

**SUPERVISORS' PERFORMANCE AND COMPETENCY OF
MADRASAH IBTIDAIYAH IN SOUTH BREBES**



THESIS

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CHAPTER I

INTRODUCTION

A. Background

Education is one of the efforts to build and improve the quality of human resources towards the globalization era that is full of challenges, and teacher is one of the critical components for the implementation of the educational process at school. Therefore supervisor is required in the world of education in an effort to provide assistance and professional guidance for teachers in implementing instructional tasks to improve teaching and learning things by stimulation, coordination, and guidance continuously to improve professionalism of the teachers individually or group.

Academic supervision as an activity that does not separate from the activities of management education should be pursued simultaneously and improved the quality of implementation. Evidence shows that supervision into the national education management is the presence of a special chapter on supervision in the Law of National Education System No. 20 of 2003. And further regulated in Regulation of the Minister of National Education No. 12 of 2007 on Standards for School/Madrasah and Regulation of the Minister of Religious Affairs of the Republic of Indonesia No. 2 of 2012 on the Supervision and PAI Supervisor at school.

Therefore, education supervisors have an important and strategic position in management education, the government should continuously make the executive supervision of education as professionals.

To be a professional madrasah supervisor and Islamic Education supervisor at schools, Ministry of Religious Affairs of the Republic of Indonesia in this regard is a Directorate General of Islamic Education held

coaching of supervisors in terms of improving academic qualifications, competence development and career coaching.¹

Supervisors are ideal in Ngalim Purwanto not only keep an eye on whether the teachers to perform their duties well, but also strive together teachers looking for a solution how to improve teaching and learning process. So, the teacher supervision activities are treated as partners work needs to hear ideas, opinions, and experiences in education improvement efforts.²

According to Regulation of the Minister of Religious Affairs of Republic of Indonesia Number 2 Year 2012, madrasah supervisor is a civil servant teacher that is raised in the functional position of educational units supervisory that duties, responsibilities, and writerity to supervise the academic and managerial at madrasah.³

Includes Supervisor of RA, MI, MTs, MA, and/or MAK. Madrasah supervisor has the tasks of academic and managerial oversight at madrasah. Madrasah supervisor has the function doing a) preparation of the surveillance program in the field of academic and managerial; b) fortering and development of madrasah; c) coaching, mentoring, and developing professional madrasah teachers; d) monitoring the implementation of national standards of education; e) the assessment of implementation of the surveillance program; and f) reporting the implementation of supervisory duties.⁴

Madrasah supervisor is responsible for improving the quality of planning, process, and outcomes of education and/or learning in RA, MI, MTs, MA, and/or MAK. Madrasah supervisor is writerized to: a) provide input, advice, and guidance in preparation, implementation and evaluation of

¹ The Ministry of Religious Affairs Directorate General of Islamic Education, *Guidelines for Supervisory Development Madrasah and Islamic Schools Supervisors at School*. (Jakarta:2014). P.7.

² M. Ngalim Purwanto, *Administrasi dan Supervisi Pendidikan*, (Bandung:Remaja Rosdakarya,2012). P.77.

³ Regulation of The Minister of Religious Affairs of Republic of Indonesia Number 2 Year 2012 on the Madrasah Supervisor and Supervisor of Islamic Education in School Chapter I Article 1 item 3.

⁴ Regulation of The Minister of Religious Chapter II Article 4.

educational programs and/or learning to head of madrasah, head of the District Office of Religious Affairs/State or the Head Office of the Ministry of Religion of: b) monitor and assess the performance head of madrasah and formulate suggestions follow up required; c) to provide guidance to teachers and education personnel at school; and d) provide consideration in the assessment of implementation of tasks, and the placement of head of madrasah and teachers to the Head Office of the Ministry of Religious Regency/City.⁵

Madrasah supervisor has heavy duty to coach and guide the head of the madrasah and madrasah teachers. For that supervisor should be provided with sufficient competence to perform their duties. Madrasah Supervisor should have the competences: a) personal competence; b) academic supervision competence; c) educational evaluation competence; d) research and development competence; and e) social competence.⁶

According to Stephen P. Robbins performance has an important position in the management and organization. Due to the success in doing the tasks is so determined by the performance.⁷ It is also stressed that the performance is the interaction of ability, motivation, and obsetion.⁸ While Bedein and Glueck stated that performance is a function of the interaction of the three individual factors, namely ability, motivation, and clarity of roles.⁹ A Dale Timpe insists there are six external factors that determine a person's level of performance. The deciding factor is the environment, behavior management, office design, performance assessment, feedback, and wage administration.¹⁰

Based on the theory above the performance of MI Supervisors in South Brebes is influenced by internal and external condition. Internal factors are

⁵ Regulation of The Minister of Religious Chapter III Article 5.

⁶ Regulation of The Minister of Religious Chapter VI Article 8.

⁷ Stephen P. Robbins. *Essential of Organizational Behavior* (Englewood Cliffs, New Jersey:Prentice-Hall,1994), p.23

⁸ Stephen P. Robbins. *Essential ...* p.218.

⁹ Arthur G. Bedein and William F. Glueck, *Management* (Chicago:The Dryden Press,1983) p.310.

¹⁰ A. Dale Timpe, *The Art and Science of Business Management Performance*. Translation: Sofyan Cikmat (Jakarta: PT. Elex Media Komputindo,2000) p.ix.

dominant, they are the ability and the motivation. Good ability and motivation will produce good performance. However it is still influenced by external factors: environment, behavior management, office design, performance assessment, feedback, and wage administration.

The writer will conduct research on the performance and competency of MI (Islamic Elementary School) supervisors in South Brebes. The writer is interested in conducting research in South Brebes because based on preliminary research that the government is just once took performance assessment of Madrasah Ibtidaiyah Supervisors in 2014 until now.¹¹ This area there are 80 Madrasah Ibtidaiyah, 79 private MI and 1 State MI (MIN) with 10,955 students, 685 teachers, 79 heads of madrasah, and 10 supervisors. This area is separated with the centre of the city Brebes in the north and makes a group of sub districts, the writer calls South Brebes. South Brebes has the similar condition, mountainous area. The separate from the centre of the city and the similar geographical condition make the supervisors have the similar difficulties to do their tasks.

B. Focus of The Research

Based on the background, the focus of the study is first, performance of Madrasah Ibtidaiyah supervisors in South Brebes in carrying out supervisory management including preparing the program, implementing program, evaluating the result of implementing supervisory program, and guiding and training professional teachers and head of madrasah. Second focus of the study is competency of Madrasah Ibtidaiyah supervisors in South Brebes, they are personality competency, academic supervision competency, education evaluation competency, social competency, and managerial supervision competency.

C. Problems

1. How is the supervisors' performance of Madrasah Ibtidaiyah in South Brebes?

¹¹ Interview in preliminary research with Marno, S.Ag, Rofiah, S.Ag, and Khusnudin, S.Ag. July 29, 2016.

2. How is the supervisors' competency of Madrasah Ibtidaiyah in South Brebes?

D. Objectives

1. Describing and analyzing the supervisors' performance of Madrasah Ibtidaiyah in South Brebes.
2. Describing and analyzing the supervisors' competency of Madrasah Ibtidaiyah in South Brebes.

E. Benefits

1. Adding scientific literatures about performance and competency of supervisors of Madrasah Ibtidaiyah in South Brebes.
2. To be considered by the Ministry of Religious Affair in their policy in terms of implementation of academic supervision at madrasah.
3. Providing scientific information to supervisors, heads of madrasah, educators in school and madrasah environment.

F. Systematic of Discussion

The research report prepared by the systematics as follows: Chapter One is Introduction contains Background, Research Focus, Problems, Objectives of The Research, Benefits of The Research, and Systematic of Discussion.

Chapter Two is The Concept of Performance, Competency, and Islamic View of Supervision, contains Concept of Performance, Concept of Competency, Islamic View of Supervision, Relevant Research Result, and Framework of Thinking.

Chapter Three is Methods of The Research contains Place and Time of The Research, Type, Approach and Design Model of The research, Instrument of The Research, Technique and Prosedure of Collecting Data, and Technique of Data Analysis.

Chapter Four is Supervisors' Performance and Competency of Madrasah Ibtidaiyah in South Brebes contains result of The Research and Discussion.

Chapter Five is Conclusion and Research Recommendations.

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

1. Based on the assessment of supervisors' performance of Madrasah Ibtidaiyah in South Brebes, eight supervisors got value of performance in range 80-100, the predicate was very good, and two supervisors got value of performance in range 60-79 the predicate was good. It means all supervisors of Madrasah Ibtidaiyah in South Brebes could do their main tasks well with good achievement.
2. The process of supervision in Madrasah Ibtidaiyah South Brebes is below.
 - a. In preparing the supervision program, the supervisors worked together under the guidance of chairman pokjawas and Head Office of the Ministry of Religious Affairs Brebes.
 - b. The head of madrasah coaching was done in group and individual. The guidance of head of madrasah in group was carried out in the Madrasah Head Group Working Group (*KKM*), whereas the guidance of head of Madrasah individually by visiting the Madrasah Ibtidaiyah in accordance with the agreed schedule of visits. The guidance of head of madrasah used various model, approach and technique of supervision that varies according to the condition of madrasah.
 - c. Development of madrasah teachers was carried out in groups and individually. Teacher group coaching was carried out in the Teachers Working Group (*KKG*) forum. The guidance of individual madrasah teachers was conducted in Madrasah Ibtidaiyah according to the agreed schedule. Development of madrasah teachers used approaches and supervision techniques that vary according to the condition of teachers.
 - d. Implementation of monitoring National Education Standards with efforts to make madrasah was able to meet the standards of education.

- e. Assessment of the performance of madrasah heads and madrasah teachers had not been maximally implemented due to limited time of supervisors.
 - f. Supervisors periodically arranged daily reports, monthly reports, semester reports, and annual reports then they were submitted to the Head Office of the Ministry of Religious Affairs of Brebes Regency.
 - g. Supervisors provided guidance and training on the professionalism of madrasah heads and madrasah teachers with the development of madrasah head competencies and madrasah teachers.
3. Based on the result of questionare the supervisors' competencies of Madrasah Ibtidaiyah in South Brebes, eight supervisors got the value of competency in range 80-100 the predicate was very good and two supervisors got the value of competency in range 60-79 the predicate was good . It means that all supervisor of Madrasah Ibtidaiyah in South Brebes had good competencies to do their tasks.
 4. There was a correlation between the supervisors' performance with the supervisors' competency.

B. Recommendation

1. To Madrasah Supervisors, the writer recommend that it is important to madrasah supervisors in order to have good achivement in work the madrasah supervisors must do the jobs with high motivation, develop their competencies, and follow the rule of the job
2. To teachers and heads of madrasah, madrasah supervisors are given the tasks from the goverment to devolp teachers and heads of madrasah. The want them have good competencies in order to develop the madrasah. The want them have good competencies in order to develop the madrasahs, so please support the supervisors jobsby follow their advices to develop the madrasah.

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