

Supervisory Strategy of Inner Madrasah Aliyah Education Improving the Professionalism of Madrasah Heads

Arif Hidayatulloh¹, Akhyak², Asrop Safi'i³

^{1,2,3}UIN Sayyid Ali Rahmatullah Tulungagung, Indonesia

Email: hidayatulloharif735@gmail.com (Corresponding Author)



DOI: <https://doi.org/10.53621/jider.v3i5.256>

Article Information

Article History:

Received: September 22, 2023

Revised: October 03, 2023

Accepted: October 25, 2023

Published: October 31, 2023

Keywords:

Supervisory Strategy of Inner; Madrasah Aliyah Education; The Professionalism of Madrasah Heads.



ABSTRACT

Education is one of the efforts to improve human quality. One of the elements that make education more quality, is human resources, namely teachers, principle of madrasah, educators and education staff, namely teachers, other educators, madrasah principle, and madrasah supervisors. To improve the professionalism of teachers and madrasah principals, supervisory guidance is needed as a coach. In carrying out their supervisory duties, madrasah supervisors need strategies that will be used in carrying out their supervisory duties. Data collection in this study used in-depth interviews, observation, and documentation techniques. Data analysis was carried out in two stages, namely single site data analysis and cross site data analysis. Data analysis techniques through data reduction, data presentation, and drawing conclusions. The technique for checking the validity of the data is through credibility, transferability, dependability, and confirmability. The results of this study indicate that: 1) The planning strategy of madrasah supervisors consists of: (a) Forming a teamwork to formulate a supervisory program. (b) Planning the program according to the needs of the madrasa principal based on the previous year's evaluation and carried out collaboratively. (2) Implementation strategy of madrasah supervisors, namely: (a) Carrying out periodical coaching and mentoring at least 3 times a year, namely at the beginning of the year, in the middle and at the end of the year. (b) Carry out monitoring of 8 SNPs and supervision and to the head of the madrasa in accordance with the planning schedule, 3) The supervisor's evaluation strategy, namely: (a) Carrying out a coaching evaluation and analyzing the results after providing guidance to the head of the madrasa. (b) Evaluation and analysis of monitoring results is carried out by the development supervisor in collaboration with other supervisors. The formal finding of this research is the Periodic Collaborative Madrasah Supervisory Strategy.

INTRODUCTION

In the process of education supervision or supervision is an integral part of efforts to improve learning achievement and quality of madrasas, Sahertian emphasized that educational supervision or supervision is nothing but an effort to provide services to education stakeholders, especially to teachers, as well as head of madrasas both individually and in groups in an effort to improve the quality of the process and learning outcomes. (Sahertian Piet A, 2018) Burhanuddin clarified the nature of educational supervision, in substance, all supervisory assistance efforts to education stakeholders, especially teachers aimed at improving and fostering aspects of learning.

Minister of State Apparatus and Bureaucratic Reform Regulation No. 21 of 2010 concerning the Functional Position of School Superintendents and their Credit Scores chapter I paragraph 1 article 2 states that School Supervisors are Civil Servants (PNS) who are given full duties, responsibilities and authority by authorized officials to carry out academic and managerial supervision in units education (Burhanuddin, 1990).

Meanwhile, in the Regulation of the Minister of Religion of the Republic of Indonesia no.

2 of 2012 concerning Madrasah Supervisors and Islamic Religious Education Supervisors in schools, it is stated that there are several terms, namely the meaning of Madrasah Supervisor and the meaning of Islamic Religious Education Supervisor. Madrasa Supervisors are Civil Servant Teachers who are appointed in the functional position of supervisor of the education unit whose duties, responsibilities and authorities are to carry out academic and managerial supervision of madrasahs. Supervisors of Islamic Religious Education in schools are Civil Servant Teachers who are appointed in the functional position of Islamic religious education supervisor whose duties, responsibilities and authorities are to supervise the implementation of Islamic Religious Education in schools (Peraturan Menteri Agama RI No. 2 tahun 2012).

From the statement above, it can be understood that school supervisors have duties, responsibilities and authority to carry out academic and managerial supervision at schools, while madrasah supervisors have duties, responsibilities and authority to carry out academic and managerial supervision at madrasahs.

Regulation of the Minister of National Education number 12 of 2007 regarding Madrasah/school Supervision Standards and Regulation of the Minister of Religion number 31 of 2013 changes from the regulation of the Minister of Religion of the Republic of Indonesia No. 2 of 2012, confirms that a Supervisor must have 6 (six) minimum competencies, namely personality competence, managerial supervision, academic supervision, educational evaluation, research and development, and social competence (Peraturan Menteri Pendidikan Nasional Nomor 12 tahun 2007).

Madrasah supervisors as educational staff have a role in developing the professional abilities of teaching and educational staff in order to improve madrasa performance. The role of madrasa supervisors is very much needed in order to improve the quality of madrasa education, and their position has been strengthened through a Ministerial Regulation Religion No. 2 of 2012 and amended by Minister of Religion Regulation no. 31 of 2013.

In carrying out their duties and functions, supervisors are required to have competence that is superior to teachers and Madrasah heads. Competency excellence It includes three main competencies, namely academic supervision, educational evaluation, research and development.

As an academic supervisor, the supervisor is obliged to help teaching staff to improve the quality of learning. Meanwhile, as a managerial supervisor, the supervisor is obliged to help educational staff achieve their goals effectively in madrasah. Apart from that, supervisors also have the role of educational evaluators in where supervisors must have the competence to evaluate the performance of teaching and educational staff. All of these competencies are needed to maintain the quality of education and to improve the quality of education in the madrasah that is being built.

The position of Madrasah Aliyah supervisor within the Office of the Ministry of Religion is as a specific functional staff in accordance with the Minister of State Apparatus Empowerment and Bureaucratic Reform Regulation number 34 of 2011. The Office of the Ministry of Religion as an organization involves so many individuals who have different tendencies from each other. Both from social background, education and even as individuals who have personalities that are also different from one another. Each individual cooperates with one another to achieve the same goal.

Good or bad organization largely depends on leadership factors. Various studies have proven that the leadership factor plays an important role in organizational development. A very important leadership factor is the character of the person who becomes the leader. In order to achieve organizational success, *law profile* leadership is needed or flat hierarchy so that a more authoritative leadership style with power, transformational and competent leadership emerges (International Journal of Leadership in Public Services, 2014).

In the end, the person who most determines the success of an organization is the head of the agency. For this reason, the concentration of a leader or manager is needed in the sense of sincerity to achieve organizational goals by caring for its members, taking initiative and being

creative in carrying out their duties so that administrative processes can be linked and administrative processes will be linked to each other which will ultimately create harmony between organizational goals and individual efforts in performance while improving self-quality.

Likewise with the leadership at Madrasah Aliyah. The head of Madrasah Aliyah becomes the manager who leads the madrasa to become a good and achieving madrasa. For this reason, a professional madrasa head is needed. In increasing the professionalism of madrasah heads, supervisors are also needed who are able to foster and provide guidance to madrasah Aliyah heads. So that a competent supervisor is also needed.

The condition of human resources is an integral part of the life of an organization. Because each human resource has a strategic role. Therefore, the management or management and guidance of existing personnel is the responsibility of the Head of the Office of the Ministry of Religion as the highest leader in an organization of the Regency/ City Ministry of Religion. Consequently, every Madrasah Aliyah supervisor must fully understand the scope or dimensions of personnel.

Various problems are inseparable from the life of the Ministry of Religion as an organization. These problems include several aspects, such as defining goals, determining policies, developing programs, employing people, providing facilities, achieving results and coordinating separate activities. All of these activities require the involvement of people with different ability backgrounds, such as professional supervisors and other personnel.

Apart from the resources that individual supervisors must have competence in their field in carrying out their duties as educational staff, supervisors also have a forum, namely the supervisory working group (Pokjawas) or some still use the term supervisory coordinator (Korwas), this forum aims to facilitate, motivate and correcting activities of a supervisory corps nature or matters which requires joint handling. However, the facts on the ground are that there is a gap between the actual goals and the individual and group interests within the supervisors themselves ([Pengendalian Mutu Pendidikan Pengawas Sekolah Kabupaten/ Kota, Tahun 2012](#)).

In connection with the dynamics of the madrasa supervisory profession which has developed from time to time, competency must always be improved. Ministerial regulation Empowerment of State Apparatuses and Bureaucratic Reform Number 21 of 2010 in article 7 b explains the improvement and development of supervisory qualifications and competencies which reads: "improve and develop academic qualifications and competencies in a sustainable manner in line with developments in science, technology and art".

Therefore, increasing the competence of madrasah supervisors is a priority for the Ministry of Religion which in its implementation is supported by several laws and regulations, including Law Number 20 of 2003 concerning the National Education System, Minister of National Education Regulation Number 12 of 2007 concerning Standards for School Superintendents/ Madrasahs, and Regulation of the Minister of State for Administrative and Reform Number 21 of 2010 concerning Functional Positions of School/ Madrasah Supervisors and Their Credit Scores. To realize the mandate of the law as intended, the Ministry of Religion participates in developing and implementing competency improvement program for all madrasah supervisors ([Pengendalian Mutu Pendidikan Pengawas Sekolah Kabupaten/ Kota, Tahun 2012](#)).

In connection with the dynamics of the madrasa supervisory profession which has developed from time to time, competency must always be improved. Ministerial regulation Empowerment of State Apparatuses and Bureaucratic Reform Number 21 of 2010 in article 7 b explains the improvement and development of supervisory qualifications and competencies which reads: "improve and develop academic qualifications and competencies in a sustainable manner in line with developments in science, technology and art".

Therefore, increasing the competence of madrasah supervisors is a priority for the Ministry of Religion which in its implementation is supported by several laws and

regulations, including Law Number 20 of 2003 concerning the National Education System, Minister of National Education Regulation Number 12 of 2007 concerning Standards for School Superintendents/ Madrasahs, and Regulation of the Minister of State for Administrative and Reform Number 21 of 2010 concerning Functional Positions of School/ Madrasah Supervisors and Their Credit Scores. To realize the mandate of the law as intended, the Ministry of Religion participates in developing and implementing competency improvement program for all madrasah supervisors (Regency/City School Supervisor Education Quality Control, 2012).

Supervisors in carrying out their supervisory duties as supervisors of madrasa heads need strategies that must be implemented to increase the professionalism of Madrasah Aliyah heads. Management that is well organized will bring about good changes as well.

PDCA is the application of management principles aimed at improvement continuously and continuously (*sustainable*) which has a very important role in organizing every performance activity. Every work activity can be measured, monitored and improved by implementing the Plan, Do, Check and Act (PDCA) cycle which is the work of W. Edwards Deming. The explanation of PDCA is: a) *Plan*, namely laying out the targets and processes needed to deliver results in accordance with specifications. b) *Do*, relating to process implementation. c) *Check*, by monitoring and evaluating the process and results against targets and specifications and report the results. And d) *Act* (Follow up), by following up results to make necessary improvements. This means also reviewing all the steps and modifying the process to improve it before the next implementation (W. Edwards Deming, 1986)

In carrying out supervisory activities, the supervisor prepares a plan mature and implemented properly, then monitored and evaluated further followed up. So the results will be known well.

From the explanation above regarding the problems and background of the research location, here the researcher wants to know the strategy of Madrasah Aliyah supervisors in improving The professionalism of madrasah heads is clearer and more detailed in order to produce maximum results

METHOD

This research is intended to understand behavior, namely how to view and interpret activities from their standpoint which is commonly called *emic perception*. In this case, it reveals the feelings, motives and thoughts behind it the actions of other people, namely the Head of the Ministry of Religion Office, the Head of the Madrasah education section, the Head of the Islamic religious education section, the supervisory working group, several supervisors, and general functional officials. Revealing a picture of what the research subjects understand. From the data that has been obtained, it is narrated that the data relates events, concepts, actors or whatever is found. This research produces descriptive data in the form of written or spoken words from informants, namely; Head of the Office of the Ministry of Religion, Head of the Madrasah education section, Head of the Islamic religious education section, supervisory working groups, several supervisors, and general functional officials who help handle supervisors, and observable behavior that is in accordance with the locus and the individual as a whole.

This research uses a qualitative approach. The reason is because this type of research can be used to discover and understand what is hidden behind phenomena which are sometimes something that is difficult to know or understand. Qualitative research is also expected to be able to provide a detailed explanation of phenomena that are difficult to convey using quantitative methods (Anselm Strauss & Juliet Corbin, 1997).

This research builds a theory inductively from data abstractions collected at two Ministry of Religion offices regarding the strategies of Madrasah Aliyah supervisors in increasing the professionalism of madrasah heads based on the findings obtained. The target

of this research are; Head of the Ministry of Religion Office, Head of the Madrasah education section, Head of the Islamic Religious Education section, supervisory working group, several supervisors, and general functional officials who help handle supervisors, managerial events/activities of the Ministry of Religion Office and supervisors, locations and documents. These targets are examined as a totality, according to their respective themes or contexts with the aim of understanding the various relationships that exist between the variables. For this reason, this type of research is a case study using a multi-site study design.

This research is about the strategy of Madrasah Aliyah Superintendents in increasing the Professionalism of Madrasah Heads in the Office of the Ministry of Religion which have the same general character, namely that both are Ministries/government agencies that manage Madrasah Aliyah supervisors. So this research uses a multi-site study design because the main characteristics of this multi-site study are examining two or more subjects, the same background, both work unit institutions in under the Ministry of Religion. By taking into account these reasons, this study used a multi-site study design. The application of this multi-site study research design starts from a single site (as the first case) first, then continues at the second site.

RESULTS AND DISCUSSION

Results

A. Planning Strategy for Madrasah Aliyah Supervisors in Increasing Professionalism Head of Madrasah at the Office of the Ministry of

Religion Professional madrasa heads have the ability to develop their madrasah according to needs, but there are quite a few who need a forum and support to increase their professionalism. *Stakeholders*, especially madrasah supervisors, have managerial responsibility to make improvement efforts institutional professionalism of the madrasa head and ensure that the head madrasahs in the madrasahs they support have awareness and motivation to improve his professionalism. Institutionally, madrasah supervisors must do this planning to increase the professionalism of the madrasa head, implementing it in various ways, and carry out evaluations to achieve success/achievement.

In carrying out the main duties of supervision, Madrasah Aliyah supervisors at both Ministry of Religion offices carry out academic and managerial supervision duties in educational units which include preparing supervision programs, implementation of coaching, monitoring implementation of 8 (eight) National Education Standards, Assessment, mentoring and professional training of teachers, evaluation of results the implementation of the supervision program uses a strategy to achieve a certain goal and target. Because a strategy is a trick or method that is systematically designed to deliver to an achievement of certain goals and objectives.

The word strategy etymologically comes from the word *Strategos* in Greek which is formed from the word *stratos* or army and the word *ego* or leader, which means the art or science of becoming a general. Strategy can be interpreted as a plan for the distribution and use of military force and material in certain areas to achieve certain action goals (Fandy Tjiptono, 2008)

In line with David in Akdon, strategy is defined as the main tips, methods and tactics designed systematically in carrying out management functions that are directed towards an organizational goal (Akdon, 2011).

According to David, there are three stages/important aspects of the strategy, namely strategy formulation, *strategy implementation* and strategy evaluation. The following is the meaning of the three stages/aspects:

- 1) Formulation/ *strategy formulation*. The first stage is to formulate a strategy that is carried out. Strategy formulation is the development of long-term plans to effectively manage the opportunities and threats contained in the external environment and

focuses on the company's internal strengths and weaknesses. Strategy formulation includes analysis of the internal and external environment, establishing a vision, establishing a mission, setting goals, establishing strategies and establishing policies (Akdon, 2011).

- 2) Strategy implementation is a set of activities and choices needed to implement a strategic plan. The point is that there is action to carry out the strategic plans that have been prepared beforehand. This stage requires the company to determine programs, determine budgets and determine procedures (Edy Mulyadi Soepardi, 2005).
- 3) Strategy control/evaluation (*strategy evaluation*) The final stage is the evaluation of strategy implementation or strategy control. Planning without control has little operational value, a good plan implementation program requires a control process in its implementation. Strategy evaluation and control is necessary because the success that has been achieved can be measured again to set subsequent goals, evaluation and control will become benchmarks for strategies that will be implemented again by an organization and evaluation and control are very necessary to ensure that the stated targets have been achieved (Heru Kristanto, 2009).

In line with Deming's theory in management, namely PDCA, which is an abbreviation of the words Plan, Do, Check, and Act. PDCA is the application of principles aimed at continuous and sustainable improvement which has a very important role important in organizing every performance activity. Every work activity can be measured, monitored and improved by implementing the Plan, Do, Check and Act (PDCA) cycle which is the work of W. Edwards Deming (Tannady, H. 2015).

The PDCA explanation is: a. Plan, namely laying out the targets and processes needed to produce results that meet specifications. b. Do (Do), relating to process implementation. c. Check, by monitoring and evaluating the process and results against targets and specifications and reporting the results. d. Act (Follow up), by following up on the results to make necessary improvements. This means also reviewing all steps and modifying the process to improve it before the next implementation (Tannady, H. 2019).

One of the stages of the Madrasah Aliyah supervisor's strategy in increasing the professionalism of the Madrasah head, is to plan for the Madrasah Aliyah supervisor to increase the professionalism of the Madrasah head in coaching, monitoring and assessment. Madrasah Aliyah supervisors' plans for increasing the professionalism of madrasah heads, namely:

- a. Forming a teamwork to formulate a monitoring program.
- b. Development planning: Planning programs according to the needs of the madrasa head based on the previous year's evaluation and carried out collaboratively.
- c. Planning for monitoring: Developing a managerial supervision program which includes coaching the madrasa head, monitoring the 8 standards and other activities to measure program achievement.
- d. Assessment planning: Plan the assessment of the madrasa head by making an assessment schedule and socializing it to all madrasa heads through KKM principals meetings.

The stages of the Madrasah Aliyah supervisor's planning strategy in increasing the professionalism of the madrasa head are in accordance with David's theory at the strategy formulation stage. In line with Deming's theory in PDCA. Plan, Do, Check and Act.

Plan (Planning) is interpreted as the activity of planning targets (*Goals*) which means what goals and processes are needed to determine results that are in accordance with the specifications of the goals set. This planning is carried out to identify problems that occur and draw conclusions about the factors that influence the emergence of problems (Tannady, H. 2019)

It is believed that a measurable planning process will get good results because used to determine appropriate future actions through a series of choices. In planning, the process is something continuous (*planning is a continuous process*) (Andreas Faludi, 1983).

Madrasah Aliyah supervisors prepare development plans. Plan the program according to

the needs of the madrasa head based on the previous year's evaluation and implemented collaboratively.

Collaborative planning is a decision-making process in which various stakeholders, who see a problem from different angles, sit together to explore their differences constructively, then find solutions, and to get more than what can be obtained by looking for solutions alone. Collaborative planning is communication-based planning (communicative rationality). This understanding was obtained from several opinion: that collaborative planning is stakeholder-oriented planning, involving stakeholders (Healey Patsy, 2006)

The aim of coaching the activities of madrasah supervisors in managerial supervision is a form of coaching that has clear goals and direction, namely: The aim of coaching madrasah principals is to increase the understanding and implementation of the competencies possessed by school principals in carrying out their daily duties to achieve national education standards.

As for the Minister of Religion Regulation Number 2 of 2012, the Role of Supervisors In general, the development strategy for madrasah heads is:

- 1) Provide input, advice and guidance in the preparation, implementation and evaluation of education and/or learning programs to Heads of Madrasahs and Heads of Regency/City Ministry of Religion Offices or Heads of Provincial Offices of the Ministry of Religion of Provinces.
- 2) Monitor and assess the performance of the madrasa head and formulate follow-up suggestions required.
- 3) Provide guidance to educators and education staff in Madrasahs.
- 4) Provide considerations in assessing the implementation of duties and placement of madrasa heads and teachers to the Head of the Regency/City Ministry of Religion Office.

B. Implementation Strategy for Madrasah Aliyah Supervisors in Increasing Professionalism **The head of the madrasa at the Office of the**

Ministry of Religion At the implementation stage of supervision, the supervisor carries out the following activities: a) Carry out teacher and/or headmaster coaching; b) Monitoring the implementation of eight national education standards; c) Carry out performance assessments of teachers and/or madrasah heads.

From cross-site findings, implementation strategies for internal Islamic school supervisors improve the professionalism of educators using various strategies.

1. Carry out coaching/mentoring periodically at least 3 times a year, namely the beginning of the year, the middle and the end of the year.

At the supervision implementation stage, supervisors carry out activities including carrying out teacher training and/or madrasah heads. The aim of coaching school/madrasah principals is to increase the understanding and implementation of the competencies possessed by school principals in carrying out their daily duties to achieve national education standards. Material for coaching principals includes personality and social competencies, learning leadership, school development, resource management, entrepreneurship, and learning supervision (Pusat Pengembangan Tenaga Kependidikan, 2015)

Professional guidance and training for madrasah heads is guidance aimed at meeting the knowledge and skills demands of madrasah heads and education staff in managing educational units for the implementation and fulfillment of the Eight SNPs, which include: (a) Preparing School Work Programs; (b) Implementation of the School Work Program; (c) Monitoring and Evaluation Program; (d) School Leadership; (e) Management Information System (f) PTK/PTS Guidance; (g) Preparation of RKAS with SNP; and (h) School Accreditation (Direktorat Pembinaan Tenaga Kependidikan Pendidikan Dasar dan Menengah, 2017).

2. Implementation of monitoring: Implement monitoring of 8 SNPs and supervision and to the head of the madrasah according to the planning schedule. Monitoring aims to determine: a) implementation and/or suitability SNP in the implementation of education in

educational units; b) obstacles in program implementation; and c) data on school performance in implementing and fulfilling SNP (Direktorat Pembinaan Tenaga Kependidikan Pendidikan Dasar dan Menengah, 2017).

Monitoring materials include the implementation and suitability of: (a) graduate competency standards; (b) content standards; (c) process standards; (d) educational assessment standards; (e) standards for educators and education personnel; (f) facilities and infrastructure standards; (g) financing standards; and (h) education management standards.

Aspects monitored in monitoring activities can be carried out for each standard or several standards in one monitoring activity. Implementation of monitoring carried out for several standards in one activity, for example by carrying out an evaluation program for monitoring curriculum implementation/management (which includes mandoring SKL, SI, standards, assessment standards). Monitoring of the Eight SNPs was carried out at the time planned and stated in the semester program.

3. Implementation of assessments: Madrasa head performance assessments are carried out periodically, namely annually and four years using the PKKM application by checking documents in the madrasah according to applicable regulations and policies.

Implementation/Execution of the performance assessment of madrasa heads by Madrasah Aliyah supervisors refers to Minister of Religion Regulation No. 58 of 2017 article 17 paragraph 5 states that the performance assessment of the madrasa head includes (1) madrasa development efforts during his tenure as madrasa head, (2) implementation of managerial duties, (3) entrepreneurship development, (4) implementation of supervision of teachers and educational staff, (5) results of the performance of the madrasa head. The four components of the assessment of the main duties of the madrasa head are assessed every year, while the assessment of the fifth component (performance results of the madrasa head) is assessed once a quarter of a year. Each main element is explained as the main task element and the 4 (four) main elements are explained into 25 (Direktorat Pembinaan Tenaga Kependidikan Pendidikan Dasar dan Menengah, 2017).

C. Evaluation Strategy for Madrasah Aliyah Supervisors in Increasing the Professionalism of Madrasah Heads at the Ministry of Religion Office

As an evaluator, madrasa supervisors provide assessments of various aspects that influence the managerial quality of madrasahs. Evaluation of the results of the implementation of the supervision program is an activity to assess the success of the implementation of the supervision program that must be carried out by every school supervisor. Evaluation of the results of the implementation of the supervision program includes four things, namely (1) evaluating the results of the implementation of teacher and/or principal coaching; (2) carry out an evaluation of the results of SNP monitoring implementation; (3) carry out evaluations of the implementation of teacher and/or school principal performance assessments; and (4) carry out an evaluation of the results of the implementation of the supervision program at the district/city/province level (Direktorat Pembinaan Tenaga Kependidikan Pendidikan Dasar dan Menengah, 2017).

The evaluation strategy for Madrasah Aliyah supervisors in increasing the professionalism of educators uses various strategies.

1. Coaching evaluation: Carry out coaching evaluation and analyze the results after provide guidance to madrasah heads.

Evaluation is an activity carried out by leaders to find out the results or achievements of a program or activity. A good evaluator is needed can choose the right method, tactic or strategy (Frans L. Leeuw Stewart I. Donaldson, 2015)

After implementing the guidance of the madrasah head and education staff, the madrasa supervisor compiles a report on the results of coaching the school principal and education staff. Then evaluate the results of coaching school principals and education staff. (Direktorat Pembinaan Tenaga Kependidikan Pendidikan Dasar dan Menengah, 2017)

In carrying out coaching evaluations to determine the success of a program, indicators

must be made. After implementing the coaching program, the indicator of success is the increase in the competence and performance of the school principal and educational staff in: a) personality and social competence; b) learning leadership; c) school development: management information system (MIS) and (2) school self-evaluation (EDS) and reflecting on the results in efforts to ensure education quality; d) resource management: (1) management of the novice teacher induction program (PIGP), (2) management of PK for teachers and education staff, (3) management of PKB, and (4) management of the curriculum; e) entrepreneurship; and f) learning supervision (Direktorat Pembinaan Tenaga Kependidikan Pendidikan Dasar dan Menengah, 2017).

Evaluation report on the results of the implementation of coaching for teachers and/or school/ madrasah principals using a matrix containing: aspects, activities, targets, targets, methods, obstacles, achievements, conclusions and follow-up.

2. Evaluation of monitoring: Carrying out evaluation and analysis of monitoring results carried out by supervisors in collaboration with other supervisors, in order to maximize the evaluation process.

After carrying out monitoring of eight SNPs, madrasah supervisors prepare a report on the results of monitoring eight SNPs. Then evaluate the results of monitoring the eight SNPs. Indicators of success in managerial supervision are as follows: a) Total data on the results of monitoring of the implementation/conformity of SNP (graduate competency standards, content standards, process standards, educational assessment standards, educator and education staff standards, facilities and infrastructure standards, financing standards, and education management standards) by the target schools; b) Obstacles in implementing the SNP achievement program and solutions that have been implemented by the monitored schools; c) The results of the evaluation of the implementation and monitoring of the Eight SNPs and the action plans that need to be carried out by school supervisors based on the evaluation results of the SNP monitoring data (Direktorat Pembinaan Tenaga Kependidikan Pendidikan Dasar dan Menengah, 2017).

3. Evaluation of assessment: Carry out evaluation and analysis of assessment results carried out by construction supervisors collaborate with other supervisors.

Discussion

A. Planning Strategy for Madrasah Aliyah Supervisors in Increasing the Professionalism of Madrasah Heads at the Office of the Ministry of Religion of Lamongan and Jombang Regency

In monitoring planning, Madrasah Aliyah supervisors prepare a managerial supervision program which includes coaching the madrasa head, monitoring 8 standards and other activities to measure program achievements. Monitoring is an activity carried out to check the appearance and activities carried out. So monitoring is a measure, the process of recording, collecting, processing and communicating information to help make program or project management decisions. Monitoring is an activity carried out to check the appearance of the activity being carried out (Gunawan, I. & Noor Benty, 2017).

In planning the assessment the Madrasah Aliyah supervisor plans the assessment of the madrasa head by making an assessment schedule and socializing it to all madrasa heads through KKM principals meetings. Assessment according to the Big Indonesian Dictionary (KBBI) is a process or method of assessing, the act of assessing. Siagian in Gunawan and Benty stated that assessment (*evaluating*) shows the gap between actual implementation results and the results that must be achieved (Gunawan, I. & Noor Benty, 2017).

The assessment of the principal by the school supervisor is an assessment of the principal's performance in managing education in the educational unit. The assessment tools used are as regulated in Minister of National Education Regulation Number 35 of 2010, Teacher Performance Implementation Guidebook, Supplement Book 2, and/or other statutory provisions.

Madrasah Principal Performance Assessment (PKKM) is a process of collecting, processing, analyzing and interpreting data carried out by the madrasah principal on each standard compliance indicator. The effectiveness of performance assessment is determined by measuring success in achieving targets for each indicator compared to the targets set in the program. These indicators were developed in the implementation of the duties of the madrasa head in 5 (five) main elements, namely (1) madrasa development efforts, (2) implementation of managerial duties, (3) entrepreneurship development, (4) implementation of supervision of teachers and educational staff, (5) results of the performance of the head of the madrasah (Gunawan, I. & Noor Benty, 2017).

The performance assessment of madrasah heads aims as follows: (1) Gathering information as a basis for sustainable professional development for madrasah heads; (2) Collecting information as material for making decisions in determining the effectiveness of performance and considerations for the assignment of madrasah heads; (3) Improving the effectiveness and efficiency of the performance of madrasa principals; (4) Guarantee the objectivity of coaching madrasah heads through a system of measuring and mapping the performance of madrasah heads; (5) Providing information as a basis for promotion and career enhancement systems for madrasa principals and other forms of appreciation (Lampiran Keputusan Direktur Jendral Pendidikan Islam No. 1111 Tahun 2019).

From the description above, it can be understood that the Madrasah Aliyah supervisor's strategy in increasing the professionalism of madrasah heads strengthens Fred David's Strategic Management theory with the first strategy stage, namely strategy formulation. In line with Deming's theory, PDCA begins with the planning stage.

B. Implementation Strategy for Madrasah Aliyah Supervisors in Increasing Professionalism The head of the madrasa at the Office of the Ministry of Religion

The scope of coaching includes:

1. School management which includes the preparation of school programs based on national education standards, both annual work plans and 4-year work plans, program implementation, internal monitoring and evaluation, school leadership and management information systems;
2. Helping school principals carry out school self-evaluations and reflect on the results the results in efforts to guarantee the quality of education;
3. Developing libraries and laboratories as well as other learning resources;
4. The ability of the principal in guiding the development of the guidance program counseling;
5. Provide assistance to school principals in school management and administration (managerial supervision) which includes: (a) Providing input in the management and administration of school principals based on management of improving the quality of education in schools; (b) Providing assistance in carrying out counseling guidance in schools; (c) Provide guidance to the school principal to reflect on the results he has achieved.

There are two types of performance appraisal for madrasa principals: (1) Annual Performance Assessment, consisting of early-year and year-end performance assessments. and (2) Performance appraisal every four years (Lampiran Keputusan Direktur Jendral Pendidikan Islam No. 1111 Tahun 2019).

Based on this description, it can be understood that the strategy for implementing Madrasah Aliyah supervisors in increasing the professionalism of madrasa heads reinforces F. David's theory, namely the strategy stage, namely the strategy implementation stage. In line with Deming's theory, namely PDCA which begins with the Do (carry out) stage.

C. Evaluation Strategy for Madrasah Aliyah Supervisors in Increasing the Professionalism of Madrasah Heads at the Office of the Ministry of Religion

The procedures for carrying out performance assessments are:

1. Prepare a performance assessment plan for teachers with additional duties as a school

principal as stated in the Teacher Performance Assessment Program with Additional Duties as a School Principal, which is prepared simultaneously with the preparation of the Annual Supervision Program. This program document is a complete part of the Annual Monitoring Program

2. Carry out an assessment of the performance of the school principal
3. Analyze the results of the assessment
4. Prepare a report on the results of the principal's assessment
5. Evaluate the results of the principal's assessment

The indicator of success is the amount of performance data from the results of assessments of teachers who are given additional duties (as school principals and education staff) and performance data of the target schools (*Direktorat Pembinaan Tenaga Kependidikan Pendidikan Dasar dan Menengah*, 2017) Evaluation report on the results of the implementation of coaching for teachers and/or school/madrasah principals using a matrix containing: aspects, activities, targets, targets, methods, obstacles, achievements, conclusions and follow-up.

The evaluation strategy for Madrasah Aliyah supervisors in increasing the professionalism of madrasah heads refers to the Minister of Administrative Reform Regulation No. 21 of 2010 chapter II article 5 carries out academic and managerial supervisory duties in educational units which include preparation of supervisory programs, implementation coaching, monitoring the implementation of 8 (eight) National Education Standards, Assessment, mentoring and professional training of teachers, and implementation of supervision in special areas. But it does not carry out supervision in special areas.

The evaluation strategy for Madrasah Aliyah supervisors in increasing the professionalism of madrasa heads according to F. David's theory is the strategy stage, namely the strategy evaluation stage. In line with Deming's theory, namely PDCA which starts with the Check stage (Evaluation) and Act Check (evaluation) means evaluating and analyzing targets and processes and reporting results. Comparing the quality of production results with predetermined standards, based on research, obtaining failure data and then scanning for causes of failure (*Tannady, H*, 2015).

From the description above, it can be understood that the evaluation strategy for Madrasah Aliyah supervisors in increasing the professionalism of madrasa heads strengthens Fred David's strategic management theory and Deming's PDCA theory.

CONCLUSION

Based on research focus, data exposure and cross-site findings and analysis cross-site findings, the results of this research can be concluded as follows:

1. Planning strategy for Madrasah Aliyah supervisors in increasing professionalism head of the madrasah, namely:
 - a. Forming a teamwork to formulate a monitoring program.
 - b. Plan the program according to the needs of the madrasa head based on evaluation previous year and implemented collaboratively.
 - c. Develop a managerial supervision program which includes coaching madrasa heads, monitoring of 8 standards and other activities to measure program achievement.
 - d. Plan the assessment of the madrasa head by making an assessment schedule and disseminated to all principals of madrasahs through KKM principals of madrasah meetings.
2. Implementation strategy for Madrasah Aliyah supervisors in increasing professionalism head of the madrasa, namely:
 - a. Carry out coaching and mentoring periodically at least 3 times a year, namely at the beginning of the year, in the middle and at the end of the year.
 - b. Carrying out monitoring and supervision of 8 SNPs to the head of the madrasah according to the planning schedule.

- c. The performance evaluation of madrasa heads is carried out periodically, namely annually and every four years using the PKKM application by examining documents in the madrasa according to applicable regulations and policies.
3. Evaluation strategy for Madrasah Aliyah supervisors in increasing the professionalism of heads madrasahs namely:
- a. Carry out coaching evaluations and analyze the results after coaching the madrasa head.
 - b. Evaluation and analysis of monitoring results are carried out by supervisors in collaboration with other supervisors, in order to maximize the evaluation process.
 - c. Carry out the evaluation and analysis of the results of the assessment carried out by the construction supervisor in collaboration with other supervisors.

REFERENCES

- Andreas Faludi, 1983. *A Reader in Planning Theory*, Pergamon Press, Oxford, 1983.
- Akdon, 2011. *Strategic Manajemen for Educational Manajemen*, Bandung: Alfabeta.
- Burhanuddin, 1990. *Analisis Administrasi dan Manajemen Kepemimpinan Pendidikan*, Jakarta: Bumi Aksara.
- Deming, W. Edwards *Out of The Crisis*: 1986.
- Direktorat Pembinaan Tenaga Kependidikan Pendidikan Dasar dan Menengah Direktorat Jenderal Guru dan Tenaga Kependidikan Kementerian Pendidikan dan Kebudayaan, *Panduan Kerja Pengawas Sekolah Pendidikan Dasar dan Menengah* (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017).
- Edy Mulyadi Soepardi, 2005. "Pengaruh Perumusan dan Implementasi Strategi Terhadap Kinerja Keuangan (Survei pada BUMN yang menderita kerugian)", *Jurnal Sosial dan Pembangunan* Vol. XXI No. 3 Juni-September 2005.
- Frans L. Leeuw Stewart I. Donaldson "Theory in evaluation: Reducing Confusion and Encouraging Debate", *Sagepub.co.uk/journalsPermissions.nav*. DOI: 10.1177/1356389015607712 *evi.sagepub.com*. 2015, 469
- Healey, Patsy. 2006. *Collaborative Planning, Shaping Places in Fragmented Societies*. 2nd ed. New York: Palgrave Macmillan.
- Gunawan, I. & Noor Benty, D. D. *Manajemen Pendidikan*. Retrieved from www.cvalfabeta.com, 2017, 117.
- Kristanto, Heru, 2009. *Kewirausahaan entrepreneurship: Pendekatan Manajemen dan praktik*, (Yogyakarta: Graha Ilmu).
- Lampiran Keputusan Direktur Jendral Pendidikan Islam No. 1111 Tahun 2019 Tentang Petunjuk Teknis Penilaian Kinerja Madrasah.
- Peraturan Menteri Aparatur Negara dan Reformasi Birokrasi No. 21 Tahun 2010 tentang *Jabatan Fungsional Pengawas Sekolah dan Angka kreditnya Bab I ayat 1 pasal 2*,
- Peraturan Menteri Agama RI No. 2 tahun 2012 tentang *Pengawas Madrasah dan Pengawas Pendidikan Agama Islam Pada Sekolah*, bab 1 pasal 1 ayat 3.
- Peraturan Menteri Agama RI No. 2 tahun 2012 tentang *Pengawas Madrasah dan Pengawas Pendidikan Agama Islam Pada Sekolah*, bab 1 pasal 1 ayat 4.
- Peraturan Menteri Pendidikan Nasional Nomor 12 tahun 2007, *Standar Pengawas Sekolah/Madrasah*, 4-17.
- Peraturan Menteri Pendayagunaan Aparatur Negara No. 21 Tahun 2010 tentang *Jabatan Fungsional Pengawas Sekolah dan Angka Kreditnya*.
- Peraturan Pemerintah Nomor 74 tahun 2008 tentang *Guru pasal 54 ayat 8*
- International Journal of Leadership in Public Services, Power and Transformational leadership in public service*, Vol. 10 Lss 4 pp. 217-232, <http://dx.doi.org/10.1108/1JLPS-07-2014-0011>.
- Pengendalian Mutu Pendidikan Pengawas Sekolah Kabupaten/ Kota, *Kementerian Pendidikan dan Kebudayaan Badan Sumber Daya Manusia Pendidikan dan Penjaminan Mutu Pendidikan*, Lembaga Penjaminan Mutu Pendidikan (LPMP) Surabaya Jawa Timur, Tahun 2012,

- Pengendalian Mutu Pendidikan Pengawas Sekolah Kabupaten/ Kota, *Kementerian Pendidikan dan Kebudayaan Badan Sumber Daya Manusia Pendidikan dan Penjaminan Mutu Pendidikan*, Lembaga Penjaminan Mutu Pendidikan (LPMP) Surabaya Jawa Timur, Tahun 2012.
- Piet A, Sahertian, 2018. *Konsep Dasar dan Teknik Supervisi Pendidikan Dalam Rangka Mengembangkan Sumber Daya Manusia* Jakarta: Rineka Cipta.
- Pusat Pengembangan Tenaga Kependidikan Badan Pengembangan Sumber Daya Manusia Pendidikan Dan Penjaminan Mutu Pendidikan, *Buku Kerja Pengawas Sekolah*, (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2015).
- Strauss, Anselm & Juliet Corbin, 1997. *Dasar-Dasar Penelitian Kualitatif*, Surabaya: Bina Ilmu.
- Tannady, H. 2015. *Pengendalian Kualitas*. Yogyakarta: Graha Ilmu, 2015.
- Tannady, H., Tannady, H., Ismuhadjar, & Zami, A. 2019. *The Effect of Organizational Culture and Employee Engagement on Job Performance of Healthcare Industry in Province of Jakarta, Indonesia*. *Quality: Access to Success*, 20(169), 2019, 18–22.
- Tjiptono, Fandy, 2008. *Strategi Pemasaran*, Yogyakarta: CV. Andi Offset.