

Implementation of Madrasah Supervision Managerial in Pasaman Regency

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ABSTRACT

The objective of this study is to describe the results of the implementation of madrasah supervision managerial in Pasaman Regency. It uses research and development (R&D) design with Borg and Gall model, aimed at producing certain products and testing the effectiveness of these products. The results of this study indicate that the managerial supervision of madrasah in Pasaman Regency did not work out the way it should. The major issues are the constraints of time and space in implementing managerial supervision as well as the limited number of supervisors. In an extreme case, there is only one madrasah supervisor in Pasaman Regency who has to supervise some schools. These schools, even worse, are significantly kilometers away from each other. To deal with these problems, a madrasah managerial supervision model can be used through WAG social media and Zoom Meeting application. These media offer effectiveness to madrasah supervisors in Pasaman dealing with space and time constraints.

Keywords: *Implementation, Managerial Supervision, Madrasah, Supervisor.*

1. INTRODUCTION

Supervision in education is carried out by a supervisor. The supervisors have two tasks in their daily lives namely academic and managerial tasks. Academic assignments have to do with quality of education implementation related to content and teacher. Meanwhile, managerial duties are related to the implementation of the manager which is usually closely related to the performance of the principal [1].

Madrasah, a term used for schools which are managed and organized under Ministry of Religion of Republic of Indonesia, has supervisors who are assigned at RA or Raudathul Athfal (the lowest unit level) until MA or Madrasah Aliyah level. The duties and authorities of this supervisor are similar with those in public schools under Ministry of Education and Culture Management. To accomplish their duties, madrasah supervisors have three important components, namely 1) the design of the implementation of supervision, 2) the implementation of supervision and 3) the evaluation of supervision [2]. The purpose of supervision implementation in madrasah is to ensure and oversee the educational process and to improve the quality of educational process implementation in academic and managerial fields.

The existence of madrasah supervisor has not been able to answer all the problems that have occurred during supervision processes. Hence, the development of madrasah education supervision is urgently needed in order to establish proper supervision which offers ease and convenience for either supervisors or the objects being supervised [3].

The results of the previous studies above show that 1) the implementation of supervision process has not been optimal yet due to disproportionate number between the supervisors and the principals or the teachers, 2) supervision process only focuses on mistakes, 3) the principals and the teachers have not been actively involved in supervision process, 4) mentors are needed by the school principals and the teachers in the implementation of supervision.

Madrasah schools in Pasaman Regency, West Sumatra, have been suffering from the problems mentioned above. There are only eight (8) supervisors available at madrasah level. Their deployment can be described as follow: one school supervisor for *Aqidah Akhlak* subject, one school supervisor for MTs / SMP / MA / SMA / SMA / SMK, one school supervisor for PAI TK / RA, SD / MI, one madrasah supervisor, one PAI *Madya* supervisor, one PAI young school

supervisor at SLTP, one junior high school supervisor, and one middle school supervisor [4].

Based on preliminary observations concerning on the implementation of madrasah supervision in Pasaman Regency, it was found that: 1) supervisors still use conventional methods in supervision implementation. They visit the schools and meet the principal and the teachers in person to explore various kinds of problems related to the learning process. This method has obvious drawbacks, especially in terms of time management issue. Very often, when the time to meet has been all set, one of the three agents (the supervisors, the teachers, or the principals) could not attend the school due to some reasons. This kind of situation will decrease the quality of supervision implementation itself, 2) during the implementation of supervision activities, unnecessary conversation or information between the agents usually occur to interfere the focus of supervision. As the consequence, the supervision activities cannot be optimally executed, 3) the design made in the beginning was not synchronized with the activities carried out in the field (in madrasah), 4) a supervisor has some madrasah to be supervised. Unfortunately, one madrasah is kilometers away from the others. It takes a lot of time and efforts to take role as a supervisor.

Based on the description above, the researchers are very interested in designing and creating a model for implementing managerial supervision for madrasah's principals in accordance with the recent needs and issues in Pasaman Regency. The model is designed to enable the supervisors to deal with space and time constraint in accomplishing supervision activities.

2. METHOD

The design of this research is *research and development* (R&D) with Borg and Gall model. It is aimed at producing products and testing the effectiveness of these products. According to Borg and Gall, quoted by Sugiyono, "*educational research and development is a process used to develop and validate educational products.*" Educational research and development uses a process to develop and validate educational products. The results of this research type are not limited to develop existing products but also to find answers and knowledge of practical problems [5].

The development procedure in this study refers to the stages of Borg and Gall development model. It was then simplified without reducing the substance of the model into five main stages, namely: 1) the exploration stage, 2) the product design stage, 3) the validation test stage, 4) the effectiveness test stage, and 5) the dissemination stage [6].

3. RESULT AND DISCUSSIONS

3.1. Field Findings

A supervisor should have a vision in conducting managerial supervision. This vision will help the supervisors to achieve their supervision goals. The vision of madrasah supervisors should be concise and easy to be remembered particularly by Madrasah Aliyah supervisors themselves. The vision should cover a measure of performance achievement programmed previously by madrasah [7].

In manifesting a madrasah which is competitive and able to achieve targeted goals, an excellent and professional manager is highly required. Therefore, madrasah supervisors should also take this requirement into account when coming to supervise academic and managerial field. The academic field determines the quality of the output of the knowledge while managerial field ensures the quality of proper management in the madrasah.

Managerial supervision duty is one of the parts of supervisory activities implementation. Managerial supervision duty, which is formulated by madrasah supervisors, should be conducted properly, consistently, and responsibly. For this reason, madrasah supervisors usually hold sustainable supervision coaching and programs.

Sustainable managerial supervision activities on madrasah managers in Pasaman Regency will improve quality of madrasah management system. In addition, it will promote escalation on the capacity of the managers. Managerial supervision activities are based on the urge and initiation of madrasah supervisors in order to establish a madrasah which is superior, and in order to improve the quality of supervision results. The achievement level obtained in managerial supervision activities can therefore become indicator of its vision.

The implementation of managerial supervision has several objectives. The researchers have tried to identify these objectives using questionnaires and interviews [10]. Through the use of these instruments, supervisor's duties in managing madrasah managerial program in Pasaman Regency was revealed, they are: 1) providing concepts regarding the design which will be implemented in managerial supervision activities, 2) providing overviews about condition of madrasah in the future which cover monitoring program for madrasah administration, implementation of national education standards, madrasah environment, implementation of madrasah exams, school exams and national exams, implementation of PSB, implementation of extra-curricular activities and monitoring of learning facilities, and 3) providing insights concerning major issues faced by madrasah supervisors.

In the implementation of managerial supervision program, madrasah supervisors in Pasaman Regency addressed administrative issue toward madrasah principals. This is conducted by assessing several aspects of administration and management which include: 1) work program, 2) regulations and decisions, 3) development, and 4) other administration.

However, during supervision process, the supervisors were often not supported by situations and conditions. The supervision programs which have been well-planned earlier should be frequently readjusted due to time, space, and human resources constraints. One supervisor is usually responsible to attend at least eight (8) madrasah from three (3) sub-district which are located approximately 80 kilometers away from one to another. Even worse, the only road which connects the schools is steep and wavy. In nutshell, geographical conditions of Pasaman's districts and the limited number of supervisory members have obviously hindered the supervisors to conduct their duties in accordance with the plans.

Then, it is very unfortunate that the implementation of supervision only focuses on academic supervision activities. By this far, academic supervision is considered to be more important than other kinds of supervision since it involves content knowledge. Managerial supervision, in fact, also plays important role in reflecting management quality and progress of madrasah principals in the future. Therefore, the focus of supervision should be balanced.

To deal with all of these issues, a madrasah managerial supervision model has been developed and it can be use through application media like WAG and Zoom Meeting. These media offer effectiveness to the supervisors in managing and organizing the implementation of madrasah managerial supervision activities in Pasaman Regency.

WAG application provides information related to managerial supervision activities. In addition, it enables the users to send important files which might be urgently needed for the implementation of managerial supervision activities. To operate this medium application for supervision purposes is very easy. At first, the user (the supervisor) should make a WA group consisting of the heads of madrasah. Once all of the heads have been added into the group, the supervisor could start to provide information related to the implementation of madrasah managerial supervision. What next is to give chances to all heads of madrasah to list their problem and submit it into the WA group. By doing this, all members of the group including the supervisor and all of the heads could reflect to the problems and suggestions or solutions can be conveniently offered.

Zoom Meeting, in different place, is a medium application usually used to conduct virtual meeting. This application is very effective when supervisor, heads of madrasah or teachers could not attend the school for some important reasons. Surprisingly, this application still enables them to virtually meet at the fixed time to discuss major issues on managerial supervision. It is obvious that this medium application, to certain extent, has helped to fixed issues like time and space on madrasah supervision implementation in Pasaman Regency.

Based on the explanation above, it can be sum up that the use of either WAG or Zoom Meeting medium application contributes significantly to the process of managerial supervision implementation in Pasaman Regency. Time, space, and geographical constraints which have bothered the process of managerial supervision for a long period could be minimized. The managerial supervision activities can still be accomplished in accordance with the proper scheme.

3.2. Discussion

Implementation is an essence part in management function. Unless it is implemented, a plan will remain to be a construct which has no concrete contributions. Thus, the vision of madrasah should be acquired through implementation. The vision sometimes can be reflected to the desire of madrasah supervisors who always want to be professional and excellent in conducting their duties [8]. This kind of attitude is very important to enforce the madrasah being supervised in improving and escalating their education quality.

Alongside with the vision, madrasah also has mission. It is efforts taken in order to realize the vision. One of the madrasah supervisors' efforts to realize the vision is to improve the quality and quantity of teaching personnel as mandated by the main objective of madrasah managerial supervision activities in Pasaman Regency. [9] state that the supervisor's duty is to control, repair, assist, assess, and foster aspects related to the implementation of education, with regard to madrasah principals, teachers, students, and administration.

Madrasah supervisors in Pasaman Regency conduct their duties based on pre-planned objectives. They manifest the objectives in accordance with the supervisory functions of Madrasah Aliyah as stated in; 1) Regulation of the Minister of Religion of Indonesia Number 2, 2012, article 9 paragraph 1a, concerning madrasah supervisors and supervisors of Islamic Religious Education at schools, 2) Regulation of the Minister of Religion of Indonesia Number 2 of 2012, article 9 paragraph 2b, concerning madrasah supervisors and supervisors of Islamic Religious Education at schools. From these regulations, it is crystal clear that a

madrasah supervisors must have managerial supervisory competencies which include being able to conduct supervisory programs based on the vision, mission, objectives, and madrasah education program.

Previously, it has been stated that the implementation of madrasah managerial supervision activities in Pasaman Regency was constrained by time, space, and geographical condition. As the consequence, the supervision activities are disoriented from the first design. Through the development of a managerial supervision model using media like WAG and Zoom Meeting applications, the obstacles can now be minimized

Through the use of WAG and Zoom Meeting application, some supervision activities which require time and space can be still held. However, there are particular supervision activities which cannot be conducted through WAG and Zoom Meeting application. Despite this drawback, the model can bring changes in madrasah managerial supervision implementation, especially in Pasaman District. The development of this model is reflection of modern technology today. As a professional supervisor, it is important to be open to the latest technology which can facilitate the works.

4. CONCLUSION

Based on the results of the research discussion, it is suggested that madrasah supervisors should develop the implementation of managerial supervision according to conditions in the field and then analyze it for future developments. Managerial supervision activities can be carried out using a variety of the latest information media as long as they are tailored to their needs and functions.

This research has several important implications: 1) it can be served as a guide or basis for researchers whose further research related to this topic 2) the results of this study can also contribute to knowledge, especially about the implementation of supervision managerial.

ACKNOWLEDGMENTS

This article and the research behind it would not have been possible without the exceptional support from my supervisors. I am grateful for the insightful comments offered by the anonymous peer reviewers at Books & Texts. The generosity and expertise of them have helped to improve this study in innumerable ways and to avoid many errors; those that inevitably remain are entirely my own responsibility.

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