Supervision of Madrasah Principal in Motivating Madrasah Aliyah Negeri's Performance in Jambi Province

Nurzila
UIN Sulthan Thaha Saifuddin Jambi
nurzilaasaman@gmail.com

Muntholib
UIN Sulthan Thaha Saifuddin Jambi
muntholibsoetomo@gmail.com

Badarusyamsi
UIN Sulthan Thaha Saifuddin Jambi
badarussyamsi@uinjambi.ac.id

Abstract

The purpose of this research is to ascertain the role of principal supervision in motivating the performance of Madrasah Aliyah Negeri (MAN) 2 Tebo teachers in Jambi Province. This study employs a descriptive qualitative method with a case study approach, as well as data collection techniques such as observation, interviews, and documentation. The research is being conducted at MAN 2 Tebo in Jambi Province. The subjects of the study included the madrasah principal, deputy head, teaching staff, education staff, and students. The findings revealed that implementing principal supervision in stages, such as planning, implementation, and evaluation (reflection and self-assessment), had a positive impact on the motivation and performance of MAN teachers in Jambi Province. The research recommends that the Ministry of Religion of the Republic of Indonesia improve and even out its mapping in implementing the Education and Training program to improve the supervisory competence of madrasah principals at the Madrasah Aliyah level, so that improving the quality of education is evenly distributed throughout Madrasah in Indonesia.

Keywords: Supervision; Madrasah Principal; Motivation; Teacher Performance

A. Introduction

Education is the process of converting inputs into outputs. A process that takes place correctly and in accordance with the regulations that have been set is required in order to become an output in the transformation. Quality human resources can be realized if the educational process is good and comes from quality educational institutions (Asvio et.al, 2019; Rahmadoni 2018). To ensure that the educational process runs smoothly, the madrasah principal must be overseen and teachers and other staff must be motivated (Rulitawati et.al, 2020). Supervision or supervision activities, as well as the motivation of madrasah principals, are critical in the realization of professional educators and education.

Supervision activities include monitoring, coaching, performance appraisals, and guidance and training for teachers and other personnel, as well as controlling all educational activities to direct, supervise, foster, and control in order to achieve goals; this activity also has responsibility for quality improvement. education, both the process and the results, so that supervisory activities are carried out from the planning stage to the evaluation stage, which will serve as follow-up feedback in the context of improving and improving education quality toward a better future (Fitria, 2019; Jamin, 2015; Prasojo, 2011).

Supervising teachers and education staff in madrasah is a madrasah head's supervisory competence; it must be a force that can change the mindset of teachers and madrasah education staff about learning and learning services in madrasah, with the goal of increasing student learning achievement. Thus, a madrasah head must be able to plan, implement, and follow up on the results of academic supervision and compile a report that is characterized by the characteristics of the madrasah as an educational institution with Islamic characteristics, such as linking academic supervision with essential Islamic values, honesty in learning, integrity in carrying out main tasks and functions, creative and innovative must always be demonstrated both in planning and execution.

Because whether or not learning in the madrasah depends on the role, function, and strategy of the principal in planning, implementing, following up, and reporting the results of supervision, the head of the madrasah in planning, implementing, following up, and reporting the results of supervision must lead to the development of the quality of learning in the madrasah. As a result, supervisory competence for madrasah principals is absolutely required (Utami, 2021; Ulfathmi et al, 2021).

One of the most important responsibilities of a madrasah head is supervision. The ability of the principal as a supervisor must be manifested in the ability to compile, carry out, and capitalize on supervision programs (Cecep, 2021; Mahmud, 2011; Purba, 2021). The ability to develop a supervision program for the head of the Aliyah Madrasah must be realized in the preparation of annual programs, semesters, and academic and managerial programs, as well as classroom supervision or clinical supervision for the development of learning and the quality of learning, as well as the development of program development, other supervision, such as for extra-curricular activities, and the development of supervision programs (Rahmiyati, 2019). Clinical supervision programs, non-clinical supervision programs, and extracurricular activities supervision programs all require the ability to carry out educational supervision programs. Meanwhile, the ability to use the results of classroom supervision must be realized in the use of supervision results to improve educator performance and the use of supervision results to develop schools (Suparman, 2022). The principal, as a supervisor, must pay attention to the following principles in its implementation: consultative, collaborative, and nonhierarchical relationships; democratic implementation; centered on education personnel (teachers); carried out based on the needs of education personnel (teachers); professional assistance. The principal's role as a supervisor can be effectively carried out, for example, through group discussions, class visits, individual talks, and learning simulations (Mahmud, 2011; Sodiqin & Nurdin, 2016).

The primary goal of the madrasah's supervision is to establish the madrasah as a superior institution and a source of hope for the community. Madrasah is a formal educational institution that is as important as the home and the community in educational matters. Even when time, place, and other factors of civilization differ, the role of madrasah can go beyond the role of

the home and society. Madrasah carry out educational tasks, such as achieving goals and taking general responsibility for preparing pious and pious students to build a more advanced generation.

The ability of the madrasah principal to manage the madrasah contributes 49.7 percent to the quality of education, while the remaining 50.3 percent is determined by other factors (Sodiqin & Nurdin, 2016). This demonstrates the importance of the madrasah principal's managerial ability in the development of madrasah quality. The ability of madrasah to carry out managerial activities is generally quite good, but it is necessary to increase the managerial abilities of madrasah principals both in the planning, organizing, and actuating dimensions, and especially in the controlling dimension, because the managerial ability of the madrasah principal in this dimension is still low and needs to be improved through training and development (Sodiqin & Nurdin, 2016).

The madrasah principal's insufficient supervisory capacity does not support transformation or renewal within the madrasah, in terms of input, process, output, and outcome. As a result, when compared to public schools, madrasah lag behind. In the 2018/2019 academic year, there were 8 State Aliyah Madrasah in Jambi Province that had an A accreditation score, 19 State Aliyah Madrasah that had a B accreditation score, and 4 State Aliyah Madrasah that had a C accreditation score. According to the data, only 24.8 percent of Madrasah Aliyah Negeri receive an "A" accreditation score, putting them far behind public schools such as SMAN and SMKN. In 2015-2016, there were 148 public high schools (SMA) in Jambi Province, with 35.52 percent (24 SMAN) receiving A accreditation, while the number of State Vocational High Schools (SMK) in Jambi Province was 92, with 31.28 percent receiving A accreditation (34 SMKN). The gap between madrasah aliyah and general high schools cannot be overlooked. This necessitates an active and professional role from the madrasah's head as a leader who must have big dreams, the will, intelligence, and courage to realize them, as well as full commitment and responsibility to improve the quality and quality of the madrasah he leads. Effective school/madrasah principals have the will and desire for quality.

According to Momon (2013), the primary goal of the madrasah principal's supervision is for teachers to understand and be aware of their work obligations. Furthermore, the goal of the madrasah principal's supervision is for teachers to be HR (human resources) with superior or strong character (Hafid, 2013). Teacher supervision is carried out or implemented in accordance with the teacher's conditions (Permatasari, 2022). This is due to the implementation of the head of the madrasah's supervision of the teacher's performance in the classroom. Teaching is a task that necessitates the best performance from the teacher in order to produce the best results. A teacher's maximum learning performance must consider many factors, including lesson planning (RPP), learning implementation, administration, and assessment results in learning, among others; all of which are related to teacher and school quality (Marmoah, 2016).

To identify strategic motivations that promote effective management. The model focuses on improving performance through work motivation, which leads to partnerships. Partnerships must be maintained in an environment that fosters mutual respect and trust, as well as a lack of bureaucracy and decentralized power. Effective communication at each level of the hierarchy eliminates distractions and fosters teamwork (Oncioiu, 2018).

Based on the issues raised above, teachers must be closely supervised. As a result, the presence of teachers as professionals in an educational institution can be considered and valued more than ordinary teaching staff. At a more specific level, the survival of teachers necessitates intensive assessment, which means that educators will be treated as mere material with no value if the learning process controlled by the teacher loses the power of appreciation in accordance with the demands of the times.

Teachers' motivation can be increased by supervisors using performance appraisals. Because teachers are given self-development activities or professional development as a result of this assessment, the results can increase their work motivation. Professional development, whether in the form of in-service education or in-service education for teachers, is essential because it is inextricably linked to pre-service education. In essence, in-service education is a continuation of the pre-service education received by teachers prior to their appointment and function as teaching staff. In-service education for teachers is necessary because it acknowledges that pre-service education has flaws that must be addressed in order to prepare teachers to teach. Mostly concerned with practical issues that arise in the teaching field. This is due to the fact that, as is well known, these issues were not given much attention during pre-service education. As a result, the goal of conducting professional development in the form of pre-service education is to address the gaps that exist during pre-service education. On the other hand, the importance of fostering the teaching profession stems from the fact that the world's situation and conditions are rapidly changing, necessitating adjustments or changes that occur in order for the education and teaching services provided by teachers to remain in accordance with the needs of the community (Jasmani & Mustofa, 2013).

Based on preliminary observations at MAN 2 Tebo Regency, Man 1 of Batang Hari Regency and Man 2 of Jambi City discovered several issues with the supervision process. This is evidenced by the following signs: 1) the realization of the madrasah principal's supervision activities for teachers and administrative staff is still relatively low, 2) the performance of madrasah teachers has not been maximized, 3) the implementation of supervision in managerial and academic aspects is still inadequate and 4) the accreditation score is inadequate. As a result, the primary goal of this research is to determine how the results of the implementation of the madrasah principal's supervision in motivating the performance of public madrasah Aliyah teachers in Jambi Province.

B. Method

This study employs descriptive qualitative methods in order to describe and comprehend the implementation of the madrasah principal's supervision in motivating the performance of madrasah teachers as they are within the scope of the madrasah as a whole. Because the research process is what is important, the data collected is analyzed inductively and the results are presented in descriptive form. Furthermore, a qualitative approach is used because the nature of the data collected is qualitative rather than quantitative using measuring tools. It is hoped that by using a qualitative approach, a picture of the quality, social reality, and perceptions of the research target will be raised without being tainted by formal measurements.

The study's research subjects/informants are native speakers Spradley (2010) who are competent and relevant to the research (Iskandar, 2013). The research sample was drawn using a non-probability sampling technique, which is a sampling technique that does not provide equal chances/opportunities for each element or member of the population to be drawn as a

sample (Sugiyono, 2016). Data is the first piece of information that must be processed. Good data must be correct, relevant, and up to date (Siregar, 2013). The method of observation, interviews, and documentation used in data collection is the initial information that must be processed. Good data must be correct, relevant, and up to date. The snowball method was used to analyze data in this study (Moleong, 2013). Several activities were used to check the validity of the data, including: (1) participation extension, (2) increasing persistence of observation, and (3) triangulation (sources, methods and theories).

C. Results and Discussion

1) Madrasah supervisory planning

In this study, the supervision plan developed by the head of Madrasah Aliyah in Jambi province was good, beginning with monitoring, coaching, evaluation, and follow-up activities, as well as reporting within the time frame specified for the current year. However, there are a few flaws in the systematics and matrices, specifically in the activity column and the target column that is achieved, which are not in line with the needs, vision, and mission of the madrasah. The preparation of the madrasah principal's supervision in the current year does not refer to the success of the supervision in the previous year.

2) Implementation of learning administration supervision as well as class visit supervision by the supervision team.

A process that determines the success of school programs is included in principal management. Interviews with the madrasah principal about the stages of implementing the supervision of the madrasah revealed that the supervision process for teachers was carried out in an organized manner by dividing the tasks. In general, the issues discovered were that the learning tools were not ready to use (unfinished, unprinted, and not yet signed by the head ". the new format, so it takes time for the teacher to rearrange the device.

In addition to constantly changing regulations and formats of learning tools, the implementation of supervision on learning tools is not yet optimal; it is also caused by high work demands for teachers that are not balanced with welfare allowances. This is based on the findings of interviews with teachers, who believe that the performance allowance for civil servants has not fully assisted them in meeting their family's needs. This is increasingly felt by teachers who are paid on an honorarium basis (devoted teachers). This situation encourages teachers to help their families by doing other work outside of the office, which has the potential to reduce concentration and performance at school. As a result, the teacher's development of learning tools falls short of expectations.

Another factor contributing to the principal's less-than-optimal process of supervising teacher learning devices is the lack of a systematic supervision plan. This is consistent with the findings of teacher interviews, which show that there is no schedule for supervising the administration of learning to teachers. The vice principal acknowledges that the implementation of the supervision of learning devices is carried out without the use of a structured and systematic schedule. This demonstrates a lack of communication between the madrasah's principal and vice principal and the teachers who will be supervised.

In terms of implementing supervision, the principal's first step is to provide direction and request programs developed by the supervision team, and then provide input for improvements to teachers and other staff. The principal explained that the supervision process was an attempt to guide teachers and other staff by providing input, direction, and information about things that had not been implemented, as well as the most up-to-date information about the school's progress.

3) The supervision team evaluates and analyzes the results of supervision

The purpose of supervision evaluation is to determine the effectiveness of the supervision program and whether it results in changes for teachers and other staff. Changes in supervision toward a better direction become a priority scale for supervisor success levels, or there is no change or even a decrease in school quality.

Data from the evaluation results were collected, and a supervisory report was prepared based on the data analysis results, describing the extent to which the supervisor's task was successful in improving the quality of the process and educational outcomes in his madrasah. continue with the supervision program for the following year The results of a comprehensive evaluation of all supervision activities in one period are used to determine follow-up supervision.

According to several interviews, there are numerous elements that must be considered when conducting an evaluation. Professional development and training for teachers and school principals. Some indicators that supervisors use to evaluate the results of mentoring and training include: (1) looking at data on the results of the teacher competency test and the principal's competence, (2) seeing the results of the products produced by teachers after training and guidance, (3) seeing the results of student achievement and school, and (4) seeing the school's progress in various fields.

According to the interview with the head of MAN 2 Tebo regarding the evaluation and analysis of supervision results, the analysis of supervision results was based on data collected through the supervision instrument. The data is presented in the form of scores (scores) obtained by each teacher in terms of four teacher competencies: social competence, pedagogic competence, professional competence, and personality competence. In general, the analysis found that some teachers have serious complaints about how they carry out the teaching and learning process in the classroom and have not fulfilled the learning administration, particularly the teacher's lesson plans." A teacher also admits that the principal's learning assessment (supervision) is still inadequate.

According to the results of interviews and documentation of supervision results, there are 25 very good grades, especially for science teachers, 20 good grades, 15 moderate and sufficient grades, and 15 teachers with less value out of 144 teachers. This is due to the fact that supervision is not provided to all teachers, so the team only uses samples, resulting in a percentage. The teacher's ability. As a result, the supervision process in MAN has not been optimized.

4) Put in place follow-up programs

The implementation of supervision carried out by the head of MAN necessitates follow-up in order to reduce teacher complaints. However, the descriptions of the complaints from each

teacher are not clear. However, follow-up is still done through group meetings, such as (a) subject teacher deliberations (MGMP), (b) special education and training provided by the school or by involving teachers in workshop activities, (c) Forum Group Discussion (FGD), and so on. Regarding the follow-up, stated that in the preparation of the follow-up program, in addition to the above-mentioned discussions, they frequently invite resource persons to broaden their horizons and obtain the most up-to-date information.

According to an interview with one of the teachers regarding the implementation of this follow-up, the follow-up activities could not be applied to all teachers, but must be tailored to their area of expertise. However, every teacher is actively involved as a member of the implementation committee.

5) An introduction to MAN Motivations in the Desert

a. Intrinsic Motivation

According to interviews with the head of MAN, the main income/basic salary and other extras meet the primary needs of individual principals and families. So that the principal can continue to focus on work and school administration without being distracted by meeting basic needs. In terms of welfare, the government already attends to the basic needs of school principals by paying basic salaries on time. When compared to educators or teachers, the principal's welfare benefits have not been maximized. The principal's allowance is nearly the same as the functional allowance for teachers. Meanwhile, the workload of the principal differs from that of the teachers. The teacher's workload in terms of the scope of learning in the classroom and student improvement. While the principal is responsible for both internal and external school management. Where the principal's allowance has been combined with the salary.

According to the results of interviews with the principal, the school principal felt that the working space was adequate and safe from the standpoint of the building and facilities. As in the professional management system, the head of MAN received a safety guarantee in the form of BPJS/ASKES at the job guarantee stage. Medical equipment for the school environment is available in the first aid school in the UKS room. In terms of school safety, the documentation data demonstrates that the school security system has been well managed through programs that support children's health and competent security officers. The Child Friendly School program, Anti-Violence, Security officers, school guards, and the School Security Patrol all demonstrate this. Workplace safety information system that has not been managed optimally. There is no information system in place to provide principals or teachers with information about workplace safety.

b. Extrinsic Motive

According to one teacher, principals in general are able to accept any policy that is imposed and absorb educational needs from below in order to create a more productive school education management system. The communication pattern from the bottom up is also used in the formation of social relationships.

According to the findings of interviews with school principals, the intensity of teacher supervision provided training to teachers and other employees, as well as motivation to improve teacher performance. That is an illustration of how teacher guidance and training are

implemented in schools; the principal must be able to determine the goals of school supervision. The school principal attempts to deal with a difficult job using the skills he learned at the Ministry of Religion.

6) Prepare a report on the results of supervision by the Madrasah's head

Reporting is required for any task that has been completed for our superiors. In this case, the head of the Madrasah Aliyah Negeri has made a report on the systematic and matrix implementation of the head of the madrasah's supervision. However, based on the document, it appears that the systematic report is incomplete, and the results obtained for all teachers have not been recorded.

Table 1. Comparison Matrix of Target Implementation of Madrasah Principals Supervision on Three Supervisors in Motivating the Performance of MAN Teachers in Jambi Province

Indicator	Problems encountered
Supervision of learning administration during the steps of pre-observation, observation, and post-observation	Not fully constrained by a limited budget and recommendations
Supervise class visits during the pre-observation, observation, and post-observation phases.	Class visit supervision has not been distributed evenly.
Evaluating and analyzing the results of the madrasah principal's supervision	The data does not correspond to the findings.
Set up follow-up programs.	The program was not created with the teacher's weaknesses and strengths in mind, so it appears unfounded.
The supervision team is intrinsically motivating teachers.	Inadequate empowerment of potential teachers, as well as a lack of understanding of regulations and supervision procedures
The supervision team extrinsically motivates the teacher.	Less evenly distributed in terms of facilitating teacher learning, as well as a lack of individual coaching for teachers
Prepare reports for superiors on supervision activities.	It has been put in place, but not completely and consistently.

Data were gathered through the use of interview and questionnaire observation techniques. In addition to documentation of supervision activities, in terms of monitoring teachers on learning problems beginning with lesson planning, then implementation of the learning, and assessment of the learning. So, following the monitoring, the monitored teachers participated in a reflection activity to assess their impact on learning. Following that, the supervision team received accurate data on teacher complaints and findings, which were communicated in an individual manner. The next step is to conduct coaching through groups or individuals to improve teacher weaknesses in lesson management so that it appears whether or not the learning objectives are met. Following the implementation of coaching, the supervision team conducts an assessment of the implementation of learning to the teacher with the goal of assessing the teacher's performance and whether the teacher is motivated or demotivated by the process of supervision activities carried out by the head of the madrasah with his team.

The head and the supervision team compiled a follow-up program from the findings that became very important to the program, such as possible problems using learning methods that are difficult for teachers to implement and compiling question grids and compiling questions

and processing questions and summarizing student assessments in terms of knowledge, skills, and attitudes of students, through data analysis. Other standards that the madrasah head monitors include classrooms, libraries, laboratories, document storage/data and information rooms, and other rooms that are thought to be closely related to efforts to improve educational quality. In addition to direct monitoring, instrument 8 SNP Permendiknas Number 52 Year 2008 is used.

Teaching necessitates peak performance. Each subject and subject in the learning process activities necessitates a variety of methods and techniques; the selection of methods and techniques cannot be dictated solely by a teacher's preferences and desires. The subject matter, learning objectives to be achieved, talents, interests, and ages of students' abilities, as well as learning resources, all influence the selection. According to teacher interviews, despite the fact that teaching has been around for a long time, the teacher's teaching experience is not yet fully developed, so that in everyday life, the learning process itself frequently encounters obstacles and the results are not satisfactory or as good as they should be. As a result, the teacher tries to have a conversation with the principal about how to improve learning.

Based on the observations made thus far, it is clear that the ineffective management of teacher assignments is the result of the communication system's lack of openness. There are still teachers who are closed off and unyielding to students and others. This is evidenced by a lack of openness to students' and others' opinions, a flexible attitude both inside and outside the classroom, acceptance of students as they are, sympathy and sensitivity to students' feelings and difficulties, and a friendly, understanding, and patient attitude. both to students and to other people.

A leader who is ready and capable of reading situations and conditions is required to conduct good teacher management and to raise the spirit of working teachers and other staff. The principal, as a leader, must be well-versed in the condition of the teacher and other staff in relation to their duties and functions. A madrasah principal must be able to influence his subordinates and set a good example for teachers and students, including in how they carry out their responsibilities. This can be accomplished through the use of supervision activities.

The following scheme depicts the implementation of supervision activities for MAN teachers in Jambi Province in general:
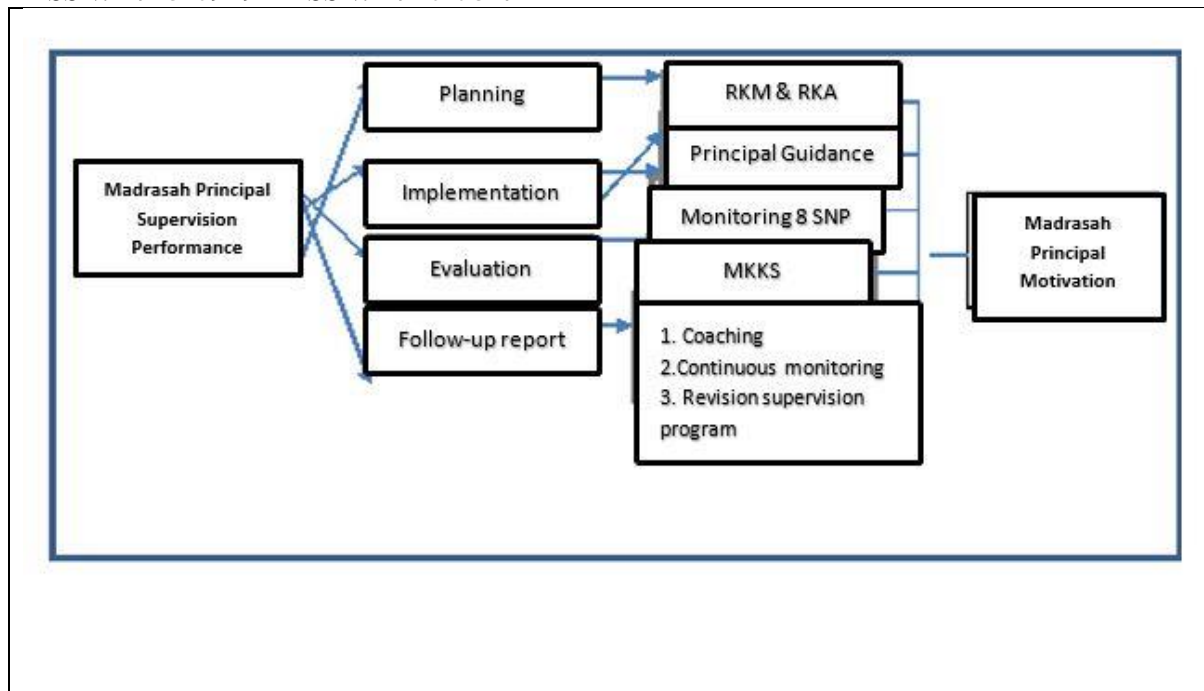
Figure 1. Supervision Performance Model for Teachers in Jambi Province

Based on the scheme above, it is clear that the principal's supervision activities have been carried out in a systematic manner. However, some challenges remain, such as a lack of reflection activities from each monitoring activity, coaching and mentoring, and teacher training. The madrasah's head is having difficulty preparing a follow-up program and planning a supervision program for the following year.

In light of the data presented above, the principal must recognize that one of the determinants of success in carrying out supervision is his own motivation and behavior as a supervisor. The human factor in the task has a significant impact on the success of the school's mission. The primary goal of supervising teachers and other staff is to improve learning quality and motivate teachers. According to the findings of this study, supervisors are aware of and understand their role, which is reflected in class visits accompanied by feedback in order to improve teaching. This research is consistent with Siahaan's (2021) research, which concluded from the study's findings that the activities of the principal as a supervisor in coordinating activities, providing consultants, in the form of leading firmly, providing assistance in assessing learning processes and outcomes, and the head of the foundation that limits all activities. Also, Ibrahim and Robiah (2020) conducted research, and the results obtained that improving the quality of learning cannot be separated from the principal's role in developing teachers. Coaching for teachers aims to improve teachers' performance by enabling them to work professionally (Susmadiana et al, 2021). It is demonstrated by the findings of the analysis with the variable improving the quality of learning at MTs Jamiatul Huda, Bekasi Regency, which is classified as very high.

D. Conclusion

Several parties involved in the implementation of education at MAN institutions in Jambi Province were included in the research recommendations. It is hoped that the proposed recommendations will result in changes and improvements to the principal's supervision

system, specifically the supervision program for teacher work motivation. According to the findings of this study, it is hoped that the Aliyah madrasah supervisor will pay more attention to the supervision activities carried out by the Aliyah madrasah principal. Furthermore, it is hoped that the head of Madrasah Aliyah will further improve his skills and knowledge about academic supervision activities and managerial supervision activities, as well as be skilled in preparing the madrasah head supervision program and being able to carry it out properly in accordance with the regulations, as well as improve the follow-up plan program, so that it can be implemented properly. know the weaknesses and strengths of teachers and other staff, and can provide solutions to help them become more competent as educators in madrasah.

E. Acknowledgement

Reference

Asvio, N., Yamin, M., & Risnita, R. (2019). Influence of Leadership Style, Emotional Intelligence and Job Satisfaction toward Organizational Commitment (Survey at SMA Muhammadiyah South Sumatera). *International Journal of Scientific & Technology Research*, 8(8).

Cecep, H. S. (2021). *Manajemen Supervisi Pendidikan [Education Supervision Management]*. Yayasan Kita Menulis.

Fitria, H., Kristiawan, M., & Rahmat, N. (2019). Upaya Meningkatkan Kompetensi Guru melalui Pelatihan Penelitian Tindakan Kelas. *Abdimas Unwahas*, 4(1), 14–25.

Hafid, A. E. (2013). *Konsep Dasar Ilmu Pendidikan [Basic Concepts of Education]*. Alfabeta.

Ibrahim, T., & Robiah, S. (2020). Hubungan Supervisi Akademik Kepala Madrasah dengan Peningkatan Mutu Pembelajaran di Madrasah Tsanawiyah Jamiatul Huda Kabupaten Bekasi [Relationship between the Academic Supervision of the Head of Madrasah and Improving the Quality of Learning in Madrasah Tsanawiyah Jamiatul Huda Kabupaten Bekasi]. *Bestari Jurnal Studi Pendidikan Islam*, 17, 84–89.

Iskandar. (2013). *Metodologi Penelitian Pendidikan dan Sosial: Kuantitatif dan Kualitatif [Educational and Social Research Methodology: Quantitative and Qualitative]*. Referensi.

Jamin, H. (2015). Supervisi Pengawas Madrasah dalam Meningkatkan Kompetensi Profesionalguru Pada MIN Meulaboh Kabupaten Aceh Barat [Supervision of Madrasah Supervisorsin Improving Teacher Professional Competenceat MIN Meulaboh, West Aceh Regency]. *Jurnal Administrasi Pendidikan: Program Pascasarjana Unsyiah*, 3(2).

Jasmani, & Mustofa, S. (2013). *Supervisi Pendidikan [Education Supervision]*. ArRuzz.

Mahmud. (2011). *Pemikiran Pendidikan Islam [Islamic Education Thought]*. Pustaka.

Marmoah, S. (2016). *Administrasi dan Supervisi Pendidikan Teori dan Praktek [Administration and Supervision of Theoretical and Practical Education]*. Deepublish.

Moleong, L. J. (2013). *Metode Penelitian Kualitatif [Qualitative Research Methods]*. Remaja Rosdakarya.

Momon, S. (2013). *Profesi Guru: Dipuji, Dikritis dan Dicaci [Teacher Profession: Praised, Criticized and Criticized Global Issues of Education Financing Management in Elementary Schools Indonesian Creative]*. Rajawali Press.

Oncioiu, I. P. (2018). The Impact of Employee Motivation on Romanian Organizational

Performance. *Information Resources Management Journal (IRMJ)*, *31*(4), 59–74.

Permatasari, A. L. (2022). Analysis of Academic Supervision in Distance Learning During the Covid 19 Pandemic. *Journal of Social Work and Science Education*, *3*(2), 74–85. https://doi.org/https://doi.org/10.52690/jswse.v3i2.274

Prasojo, L. D. (2011). Supervisi Pendidikan *[Education Supervision]*. Gava Media.

Purba, S. P. (2021). *Administrasi Supervisi Pendidikan [Education Supervision Administration]*. Yayasan Kita Menulis.

Rahmadoni, J. (2018). Isu Global Manajemen Pembiayaan Pendidikan di SD Indonesian Creative School Pekanbaru [Global Issues of Education Financing Management in Elementary Schools Indonesian Creative]. *Jurnal Manajemen, Kepemimpinan Dan Supervisi Pendidikan*, *3*(2).

Rahmiyati, S. (2019). Pemanfaatan Aplikasi Google Form dalam Meningkatkan Pelaksanaan Supervisi Pendidikan Pengawas Madrasah [Utilization of the Google Form Application in Improving the Implementation of Madrasah Supervisor Education Supervision]. *Jurnal Pendidikan Madrasah*, *4*(2), 201–209.

Rulitawati, R., Ritonga, A. H., & Hasibuan, L. (2020). Management Performance Model of Senior High School Teachers of Muhammadiyah In South Sumatera. *International Journal of Educational Review*, *2*(1). https://doi.org/https://doi.org/10.33369/ijer.v2i1.10381

Siahaan, A. P. (2021). The Role of The Supervision of The Principal in Improving The Quality of Education in The State Ibtidaiyah Madrasah, Langkat Regency. *Edukasi Islami: Jurnal Pendidikan Islam*, *10*(02).

Siregar, S. (2013). *Parametrik untuk Penelitian Kuantitatif [Parametric Statistics for Quantitative Research]*. Bumi Aksara.

Sodiqin, & Nurdin, D. (2016). Kemampuan Manajerial Kepala Madrasah dan Kinerja Mengajar Guru dalam Mutu Pendidikan [The Anagerial Ability of the Madrasah Principal and the Eaching Performance of Teachers in the Quality of Education]. *Jurnal Administrasi*, *23*(2).

Spradley, J. (2010). *Metode Etnografi [Ethnographic Method]*. Tiara Wacana Yogya.

Sugiyono. (2016). *Memahami Penelitian Kualitatif [Understanding Qualitative Research]*. Alfabeta.

Suparman, A. D. (2022). The Effect of Using Google Classroom and Whatsapp Applications on Learning Activities. *Education Quarterly Reviews*, *5*(1).

Susmadiana, S., Lian, B., & Puspita, Y. (2021). The Effect of Managerial Supervision and Work Motivation on Improving Principal's Performance. *Journal of Social Work and Science Education*, *2*(2), 181-187. https://doi.org/10.52690/jswse.v2i2.248

Ulfathmi, U., Arafat, Y., & Setiawan, A. A. (2021). The Influence of Principal Leadership and Work Motivation on Teacher Performance. *Journal of Social Work and Science Education*, *2*(2), 160-168. https://doi.org/10.52690/jswse.v2i2.238

Utami, N. R. (2021). *Supervisi Pendidikan [Education supervision]*. Yayasan Kita Menulis.