

The Role of The Supervision of The Principal In Improving The Quality of Education in The State Ibtidaiyah Madrasah, Langkat Regency

Amiruddin Siahaan¹, Mansyur Hidayat Pasaribu², Suparliadi³, Muhammad Rizki Syahputra⁴, Ahmad Mukhlisin⁵

¹ State Islamic University of North Sumatra Medan, Indonesia

² SMP Negeri 1 Hampanan Perak, Indonesia

³ Ministry of Religion of Langkat Regency, Indonesia

^{4,5} STAI Jam'iyatul Mahmudiah, Indonesia

*Correspondence: amiruddinsiahaan@uinsu.ac.id

ABSTRACT

The purpose of this paper is to discuss the role of the academic supervision of the madrasa principal in improving the quality of education in the State Madrasah Ibtidaiyah Langkat Regency, this study uses a descriptive qualitative method. The findings of this study are (1) the activities of the principal as a supervisor in coordinating activities, including coordination of guiding activities via microphone, coordination between teachers in the field of study, making roster and positioning teachers according to their field of expertise; (2) The activities of the principal as a supervisor in providing consultants, include (a) individual techniques (class visits, personal observation and guidance in the office) and (b) group techniques (meetings or regular meetings every month); (3) The activities of the principal as a supervisor in the group leader, in the form of leading firmly, helping or facilitating teachers to develop their potential, providing direction and guidance related to general teaching guidelines, as well as meeting the needs of teachers in teaching; (4) The activities of the principal as a supervisor in the evaluator, include providing assistance in assessing learning processes and outcomes, helping teachers choose the right method according to the curriculum; (5) Factors that affect education supervision in MIN Langkat Regency a) inhibiting factors include: teacher hours are too tight so it is difficult to hold meetings, the head of the foundation that limits all activities, the skills and expertise of the principal who are lacking in carrying out their roles, the principal's time is limited.

Keywords: Head of Madrasah, Quality of Education, Supervision.

ABSTRAK

Tujuan penulisan ini yaitu untuk membahas mengenai peranan supervisi akademik kepala madrasah dalam meningkatkan kualitas pendidikan di Madrasah Ibtidaiyah Negeri Kabupaten Langkat, penelitian ini menggunakan metode kualitatif deskriptif. Temuan penelitian ini yaitu (1) Kegiatan Kepala sekolah sebagai supervisor dalam meng-koordinasikan kegiatan, meliputi koordinasi memandu kegiatan via mikrofon, koordinasi antarguru bidang studi, pembuatan roster dan memosisikan guru sesuai bidang keahliannya; (2) Kegiatan Kepala sekolah sebagai supervisor dalam mengadakan konsultan, meliputi (a) teknik perseorangan (*kunjungan kelas, observasi dan bimbingan pribadi di ruang kantor*) dan (b) teknik kelompok (*pertemuan atau rapat rutin setiap bulan*); (3) Kegiatan Kepala sekolah sebagai supervisor dalam memimpin kelompok, dalam bentuk *memimpin dengan tegas, membantu atau mem-fasilitasi guru untuk mengembangkan potensi diri, memberi arahan dan bimbingan terkait pedoman umum pengajaran, serta memenuhi kebutuhan guru dalam mengajar*; (4) Kegiatan Kepala sekolah sebagai supervisor dalam evaluator, meliputi *memberikan bantuan dalam menilai proses dan hasil belajar, membantu guru memilih metode yang tepat sesuai kurikulum*; (5) Faktor yang mempengaruhi supervisi pendidikan di MIN Kabupaten Langkat a) faktor penghambatnya meliputi: jam guru terlalu padat sehingga sulit untuk mengadakan rapat, ketua yayasan yang membatasi semua kegiatan, kecakapan dan keahlian kepala sekolah yang kurang dalam menjalankan perannya, waktu kepala sekolah yang tidak memungkinkan untuk memberikan bantuan secara satu-persatu, guru merasa takut karena menganggap supervisi suatu hal yang dapat merugikan

guru, hal ini terjadi karena kurangnya pemahaman guru terhadap supervisi b) faktor pendukungnya meliputi sarana dan prasarana, guru antusias ikut serta dalam kegiatan supervisi.

Keywords: Kepala Madrasah, Kualitas Pendidikan, Supervisi.

A. PRELIMINARY

Education aims to improve the quality of human resources. In an effort to improve the quality of educational resources, teachers are human resources that must be fostered and developed continuously. Not all teachers who are educated in educational institutions are well trained and qualified. The potential of teacher resources needs to continue to grow and develop in order to carry out their functions professionally (Piet, 2010: 1). Schools need to equip teachers with the knowledge and skills needed to facilitate their duties as teachers. One way that is considered effective to improve the professional ability of teachers is through supervision.

The role and function of the Principal is centralized in applying strategic policies both in the internal and external affairs of the school. If it is associated with internal school activities, various activities will be found (Alfiansyah, et.al., 2020). It is much more important that the principal's focus on activities is to pay attention to how the teaching and learning process is carried out in accordance with the curriculum design that has been implemented today.

Supervision exists for one reason to improve teaching and learning. Supervision exists to guide the growth of teachers' professional abilities and skills. When teachers get coaching and then realize the importance of improving their abilities, teachers grow and are increasingly capable of carrying out their duties (Ahmad, 2021). The learning process of students will receive a better impact because the teacher's skills in processing learning are more perfect, students will also learn and develop more rapidly.

The presence of supervision is used to advance learning through the growth of the ability of the teachers. Supervision encourages teachers to be more empowered, and teaching and learning situations become better, teaching becomes effective, teachers become more satisfied in carrying out their work. Thus the education system can function properly in an effort to achieve educational goals. This means that the position of supervision is a very strategic component in the administration of education (Suhardan, 2010: 41-42).

The role and function of the Principal is centralized in applying strategic policies both in internal and

external affairs of the school (Alfiansyah, et.al., 2020). If it is associated with internal school activities, various activities will be found. It is far more important, in fact, that the principal's focus on activities is to pay attention to how the teaching and learning process is carried out in accordance with the curriculum design that has been implemented today.

Basically, supervision is a process of activity in an effort to arouse and stimulate the spirit of teachers to carry out their duties, especially in learning, developing teaching and learning activities and coaching efforts in learning. However, these activities are far from the planning arrangement that has been set because there is no good communication between the Principal as a supervisor and the teacher as a learning facilitator so that the facts that can be seen in the field, learning does not run effectively and efficiently.

In general, if the school can manage supervision well then it will have a good effect on the teachers in the school, the teachers who are supervised in a structured manner will certainly increase their professionalism (Nasrin, 2020). To optimize supervision activities in schools, principals must first understand the concept of supervision, so that they can provide understanding to teachers about supervision, where teachers still consider supervision as an activity that only looks

for teacher mistakes without providing solutions to the problem, whereas on the contrary and If implemented optimally, it will certainly benefit the teacher himself.

Observations were made, the researchers found several problems that occurred in the implementation of teaching supervision at the school that had not been going well. This can be seen with the following symptoms: 1) Teachers consider teaching assignments as routine work, from time to time there is no change in terms of both material and method/approach. Facing such a situation, there needs to be an initiative from the principal as a supervisor with the teachers trying to develop, find and use teaching methods that are more in line with the demands of the current curriculum. 3) Teachers often face difficulties in planning, implementing and evaluating learning, Therefore, the principal as a supervisor provides guidance to teachers so that they can manage learning more effectively, including assistance in solving student learning problems. The principal tries to complete the school equipment needed for the smooth and successful teaching and learning process. 3) In carrying out their duties, there are still teachers who are not responsible, for that the principal as a supervisor can arouse and stimulate teachers in carrying out their duties as well as possible.

Things like this can be minimized by carrying out supervision by the principal, this is supported by the theory of supervision if a person is supervised by his superiors then he will experience an increase, as well as teachers, of course if a teacher is often supervised or motivated by the principal, there should be opportunities the gap in the teaching and learning process occurs again, even more so if the supervision management is good.

B. METHOD

This study uses a qualitative approach. The selection of this method is based on the consideration that what is sought in this study is data that provides an overview and depicts complex social realities into concrete. Social situations that are appropriate to the context are carried out until the meaning of the behavior of the main respondents (actors) is found, namely the Principal in the implementation of supervision.

Qualitative research is research that adheres to the naturalistic paradigm or phenomenology. This is because qualitative research is always carried out in a natural setting for a phenomenon. In addition, qualitative research also actually uses several data collection techniques to describe a phenomenon. Therefore, qualitative research is carried out through an inductive process, namely, starting from specific to general concepts,

conceptualization, categorization, and descriptions are developed on the basis of problems that occur in the field. Researchers are an integral part of the data, meaning that researchers are actively involved in determining the type of data desired.

This research was conducted using a naturalistic qualitative approach. This approach can be defined Bungin (2011: 68-69) as follows: The research conducted seeks to describe a situation, symptom of a particular individual or group in an analytical manner which in processing and analyzing the data is not based on the use of statistical figures, except as a tool.

C. DISCUSSION RESULT

To provide an explanation and elaboration of the research results in accordance with the theory used. This discussion can be described according to the research findings as follows:

First find In this study, which is about the role of the principal as a coordinator in Madrasah Ibtidaiyah Negeri Langkat Regency, there are several activities, namely a) using a microphone almost every day to organize teaching activities that should be done, b) coordinating between teachers who are in the same field or in different fields to discuss problems with others. the aim is to improve the skills of teachers, c) make a

roster, d) position the teacher in the right position according to his expertise.

The principal's task is to coordinate, direct, and support matters relating to his main duties. The implementation of the main tasks and functions is not enough to be carried out in the capacity of the principal as a leader, but can only be carried out by those who have leadership qualities (Danim, 2007: 197-198). As the word of Allah SWT. in Surah Al-Shad / 38 verse 26, which means: "O David, indeed We have made you caliph (ruler) on earth, so judge (cases) between humans with justice and do not follow your passions, because they will mislead you from the way of Allah SWT. Verily, those who stray from the way of Allah will have a severe punishment, because they forget the day of reckoning." (Qs Shad/38:26).

This verse implies that one of the main duties and obligations of a caliph is to uphold the rule of law in Al-Haq. A leader should not carry out his leadership by following his passions. Because the task of leadership is the task of *fi sabilillah* and his position is very noble.

The principal has shown his role as a coordinator, however, based on a comparison with the theory there is a discrepancy that can be seen from the theory according to Muktar Iskandar who suggests the role of the principal is that he

can coordinate teaching and learning programs, the duties of staff members as activities that vary between teachers. - teacher. The theory shows that there is conformity with the supervision of the principal carried out at the State Madrasah Ibtidaiyah Langkat Regency.

foster good and harmonious cooperation between teachers and other school employees. From this theory, it shows that there is an inappropriate comparison, principals are required to be able to stimulate teachers and can work well together, but it doesn't seem to be going well, especially since the head of the foundation always thinks the teacher's performance is always wrong.

Then madrasah rarely hold workshops or other forms of training, this is not in accordance with what is stated Supardi (2014: 85) Some efforts to coordinate school businesses, one of which is the teacher's efforts to grow through inservice training, extensions, occurs, workshops for teachers, because it is very important for school principals to do this to improve teacher professionalism.

Second findIn this study, namely about the role of the principal as a consultant at Madrasah Ibtidaiyah Negeri Langkat Regency, there are several activities, namely a) with individual techniques including conducting class visits, class observation visits and personal

guidance to teachers in the office; b) with group techniques including holding regular meetings or meetings every month

Based on the results of research with comparative theory, the principal at Madrasah Ibtidaiyah Negeri Langkat Regency has been quite good in carrying out his role as supervisor of teachers but the technique used is different from the theory proposed by Arikunto (2004: 54) which explains the technique of individual supervision carried out in four ways, namely conducting class visits, conducting observation visits, guiding teachers on ways to study students' personal and overcoming problems experienced by students, and guiding teachers in matters relating to implementation. school curriculum.

The principal as a leader must be able to provide guidance and direct the teachers, staff and students as well as provide encouragement, spur and stand in the forefront for progress and inspire schools in achieving goals. in Surah Al-Ahzab/33 verse 21, which means: "Indeed, the Messenger of Allah has a good role model for you (that is) for those who hope for (the mercy of) Allah and (the coming of) the Day of Judgment and remember Allah a lot. "

Therefore, the principal as a leader is responsible for his leadership, a leader must know his role and function as a

leader (Hidayat, 2017: 276). The roles and functions of the principal include being a supervisor who provides guidance to teachers. Personal guidance at Madrasah Ibtidaiyah Negeri Langkat Regency has not been carried out properly, the principal does not provide guidance and direction regarding ways of personal study of students because the principal considers it the teacher's job, then especially based on observations or results of field observations the principal tends to only pay attention to a glimpse of the teacher teaching from outside the classroom, not necessarily seeing how the teacher teaches even when the principal passes or is watching the teacher tends to stop teaching, this can be analyzed because the factor is fear of the principal.

Guidance is carried out more focused when only in the meeting room or when the teacher's office is called personally. The principal also always reminds teachers everywhere when the principal sees a gap that has occurred by these teachers. In the implementation of academic supervision with individual techniques, the principal always emphasizes the presence of teachers in teaching. Thus the teachers who teach at this school will be more disciplined in teaching and will continue to increase their professionalism.

Then at the next stage, the principal uses group techniques in carrying out his role as a consultant as described above, based on the results of interviews and comparisons with group technique theory, namely holding meetings or meetings, holding group discussions, and holding training courses (Pidarta, 2009: 165). The principal has not held upgrading or group discussions but only discussions at meetings, this will certainly narrow the experience of teachers. There are still teachers who are not present to attend meetings because teachers have busy hours, and the procurement of meetings tends to be shorter and its implementation does not provide opportunities for teachers to provide opinions and suggestions. The principal must build two-way communication so that the problems experienced by the teacher can be solved together and can provide guidance.

Third find the supervisory role of the principal as a group leader in the Langkat State Madrasah Ibtidaiyah is carried out firmly by the principal, and is carried out in stages. Principals develop teacher potential by conducting discussions between teachers and other staff and principals providing direction and guidance in choosing teaching methods, teaching in accordance with the curriculum used, providing guidance or direction to problems that occur, and meeting the

needs of teachers in teaching. Provide opportunities for teachers to make decisions. However, the principal is less able to work with groups, because the principal tends to want what has been determined by the foundation and himself.

The principal has carried out his role as a leader well, however, there are parts that have not been implemented, namely as a group leader the principal must be able to develop skills and tips for groups, work with groups and work through groups.

The implementation of academic supervision activities by the principal shows that the implementation of academic supervision activities is in accordance with what has been previously planned, such as monthly supervision activities. The principal has been quite capable of leading the group, but cannot listen to the teacher, what he does is the principal conveys the regulations that should be made by him and the chairman of the foundation of the teacher tends to be good listeners and implementers.

The principal should be able to solve problems both faced individually and in groups by providing instructions in overcoming them so that they develop a willingness to solve them with their own abilities. As the word of Allah SWT in Surah An-Nahl/16 verse 90, which means: "Verily Allah commands (you) to do

justice and do good, to give to relatives, and Allah forbids evil deeds, evil and enmity. He teaches you so that you can learn." (Surat an-Nahl/16: 90).

The role of the principal as a supervisor as a group leader has carried out its functions such as compiling plans and joint policies such as roster and division of labor in the right position, involving group members in various activities, providing assistance and can generate a sense of responsibility and foster high morale to members groups, for example, such as making rules or a teacher's code of ethics.

The above is in accordance with Supardi's theory of the principal's supervisory leadership function, namely: a) formulating plans and joint policies, b) involving group members in various activities, c) providing assistance to group members in dealing with and solving problems; d) raise and foster the spirit of group members or foster high morale to group members; e) involve all group members in decisions, f) enhance the creative power of group members; g) eliminate shame and low self-esteem in group members so that they dare to express opinions for the common good (Supardi, 2014: 82).

The principal has carried out based on the principle of supervision, which is carried out systematically (regularly,

planned and continuously), objective, using tools, cooperative, constructive and creative, practical, relevant. The principal of the Langkat State Madrasah Ibtidaiyah has implemented the principle of supervision in its implementation, but several things have not been done by the principal, such as not being able to be cooperative, less creative, leadership tends to be autocratic, things like this can be seen from the principal who does not listen to complaints. the teacher says, tends to want what should be done and wanted.

Based on the studies carried out and the findings of the principals who have carried out their roles well, the principals still apply an autocratic system, so that it has an impact on teachers, such leadership will be able to reduce teacher morale, reduce teacher creativity which will ultimately affect teacher performance in teaching and learning. carry out their duties and responsibilities as educators.

Fourth find In this study, regarding the role of the principal's supervision as an evaluator of the State Madrasah Ibtidaiyah in Langkat Regency, there are several activities to assist in assessing the results and teaching processes, such as assessing student learning improvements through comparing report cards between the previous and the present, helping to provide the right method according to the curriculum. In

this case the principal can be said to be capable, but the principal does not provide space or opportunity for teachers to look at themselves to improve themselves, but tends to follow the assessment of the principal, and assess directly.

In the concept of the supervisory role of the principal as an evaluator, there is guidance from the principal and must also facilitate and evaluate continuously, and provide an assessment of every effort, for example those related to learning, student progress. So here the role of the principal is assisted and guided to be able to increase responsibility as a professional teacher, not only winning the material but winning in teaching methods or methods and in choosing evaluation tools in accordance with curriculum developments.

The principal guides and assists the teacher in assessing the progress of students, assessing the way of learning whether it is good or not, choosing materials and textbooks of course in accordance with curriculum development, if a comparison is made with theory in general there is compatibility but the implementation tends to be more authoritarian and rarely done only once every 6 months entering the semester the teacher is given a file format containing the procedures for learning in accordance with the curriculum, and the teacher only accepts all criticism and input without

issuing an opinion, and teachers are rarely given the opportunity to explain, this shows the absence of direct guidance. good, although full guidance is given based on what the principal thinks is right.

From some of the explanations above, it can be understood that the supervisory role of the principal as an evaluator has generally been carried out even though it is not very good when all the directions and guidance from the principal are not listening to the teacher's solution. Because it can also reduce the attitude of teachers' creativity in teaching, especially based on field observations, all teachers tend to be afraid of the principal, this hampers the creativity of teachers, teacher skills, teacher independence, teacher social spirit, and does not love work, even obedience and loyalty. towards the leader becomes less.

Fifth find Regarding the factors that affect the supervision of education in Madrasah Ibtidaiyah Negeri Langkat Regency, there are two, namely a) the inhibiting factors include: teacher hours are too tight so it is difficult to hold meetings or other supervisory activities, the head of the foundation limits all activities, skills and expertise of the principal who are lacking in carrying out its role, b) supporting factors include facilities and infrastructure, easy to manage teachers, supporting files for

teachers in teaching according to the curriculum.

Determining the meeting schedule is quite difficult to adjust to the willingness of the teachers, the procurement of meetings tends to be difficult for teachers to attend because there are class hours if attending a meeting it will disrupt student learning, if it is carried out during school hours, the interests of the teacher are still a lot, such as For example, the teacher will start to feel hungry so that he is less focused, or it coincides with the break time needed by the teacher because school hours end at 13:30 WIB, this is a factor that hinders the procurement of supervision.

In the implementation of supervision, it also requires sufficient space, such as a meeting room, based on the results of observations and observations and strengthened by the results of interviews that the meeting was held in a classroom, of course this shows the limitations of facilities in the implementation of supervision,

Then the supporting factors are the facilities and infrastructure in the provision of tools to be able to assist teachers in teaching adequately, such as libraries, laboratories, textbooks and other tools, this certainly makes it easier for teachers to carry out more optimal learning. In the supervision activities carried out by the

principal, the teacher is quite easy to manage, the word dissident can be said to be non-existent, but if indeed the principal expresses an argument that is not good, then the teacher occasionally gives a better opinion, and the materials provided by the principal enough to support teachers in the implementation of learning and assist in carrying out their duties as teachers.

Teaching is very dependent on the teaching ability of teachers, so supervision activities pay primary attention to improving the professional abilities of teachers, so that it is expected to improve the quality of the teaching and learning process. In the final analysis, the quality of supervision will be reflected in improving student learning outcomes.

This is in accordance with what is in QS Asy-Syu'ara verse 214, which means: "And warn your closest relatives". Giving warnings to each other if there are mistakes, and it has something to do with educational supervision, namely the relationship between supervisors who have the right to give warnings to teachers/educators in carrying out the teaching and learning process at school, so that it runs as it should.

Supervision aims to assist teachers in improving their abilities so that teaching and learning situations become better. The success of the supervisor in achieving the goals of supervision is influenced by

various factors, one of which is the factor of the teacher being supervised. In this case, various roles and participation of teachers are required to support the implementation of supervision. Therefore, the principal must always make improvements to the implementation of supervision.

D. CONCLUSION

Based on the description above, it can be concluded that the findings of this study are (1) the activities of the principal as a supervisor in coordinating activities, including coordination of guiding activities via microphone, coordination between teachers in the field of study, making roster and positioning teachers according to their field of expertise; (2) The activities of the principal as a supervisor in consulting, include (a) individual techniques (class visits, personal observation and guidance in the office) and (b) group techniques (meetings or regular meetings every month); (3) The activities of the principal as a supervisor in the group leader, in the form of leading firmly, helping or facilitating teachers to develop their potential, providing direction and guidance related to general teaching guidelines, as well as meeting the needs of teachers in teaching; (4) The activities of the principal as a supervisor in the

evaluator, includes providing assistance in assessing learning processes and outcomes, helping teachers choose the right method according to the curriculum; (5) Factors that affect education supervision in MIN Langkat Regency a) inhibiting factors include: teacher hours are too tight so it is difficult to hold meetings, the head of the foundation that limits all activities, the skills and expertise of the principal who are lacking in carrying out their roles, the principal's time is limited. it is not possible to provide assistance one by one, the teacher is afraid because he thinks supervision is something that can harm the teacher, this happens because of the teacher's lack of understanding of supervision b) the supporting factors include facilities and infrastructure, the teacher is enthusiastic about participating in supervision activities. help teachers choose the right method according to the curriculum; (5) Factors that affect education supervision in MIN Langkat Regency a) inhibiting factors include: teacher hours are too tight so it is difficult to hold meetings, the head of the foundation that limits all activities, the skills and expertise of the principal who are lacking in carrying out their roles, the principal's time is limited. it is not possible to provide assistance one by one, the teacher is afraid because he thinks supervision is something that can harm the

teacher, this happens because of the teacher's lack of understanding of supervision b) the supporting factors include facilities and infrastructure, the teacher is enthusiastic about participating in supervision activities. help teachers choose the right method according to the curriculum; (5) Factors that affect education supervision in MIN Langkat Regency a) inhibiting factors include: teacher hours are too tight so it is difficult to hold meetings, the head of the foundation that limits all activities, the skills and expertise of the principal who are lacking in carrying out their roles, the principal's time is limited. it is not possible to provide assistance one by one, the teacher is afraid because he thinks supervision is something that can harm the teacher, this happens because of the teacher's lack of understanding of supervision b) the supporting factors include facilities and infrastructure, the teacher is enthusiastic about participating in supervision activities.

BIBLIOGRAPHY

- Ahmad, Sabaruddin. (2020). "Koordinasi Pengawas dan Kepala Madrasah dalam Meningkatkan Prestasi Kerja Guru MIN 1 Aceh Tenggara" *Fitrah: Journal of Islamic Education*, 1(2). [http://jurnal.staisumatera-](http://jurnal.staisumatera-medan.ac.id/index.php/fitrah/article/view/16)
- medan.ac.id/index.php/fitrah/article/view/16.
- Ahmad, Sabaruddin. (2021). "Implementasi Supervisi Manajerial Pengawas dalam Meningkatkan Kinerja Guru PAI di MIN 4 Aceh Tenggara Era Covid-19" *Mudabbir: Journal Research and Education Studies*, 1(1). [http://jurnal.permapendis-](http://jurnal.permapendis-sumut.org/index.php/mudabbir/article/view/3)
- sumut.org/index.php/mudabbir/article/view/3.
- Alfiansyah, M., et.al. (2020). "Kebijakan Internal Madrasah dalam Meningkatkan Mutu Pendidikan di MI Nurul Ummah Kotagede Yogyakarta" *MAGISTRA: Media Pengembangan Ilmu Pendidikan Dasar dan Keislaman*, 11(1). [https://www.publikasiilmiah.unwaha-](https://www.publikasiilmiah.unwahas.ac.id/index.php/MAGISTRA/article/viewFile/3460/3192)
- s.ac.id/index.php/MAGISTRA/article/viewFile/3460/3192.
- Alwi, Hasan. (1995). *Kamus Besar Bahasa Indonesia*. Jakarta: Ichtiar Baru Van Hoeve.
- Arikunto, Suharsimi. (2004). *Dasar-dasar Supervisi*. Jakarta: Rineka Cipta.
- Bungin, M. Burhan. (2011). *Penelitian Kualitatif*. Jakarta: Kencana.
- Danim, Sudarwan. (2007). *Menjadi Komunitas Pembelajaran Kepemimpinan Transformasional dalam Komunitas Organisasi*

Pembelajaran. Jakarta: Bumi Aksara.

Hidayat, Rahmat, et.al. (2017). *Ayat-ayat Alquran tentang Manajemen Pendidikan Islam*. Medan: LPPPI.

Nasrin. (2020). "Implementasi Supervisi Manajerial Pengawas dalam Meningkatkan Kinerja Guru di MIN 5 Aceh Tenggara" *Fitrah: Journal of Islamic Education*, 1(2).
<http://jurnal.staisumatera-medan.ac.id/index.php/fitrah/article/view/17>.

Nasrin. (2021). "Koordinasi Pengawas dan Kepala Madrasah dalam Meningkatkan Prestasi Kerja Guru MIN 8 Aceh Tenggara" *Edu Society: Jurnal Pendidikan, Ilmu Sosial dan Pengabdian kepada Masyarakat*, 1(1).
<http://jurnal.permapendis-sumut.org/index.php/edusociety/article/view/28>.

Pidarta, Made. (2009). *Supervisi Pendidikan Kontekstual*. Jakarta: Rineka Cipta.

Sahertin, Piet A. (2010). *Konsep Dasar dan Teknik Supervisi Pendidikan dalam Rangka Pengembangan Sumber Daya Manusia*. Jakarta: Rineka Cipta.

Suhardan, Dadang. (2010). *Supervisi Profesional*. Bandung: Alfabeta.

Supardi. (2014). *Kinerja Guru*. Jakarta: Raja Grafindo Persada.