

Performance Improvement Management of Islamic Religious Education Supervisors at The Office of The Ministry of Religion, Binjai City

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ABSTRACT

The objectives of this research are: 1) To determine the planning for improving the performance of Islamic Religious Education supervisors at the Ministry of Religion of Binjai City, 2) To determine the organization of resources in improving the performance of Islamic Religious Education supervisors at the Ministry of Religion of Binjai City, 3) To determine the implementation of the supervisor performance improvement program Islamic Religious Education at the Ministry of Religion of Binjai City, and 4) To determine the supervision of improving the performance of Islamic Religious Education supervisors at the Ministry of Religion of Binjai City. This dissertation research uses a qualitative approach with descriptive methods because this research aims to obtain an overview of data originating from data collection by researchers regarding management of improving the quality of performance of Islamic Religious Education supervisors at the Ministry of Religion of Binjai City. Collection techniques use interview techniques, observation and document study, while to strengthen the validity of the data found and the authenticity of the research, the researcher refers to the use of data validity standards suggested by Lincoln & Guba, which consist of credibility, transferability, dependability and confirmability. The results of this research are: 1) The plan to improve the performance of madrasa supervisors is carried out through a qualification improvement program, training, performance assessment and capacity development for Islamic Religious Education supervisors at the Ministry of Religion of Binjai City as well as the supervisory working group (Provincial/Regency/City Working Group). The initial efforts made to realize this program were preceded by building a mindset among madrasa supervisors with the aim of ensuring that supervisors know and understand their duties and functions, including preparing a supervision program in the form of coaching madrasa heads and teachers, monitoring the implementation of the 8 (eight) National Education Standards, Assessment, Teacher guidance and training as well as being an extension of the Ministry of Religion, 2) The organization carried out to improve the performance of madrasah supervisors is carried out as a team, however the aspect of coordination and synchronization in the implementation of activity programs between fields is not yet effective and needs to be improved, 3) The program to improve the performance of madrasah supervisors carried out through competency improvement training, capacity development, and performance assessment. However, the results have not been encouraging, especially in relation to the quality of supervisory coaching services which cover academic aspects for teachers in all subjects and managerial aspects of school principals which are felt to be less in line with the demands of expected performance standards and competencies, and 4) Supervision of improving the performance of Religious Education supervisors Islam in the Ministry of Religion of Binjai City is carried out jointly by involving various elements and working groups of provincial and district/city supervisors. This monitoring activity is intended to identify all forms of problems, find solutions and encourage improvements in the performance of supervisors.

Keywords: Performance Improvement Management and Supervision of Islamic Religious Education

A. INTRODUCTION

The Indonesian nation has achieved a lot of progress from a series of developments that have been carried out continuously so far, both in the economic, educational and other sectors. The progress of various existing sectors is intended as an effort to realize the ideal ideals of implementing development, namely realizing a just and prosperous society as mandated in the 1945 Constitution. This role in principle leads to a goal, namely increasing the prosperity of society as a whole, as well as being a step towards realizing investment in human resources which is important in this era of globalization.

The National Education System Law (UUSPN) Number 20 of 2003 is intended as an effort to educate the nation's life and improve the quality of Indonesian people in creating a just and prosperous society and enable its citizens to develop themselves, both in terms of physical and spiritual aspects.

However, in reality, education in this country has not been placed in the position it deserves. Conditions like this can be seen in various aspects, including management education which is not yet efficient and quality oriented, democratic, fair and participatory.

Based on empirical facts, the results of a United Nation Development Program (UNDP) survey in 2013 stated that Indonesia's Human Development Index (HDI) in 2012 was ranked 121st out of 187 countries with a score of 0.629. This figure increased slightly from the position in 2011 which reached 124 out of 187 countries with a score of 0.617. However, the achievements in 2012 were still not as good as in 2010, which was ranked 108th out of 169 countries. In this UNDP report, it is stated that from the period 1980 to 2012, the trend in Indonesia's HDI score increased from 0.422 to 0.629, or grew by 49%. The report also states that among ASEAN countries, Indonesia's HDI is still below Malaysia which is ranked 64th with a score of 0.769, Singapore 18th (0.895), Thailand 103rd (0.690), or Brunei Darussalam in 30th position (0.855). Further HDI analysis compared with other developing countries, such as China ranked 101st with a score of 0.699, Mexico at 61st (0.755), Korea at 12th (0.909) and Turkey at 90th (0.7222), Colombia at 91st (0.719), Egypt at 112 (.662). Indonesia's HDI is only better than Myanmar's HDI which is in 149th position (0.498) and the Philippines 127 (0.617), Cambodia 138 (0.543), Timor Leste 134 (0.576). Indonesia's HDI in 2012 was only 0.629, still below the average score of developing countries of 0.64. Indonesia's achievement is also still far below countries in East Asia and the Pacific at 0.683

The World Competitiveness Yearbook report on the quality of work among public service bureaucrats in Indonesia concluded that Indonesia's competitiveness index was not encouraging, in this report placing Indonesia at rank 38 out of 148 countries. UNDP survey

results and The World Competitiveness Yearbook Report This is proof that Indonesia's current human resources are still relatively low.

The existence of supervisors can be traced from PP no. 74 of 2008 concerning Teachers article 54 paragraph 8 states that supervisors consist of educational unit supervisors, subject supervisors or subject groups. This regulation is synergistic with PMA No. 2 of 2012 explains that within the Ministry of Religion there are two supervisors, namely, the madrasa supervisor and the supervisor of Islamic Religious Education in schools.

In connection with the division of supervisors, the existence of madrasah supervisors cannot be separated from the requirements of supervisors, they have qualification standards, competencies, to support their main duties and functions as well as responsibilities and authority.

In 2007, the Research and Development Center for religious and religious education at the Ministry of Religion, Jakarta, researched the performance of Islamic Religious Education supervisors, stating that in preparing school supervision programs, implementing assessments, processing and analyzing student learning outcomes, educational resources and professional development had not shown maximum results. Rusdiana Husaini et al.'s research on the performance of Islamic Religious Education supervisors in schools in the city of Banjarmasin in 2012 stated that it was also not optimal, the performance of supervisory planning, such as annual programs, semester programs, and the performance of supervisors in implementing academic supervision, supervisors always carry out classroom observations observing the teaching and learning process. Teacher.

An unprofessional supervision system is one of the causes of low-quality education national. Supervision so far is still administratively oriented, the observation is still on the physical scope of material that is easily observed, not on the learning –handled by the teacher.

According to Mukhtar and Iskandar, the implementation of academic supervision by supervisors in schools has not been effective so it has not made an adequate contribution to improving the quality of learning services. The main reason rests on two things, namely, firstly, the workload of supervisors is too heavy, secondly, their educational background does not match that of those being supervised.

The ineffective implementation of supervision is also due to the fact that the performance of some school supervisors is only D3 (come, sit, money), this is in line with what Hamrin stated, that from the assessment results of school principals, teachers and other educational staff, there are still supervisors whose work comes , sit, and duit, meaning that the supervisor only comes to school to meet and sit, while making small talk with the principal,

without carrying out actual supervisory duties, then when he comes home he receives an envelope containing money from the principal.

A classic problem that also colors supervision problems is the relationship between supervisory organizations, supervisors themselves, and teachers. The teacher's view states that the current supervision pattern is still unsatisfactory, because there are still supervisors who do not understand their duties and do not master the material. The principal also stated that the current supervision pattern was also unsatisfactory

Not only that, the results of an interview with one of the madrasah heads showed that when supervisors do not understand their position and strategic role correctly, it is possible that several problems will arise, including: (1) it turns out that supervisory institutions are increasingly problematic after decentralization of handling education; (2) this institution is often used as a dumping ground, parking area, and place to store a number of apparatus that are no longer used (3) supervisors are not yet functioning optimally; (4) the budget for supervisors is not included in the regional (district/city) budget; (5) the frequency of supervisors' presence is felt to be very low; (6) the function of the supervisor's presence so that they tend to only meet the head of the madrasah and not accompany or facilitate educators/educational staff; (7) teachers feel that there is no supervisory assistance regarding teachers' difficulties in carrying out their main duties so that students do not get good learning services from their teachers.

In the author's opinion, in fact the strategic position and role (Permenpan No. 21 of 2010) as a functional official held by supervisors is not fully understood correctly by some supervisors as a result of which this has given rise to several problems, including (1) coaching that does not receive a positive response from educators and educational staff; (2) the presence of the supervisor only inconveniences or finds fault with the teacher; (3) the supervisory position is still used as a transition to the previous structural position so that this position is only for postponing retirement; (4) the government does not pay much attention to reports about the state of learning and management so that supervisors feel they have not been properly positioned and; (5) There is still an opinion that you can be successful without supervisors.

Paying attention to the phenomena that occur above, it seems that the performance of madrasa supervisors who are under the guidance of the Head of the Islamic and Religious Education Section (PAKIS) of the Ministry of Religion of Binjai City should continue to receive attention from time to time, this is considering that Supervisors are one of the elements that have a role in improving quality of education

Based on the thoughts above, researchers are interested in studying in more depth the Management for Improving the Performance of Islamic Religious Education Supervisors at the Office of the Ministry of Religion, Binjai City.

B. LITERATURE REVIEW

Quality Improvement

Improving the quality of human resources is a reality that must be carried out in a planned, directed, intensive, effective and efficient manner in the development process, if we do not want this nation to be unable to compete in the era of globalization. According to the Big Indonesian Dictionary, Quality is a measure of the good and bad of an object, condition, level or degree (smartness, intelligence, and so on).

Hadith and Nurhayati provide limitations regarding product quality as fitness *for use* to meet customer needs and satisfaction. The suitability of the product user is based on five main characteristics, namely (1) technology; namely strength; (2) psychological, namely feeling or status; (3) time, namely reliability; (4) contractual, namely there is a guarantee; (5) ethics, namely good manners.

Although there is no definition of quality that is universally accepted, from the existing definitions there are several similarities, that quality is a combination of the characteristics of goods or services, which shows its ability to meet needs and satisfaction and even exceed customer expectations, both expressed and expressed. implied, and to find out the size of this quality can be known through its characteristics. There are several elements that mean something is said to be of quality, namely as follows.

- a. Quality includes efforts to meet or exceed customer expectations
- b. Quality includes products, services, people, processes, and the environment.
- c. Quality is an ever- changing condition (what is considered quality now may be considered less quality at another time).
- d. Quality is a dynamic condition related to products, services, people, processes and environments that meet or exceed expectations.

In organizational practice, quality management aims as follows:

1. Guarantee the suitability of a process and product to certain needs or requirements; Conformity between the needs and requirements set out in a particular standard for the processes and products produced by the company is very important.
2. Providing satisfaction to consumers through fulfilling the needs and process and product requirements determined by customers and the organization; Customer decisions are

customers' positive emotional and rational reactions. To be able to provide satisfaction to customers, all organizational personnel are required to have competence in carrying out their respective duties and responsibilities.

Sudarwan Danim said that the quality of education refers to input, process, output and impact. Input quality can be seen from several sides. *First*, whether the input of human resources is good or not, such as school principals, teachers, laboratory assistants, administrative staff and students. *Second*, whether or not the input criteria are met in the form of teaching aids, books, curriculum, infrastructure, school facilities and so on. *Third*, whether or not the software input criteria are met, such as regulations, organizational structure, job descriptions, and organizational structure. Fourth, the quality of input in the form of hopes and needs, such as vision, motivation, perseverance and ideals.

Supervision Performance

Performance in this case is a sign of the success of the organization and the people included in the organization. Performance is basically what employees do or do not do. Typical employee performance for most jobs includes the following elements: 1) Quantity of results, 2) Quality of results, 3) Timeliness of results, 4) Attendance, and 5) Ability to work together

Mathis states that there are three factors that influence performance, namely 1) Individual ability to do the job (Ability-A), 2) Level of effort devoted (Effort-E), and 3) Organizational support (Support-S). There are 10 factors to increase work productivity, namely: (1) interesting work, (2) appropriate wages, (3) security and protection in work, (4) appreciation of the purpose and meaning of work, (5) good work environment or atmosphere, (6) promotion and their personal development is in line with the development of the company, (7) feeling involved in organizational activities, (8) understanding and sympathy for personal problems, (9) loyalty to the worker, (10) strict work discipline

C. METHODS

This research was carried out using a qualitative approach with phenomenology, it was based on the intention to describe behavior informants, namely the Head of the Binjai City Ministry of Religion Office, Head of the Islamic Religious and Islamic Education Section (PAKIS), Supervisory Coordinator, Supervisor and teachers according to the existing social situation. According to Bogdan and Taylor in Moleong that qualitative research produces descriptions/descriptions in the form of written or spoken words of the behavior of actors that can be observed in a social situation.

The subject of this research was directed at searching for data from the Head of the Binjai City Ministry of Religion Office, Head of the Islamic and Islamic Religious Education Section (PAKIS), Supervisory Coordinator, Islamic Religious Education Supervisor and teachers. Meanwhile, the essence of the researcher as a key instrument is applied in the use of qualitative data collection techniques consisting of interviews, observations and document studies.

To strengthen the validity of the data findings and the authenticity of the research, the researcher refers to the use of data validity standards suggested by Lincoln & Guba, which consist of credibility, transferability, dependability and confirmability

D. RESULTS AND DISCUSSION

Findings that can be stated in relation to the Performance Improvement Management of Islamic Religious Education Supervisors at the Binjai City Ministry of Religion Office. The first finding of this research shows that the Binjai City Ministry of Religion Office is implementing a plan to improve the performance of Islamic Religious Education supervisors by involving Section Heads and supervisory working groups together through developing a mindset among madrasa supervisors. Developing a mindset among supervisors is also intended so that supervisors know and understand that supervisors actually function as functional technical implementers in the field of academic and managerial supervision in the designated educational units.

Developing a mindset is also intended so that the supervisors are able to actually realize the vision and mission of the Binjai City Ministry of Religion Office where the supervisors are based. Mindset actually comes from two English words combined into one, namely " mind " and " set ". Mind means thought, reason, memory. While " set " is a collection, devices. So literally it can be interpreted as a collection or device of thought or reason or memory. However, what is actually meant by mindset here is a mindset that influences work patterns. In other words, mindset is an individual attitude where there is synchrony between thought patterns/knowledge, skills and behavioral attitudes.

Supervisor, necessary own a complete mindset towards their functions and duties, with the meaning of the words; have a good attitude towards this task and sincerely accept and fight for it. Change began to be recognized as an important part of an organization starting around 40 years ago. It was started by the business world which first realized the importance of change to improve the quality of the production produced.

In general, the factors causing change can be grouped into two, namely: external and internal factors. External factors are the causes of change that come from outside the organization or are often called the environment. The Regional Office of the Ministry of Religion as a modern organization adheres to the principle of an open system. Consequently, this organization must be responsive to various changes that occur in its environment. There are many causes of change including external factors, including: technology, government, market demands, and globalization.

Meanwhile, internal factors are more influenced by changes originating from within the organization concerned, including: relationship issues between organizational components, issues related to work mechanisms and financial issues. Organizational components that are less harmonious are one of the common problems. This problem can be further divided into two, namely (1) problems involving superior-subordinate relationships (vertical in nature), and (2) problems involving relationships between members of the same level (horizontal in nature).

The findings of these two studies show that organizing to improve the performance of Islamic Religious Education supervisors is carried out jointly or in teams, however the aspects of coordination and synchronization in the implementation of inter-sector activity programs that handle the development of supervisors are not yet effective and need to be improved. Work Team is a team that interacts in making decisions to improve performance in their fields and responsibilities. So that the Work Team can generate positive synergy through the efforts of its members to produce a better level of performance.

To support the achievement of goals, organizational members must form a work team in order to achieve the stated organizational goals, so that each member is required to be able to work together optimally, because the success of each organizational unit or group within the organization depends on the cooperation of its team members because in any organization People cannot work alone but definitely need communication and cooperation with other people.

The world of work, including organizations such as the Ministry of Religion of Binjai City, has a new measuring tool to determine a person's success. In the past, certain levels of intelligence, skills training and experience were considered sufficient to enter the workforce. Currently, the aspects that are considered important are the ability to manage oneself and relate to other people. These aspects become new measuring tools for success at work, these new measuring tools relate to personal qualities, such as: initiative, empathy, adaptability, ability to

persuade, and teamwork. Teamwork is one of the key words for team success in future competition

According to Robbins, work teams will produce a positive synergy through efforts carried out through coordination. Collaboration produces something better than work done individually. Meanwhile, Stoner stated that the determining factors for the effectiveness of teamwork are identified as follows: (1) interdependence on tasks, (2) interdependence on results, (3) potential, and (4) work effectiveness.

Weber further explains the types of cooperation in a Work Team as follows: (1) cooperation as a reaction, through cooperation a force arises that encourages its members to carry out activities of their own accord, (2) cooperation carried out solely to fulfill their interests. himself. (3) Collaboration carried out voluntarily. (4) Individual cooperation means each individual works based on motivation to obtain results that can lead to personal satisfaction. so that cooperation is a stimulus for more intensive efforts, (5) cooperation helps each other, so that in cooperation there will be a compromise, (6) Cooperation is based on skills. (7) Leadership cooperation, which fosters respect and loyalty. (8) Democratic cooperation, mutually beneficial and based on internal motivation, which can lead to creative development, sensitivity to social situations and satisfaction of all parties

The seven basic skills used to support teamwork include: (1) listening carefully to various information from group members, (2) providing input to each other, (3) trying to convince others of the ideas given, (4) arousing feelings of interest. on the issues being discussed, (5) providing assistance to members who are experiencing difficulties, (6) providing input or exchanging opinions, and (7) taking an active role personally in various activities.

Gerhard Plenert's opinion is that the key element of all teams is participatory interaction between the people who are its members. Plenert further stated that the goals of forming teamwork are: (1) to influence change, increase added value, and eliminate waste, (2) to build workforce cohesion, (3) to focus efforts, (4) to take advantage of synergistic perspective, (5) To involve employees in the change process, and (6) To build integration in all parts of the company/agency

Therefore, the characteristics of effective team collaboration in a work team are: (1) team members are open and honest with each other, (2) there is a climate of mutual trust, (3) willingness to work together, (4) decision making based on the principle of consensus, (5) communication channels are open and well maintained so that in this way aspects of coordination and synchronization in the implementation of inter-sector activity programs that handle supervisory development are effective and need to be improved, (6) all team members

have a strong agreement on team goals. The situation really determines teamwork or in other words the situation and nature of the task that must be completed determines whether or not a team needs to be formed and teamwork carried out.

The findings of these three studies show that the program to improve the performance of Islamic Religious Education supervisors is carried out through competency improvement training, capacity development and performance assessment. although the program cannot yet involve all supervisors in every activity due to limited funds. However, the results have not been encouraging, especially in relation to the quality of supervisory coaching services covering academic aspects for teachers of all subjects and managerial aspects for madrasa heads, which are felt to be still not in line with the demands of expected performance standards and competencies.

The findings above at least provide an illustration that the program designed, organized and implemented by the Regional Office, Ministry of Religion and Pokjawas involved in efforts to improve the performance of Islamic Religious Education supervisors is still not considered encouraging, especially in the aspects of academic and managerial service quality. Minister of National Education Regulation Number 12 of 2007 states that the scope of school/madrasah supervisors is to carry out academic supervision and managerial supervision with a workload of 37.5 hours per week.

Academic supervision in its implementation is aimed at assisting teachers in academic problems and learning activities carried out by teachers to help students while they are in the learning process. Academic supervision is also aimed at guiding teachers in improving the quality of the learning process which includes the main material in the learning process, preparing syllabi and lesson plans, selecting learning strategies/methods/techniques, using media and information technology in learning and assessing learning processes and outcomes as well as classroom action research.

Good academic supervision must be able to make teachers more competent, namely teachers increasingly mastering competencies, both personality competencies, pedagogical competencies, professional competencies and social competencies. Pedagogical competence is ability to manage student learning. This competency is related to learning management competency

Ability to plan teaching and learning programs, is the ability to carry out interactions or manage the teaching and learning process, and the ability to carry out assessments. According to Joni, the ability to plan a teaching and learning program includes the ability to: 1) plan the organization of teaching materials, 2) plan the management of teaching and learning

activities, 3) plan class management, 4) plan the use of media and teaching resources; and 5) planning student achievement assessments for teaching purposes.

Competence in carrying out the teaching and learning process is a stage in implementing the program that has been prepared. In this activity, the ability required is the teacher's activeness in creating and fostering student learning activities in accordance with the plan that has been prepared. At this stage, apart from knowledge of teaching and learning theory, knowledge about students, proficiency and skills in learning techniques are also required, for example: teaching principles, use of teaching aids, use of teaching methods, and skills in assessing student learning outcomes. Yutmini stated that the ability requirements that teachers must have in carrying out the teaching and learning process include the ability to: (1) use learning methods, learning media and training materials that are appropriate to the lesson objectives, (2) demonstrate mastery of the subject and teaching equipment, (3) communicate with students, (4) demonstrate various teaching methods, and (5) carry out evaluations of the teaching and learning process .

In implementing the teaching and learning process regarding learning management, delivering lesson material must be carried out in a planned and systematic manner, so that the teaching objectives can be mastered by students effectively and efficiently. The abilities that teachers must have in carrying out teaching and learning activities can be seen in identifying students' initial characteristics and abilities, then diagnosing, assessing and responding to any changes in student behavior.

Competence in carrying out assessments of the teaching and learning process, As stated by Sutisna, the assessment of the teaching and learning process is carried out to determine the success of the planning of teaching and learning activities that have been prepared and implemented. The Committee in Wirawan explained that evaluation is an inseparable part of every human endeavor, good evaluation will spread understanding and improve education, while wrong evaluation will be detrimental to education.

Teachers as educators whose main task is teaching, have personality characteristics that greatly influence the success of human resource development. A teacher's strong personality will provide a good example for students and the community, so that the teacher will appear as a figure who should be "revered" (followed by his advice/sayings/commands) and "imitated" (in his example of attitude and behavior). In this regard, Zakiah Darajat in Syah emphasized that personality is what will determine whether he will be a good educator and coach for his students, or whether he will be a destroyer or destroyer of the future of his students, especially for young students (basic level) and those who are experiencing mental shock (medium level).

Flexible teachers are generally characterized by openness to thinking and adapting. Apart from that, he has resistance or resistance to premature closure of the realm of creativity in observation and introduction. In the Law on Teachers and Lecturers, it is stated that personality competency is "the ability to have a strong personality, have noble character, wisdom and authority and be an example for students.". Surya calls this personality competency personal competency, namely the personal abilities a teacher needs to be a good teacher.

Gumelar and Dahyat refer to opinions The Asian Institute for Teacher Education states that personal competencies include (1) knowledge of both social and religious customs, (2) knowledge of culture and traditions, (3) knowledge of the essence of democracy, (4) knowledge of aesthetics, (5) having appreciation and social awareness, (6) having the right attitude towards knowledge and work, (7) being loyal to human dignity. Meanwhile, teacher competence more specifically is being empathetic, open, authoritative, responsible and able to assess oneself personally.

According to Law no. 14 of 2005 concerning Teachers and Lecturers, professional competence is "the ability to master subject matter broadly and in depth". Surya stated that social competence is the ability needed by a person to be successful in dealing with other people. This social competency includes skills in social interaction and carrying out social responsibilities.

The findings of these four studies show that supervision of improving the performance of Islamic Religious Education supervisors within the Binjai City Ministry of Religion Office was carried out jointly by involving various elements including provincial and district/city supervisory working groups. This supervision activity is also intended to identify all forms of problems, find solutions and encourage improvements in employee performance that are actually achieved when the evaluation is carried out.

E. CONCLUSION

Based on the findings and results of the discussion, research is carried out This can be concluded as follows:

1. The plan to improve the performance of madrasa supervisors is carried out through qualification improvement programs, training, performance assessments and capacity development for supervisors. The initial efforts made to realize this program were preceded by building a mindset among madrasa supervisors with the aim of ensuring that supervisors know and understand their duties and

functions, including preparing a supervision program in the form of coaching madrasa heads and teachers, monitoring the implementation of the 8 (eight) National Education Standards, Assessment, Teacher guidance and training as well as being an extension of the Ministry of Religion.

2. The organization carried out to improve the performance of madrasah supervisors is carried out as a team, however the aspects of coordination and synchronization in the implementation of program activities between fields are not yet effective and need to be improved. This coordination and synchronization has not been effective, especially in relation to the program and the delegation of responsibility for its implementation, whether it is the responsibility of the working group of the Regional Office of the Ministry of Religion, North Sumatra/Regency/or City, so that with this division of authority it is hoped that the implementation of improving qualifications, training, performance assessment and capacity development of the supervisors do not overlap and repetition occurs. This division of authority also means greater diversity in the forms, types and frequency of programs implemented in addition to considerations of financing and budget allocation, of course.
3. program for madrasah supervisors is carried out through competency improvement training, capacity development and performance assessment. However, the results have not been encouraging, especially in relation to the quality of supervisory coaching services covering academic aspects for teachers of all subjects and managerial aspects of madrasah principals which are felt to be still not in line with the demands of expected performance standards and competencies.
4. Supervision of improving the performance of madrasa supervisors is carried out jointly by involving various elements with the aim of identifying all forms of problems, finding solutions and encouraging improvements in the performance of supervisors.

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