madrasah at MTs. Muhammadiyah Lembangbu'ne is effective in improving the professional quality of educators at MTs. Muhammadiyah Lembangbu'ne, Tompobulu District, Gowa Regency.

Supervision activities at MTs. Muhammadiyah Lembangbu'ne, Tompobulu District, Gowa Regency, are really carried out and are sustainable to improve the professionalism of educators in carrying out the teaching and learning process. Supervision activities involve all educators, both in the process of academic supervision, administrative supervision, and managerial supervision. Supervision activities are designed at the time of the task division meeting, namely at the beginning of the new school year, to be carried out every two years or carried out every semester. Furthermore, in planning the supervision program, the head of the madrasah prepares supervision activities using supervision guidelines. Supervision is carried out by providing a schedule in advance, which is then carried out by an inspection of the learning administration that will be used during the learning process, after which the head of the madrasah conducts a class visit with an assessment instrument. In carrying out the supervision of the head of the madrasah, supervision is carried out to educators in accordance with the schedule that has been made previously. This is carried out to facilitate the supervision process. Thus, supervision activities involving educators can be carried out effectively to improve educator professionals.

After supervision is carried out, the head of the madrasah follows up on supervision activities through direct interviews between the educator and the head of the madrasah, who has records when the supervision is carried out, as well as workshops, trainings, or seminars that are relevant to the educators. The head of the madrasah, based on the records that he has obtained in the supervision activities, will submit them to the educator who has been over-supervised. Furthermore, to support educator professionals to be better, based on the results of supervision that have been obtained by the head of madrasah also routinely provide training and coaching related to educator professionals, which must always be improved.

Thus, based on the results of the calculation of data obtained from the field, it can be seen that the supervision carried out by the head of the madrasah is effective in improving the professionalism of educators in MTs. Muhammadiyah Lembangbu'ne, Tompobulu District, Gowa Regency. The results of this research are also relevant to existing theories, namely the implementation of academic supervision, managerial supervision, and administrative supervision. The professional assessment of educators through supervision can also be said to be relevant to the main duties of educators, namely: as an educator, as a teacher, as a supervisor, delegate, train, assess, and evaluate. So that the implementation of supervision at MTs. Muhammadiyah Lembangbu'ne, Tompobulu District, Gowa Regency, is considered effective in improving the professional development of educators.

## CONCLUSION

The supervision of the head of the madrasah at MTs. Muhammadiyah Lembangbu'ne, Tompobulu District, Gowa Regency, is in the high category with an average score of 3.20, which is seen from the results of the examination of 14 educators as respondents, with details of 10 in the high category and 4 in the very high category. Based on the results of research that has been conducted on educator professionals with a total of 14 people using educator professional instruments consisting of 33 statements, the results of the research were obtained for educator professionals in the high category with an average score of 4, 15, with details of 4 people in the high category and 10 in the very high category. Based on the statistical results of the N-gain test, which shows that the supervision of madrasah heads is effective for educator professionals. Supervisory educators obtained a score of 3.20, and professional educators obtained an average of 4.15.

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