



MANAGERIAL SUPERVISION OF MADRASAH ALIYAH IN MUARO JAMBI: INSIGHTS FROM PRINCIPALS AND SUPERVISORS

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ABSTRACT

Madrasah supervisors play a critical role in enhancing the quality of madrasah education, as emphasized by the Regulation of the Minister of Religion. These regulations outline the duties and functions of supervisors, requiring them to demonstrate core competencies in three key areas: academic supervision, educational evaluation, and research and development. The purpose of this study was to determine the perception of the Madrasah principal regarding the planning of the supervisor's managerial supervision program, and to determine the perception of the Madrasah principal regarding the implementation of the supervisor's managerial supervision program for Madrasah Aliyah in Muaro Jambi Regency regarding the performance of his own supervisor, namely under the command of Mr. Alimuddin as the elected Supervisors' Working Group (Pojakwas) until 2024. This study uses a qualitative research method, by providing a comprehensive picture of reality regarding the perception of the madrasah principal regarding the performance of the managerial supervision of the supervisor of State Madrasah Aliyah in Muaro Jambi Regency with a case study approach to find out about activities at certain times and places by looking at their own experiences. The results of the study indicate that Madrasah Supervisors in Muaro Jambi Regency play an important role in improving the quality of education in various madrasahs through supervision and monitoring activities.

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INTRODUCTION

Educational innovation is a conversation and thought about developing education to be more effective, efficient, and relevant following developments (Praswoto, 2012). Such things as the use of technology in learning, more interactive and inclusive teaching methods, project-based learning, subject integration, even about educational management (Iskandar & Machali, 2020). Educational innovation involves various aspects, such as curriculum, teaching methods, technology, and sustainable management (Stanley et al., 2001). Educational innovation also includes support for

the roles and responsibilities of educational institutions, teachers, and students in developing a better education system (Khairuddin, 2020).

Syafaruddin (2003) stated that global era education management requires a more holistic and results-oriented approach to prepare students to be successful in an ever-evolving global environment. Global era education management helps students develop the skills needed to succeed in an increasingly complex and changing environment (Deboer, 2011). Educational innovation helps students face increasingly complex educational challenges and needs (Kurniawan, 2019). Educational innovation can identify problems and find innovative solutions to develop a better education system (Mohamad, 2014), and is more relevant to society today and in the future. (Moghavvemi et al., 2018).

In improving the quality of education, there is good management polarization in the institutions that are run (Fan & Yang, 2023; Obenauf, 2021; Stanley et al., 2001). A good management structure will function if the leaders and human resources in it are professional and qualified. In the perspective of education, there is at least a main foundation for management progress as seen from four elements of quality, namely teachers, madrasah principals, supervisors and the community. However, it is the madrasah that is most interested in creating a religious generation (Iskandar, 2019). Madrasah is an Islamic educational institution established to provide religious education to its students. (Priatmoko, 2019) .

In education, human resources have several main tasks, namely technical personnel, administrative personnel and supporting personnel. Furthermore, in PP 38/1992 concerning educational personnel, it is emphasized that they are grouped into 1) educators, 2) managers, 3) supervisors, 4) laboratory assistants, 5) learning resource technicians, 6) researchers and 7) examiners and supervisors (Sakir, 2016) . One of them is that supervisors are also very interested in *Quality performance* in the management of Schools and Madrasahs. In the Ministry of National Education, a supervisor is an inspector and inspector who carries out the function of " *Controlling* " (Iskandar et al., 2019) . Syafaruddin said that a supervisor is a person who actively supervises an agency (Syafaruddin, 2003) . At the central level, the supervisory function is carried out by the Inspector General, at the Provincial level and at the Regency/City level, supervisors are more familiarly called supervisors. The role of madrasah supervisors is very much needed in improving the quality of madrasah education and has been strengthened through the regulation of the Minister of Religion No. 2 of 2012 and the regulation of the Minister No. 31 of 2014 in carrying out their duties and functions. Supervisors are required to have these competencies including three main competencies, namely academic supervision, educational evaluation, research and development (Syamsuddin, 2018) . Its main task is to ensure that madrasahs run well and in accordance with the standards set by the government (Yustiyawan, 2019). In addition, supervising the implementation of learning and evaluation activities in madrasahs to ensure that the process is in accordance with the standards and requirements set. Providing input and recommendations to the head of madrasah in terms of improving and increasing the quality of learning, including curriculum development, use of technology, and administrative management (Saputra, 2016).

As a supervisor, careful planning and continuous evaluation by the supervisor of the teacher are required (Adillah, 2017; Andriani & Hidayat, 2023). Some of the abilities that support the task of supervision are the ability to identify, plan, observe and assess the national education standards that have been set. The duties and responsibilities of the supervisor are the main link in the

management chain that carries out control and supervision of programs and policies that have been set by the government (Lim & Lee, 2017). The supervisor must have the role of an educational evaluator, to evaluate the performance of the Head of the madrasah. In improving the quality of education in the madrasahs he supervises (Praswoto, 2012). What has happened recently is the low research ability of supervisors of the madrasahs they supervise and has implications for increasing the professionalism of madrasah teachers (Darmadi, 2015). In addition, supervision activities by some supervisors are still oriented towards supervision (control) and the main object is administration, so that the principal, teachers and supervisors do not create an atmosphere of partnership, even teachers psychologically feel burdened by the thought of being assessed and the principal feels ordered and pressured (Iskandar & Machali, 2020). In fact, supervision activities will be effective if the feeling of being free from various pressures is replaced with an atmosphere of providing services and fulfilling needs that are informal (Yantoro et al., 2021).

Field findings by the supervisor of the Muaro Jambi Regency Senior High School that there are 23 Senior High Schools in Muaro Jambi Regency, including 4 state-owned and 19 private-owned. That so far the supervisor of the Muaro Jambi Regency Senior High School has been quite overwhelmed in mastering supervisory skills in accordance with professional demands, according to Alimuddin's statement that activities are supervised twice each semester. at the beginning and end of each semester. Supervision is carried out managerially and academically. Academics are usually in the benefits of teachers in improving the quality of learning. Among the main tasks of the management of the head of the madrasah are coaching, assisting with accreditation, monitoring SNP, and assessing the work results of the head of the madrasah. The head of the madrasah is given the order to carry out the supervision plan for one day . This shows that the supervisor carries out many tasks during the supervision process. As a professional supervisor, he carries out his duties with all efforts. Given the differences in the nature of management, attributes, and academic culture in each madrasah. In addition , Syafaruddin (2003) has notes on an analysis of the current condition of supervisors, including: (1) some religious education supervisors do not have a deep understanding of educational technicalities, (2) the frequency of coaching activities for supervisors is lacking when compared to coaching activities for Islamic Religious Education teachers, (3) many schools are not well supervised due to inadequate facilities and experience and (4) supervisors are faced with the problem of writing papers to fulfill the requirements for promotion in administrative or conceptual tasks which are felt to be burdensome and result in their professional abilities being neglected.

Based on the above situation, the management system, supervision, and educational staff will definitely change. In this regard, the researcher argues that a comprehensive analysis of the progress of supervisor performance in Muaro Jambi district is needed. So the purpose of this study is to determine the perception of the Madrasah principal regarding the Planning of the supervisor's managerial supervision program, and to determine the perception of the Madrasah principal regarding the Implementation of the supervisor's managerial supervision program for Madrasah Aliyah in Muaro Jambi district regarding the performance of his own supervisor, namely under the orders of Mr. Alimuddin as the elected Pojakwas until 2024.

METHOD

This study uses a qualitative research method, by providing a comprehensive picture of reality regarding the perception of the madrasah principal towards the performance of managerial supervision of the supervisor of the state madrasah aliyah in Muaro Jambi district. Qualitative research was also chosen because this study can reveal phenomena and interpret the opinions of respondents (Sugiyono, 2019). Qualitative research is an attempt to understand the complexity of human interaction. Qualitative research is usually referred to as a naturalistic method because it is conducted in a natural environment, or natural environment. Because the data and analysis collected are more qualitative, this method is also referred to as a qualitative method. John W. Cresswell, (2008) said that qualitative research is a research process and a fundamental understanding of methodology that investigates social phenomena and human problems. In this method, researchers create in-depth descriptions, examine vocabulary, provide detailed reports on respondents' perspectives, and conduct research in a natural environment. Meanwhile, (Faisal, 1982) said that qualitative research emphasizes the quality, or important things, of a good or service. These important things can be events, phenomena, or social symptoms behind the meaning of the event.

In addition, this study uses a case study approach because researchers want to know what respondents actually experience about activities at a certain time and place by looking at their own experiences. This is in line with (Maksudin, 2016) Case studies are a research approach found in many fields, especially evaluation, where researchers develop an in-depth analysis or a case, often a program, event, activity, process, and researchers collect detailed information with a consistent time period.

To ensure that the data collected in research activities are valid and in accordance with the research objectives, the availability of data sources is required. Qualitative research cannot use statistical calculations to determine the formula or number of data sources as in quantitative research. Researchers choose samples based on considerations to meet data or information needs in order to provide more complete data. To meet the research objectives and place special emphasis on selected respondents who are rich in cases for in-depth studies, purposive sampling and snowball sampling are used to determine data sources.

RESULTS AND DISCUSSION

Madrasah supervisors are a very important educational tool to improve education. Supervisors are also responsible for improving the quality of education in the schools or Madrasahs they build. Supervisors do not only carry out their responsibilities as supervisors; they also act as counselors and motivators to create a good environment. The competence of supervisors must be known through the views or perceptions of the madrasah principal. It is important to know how the madrasah principal views the performance of supervisors in areas such as program planning, program implementation, and evaluation of supervisor programs.

1. RESULTS

a. The Perception of Madrasah Principals Regarding the Planning of Managerial Supervision Programs of Madrasah Aliyah Supervisors in Muaro Jambi Regency

The performance of supervisors in planning managerial supervision programs can be reviewed from the preparation of professional guidance and training programs for madrasah principals. In preparing the planning, it includes 6 performance indicators, namely (1) supervisors have an annual supervision program, (2) supervisors have a madrasah principal development program, (3) supervisors have a monitoring program for 8 SNPs, (4) Supervisors have a madrasah principal performance assessment program, (5) Supervisors have an RPBK for the implementation plan for counseling guidance (6) supervisors have a madrasah principal guidance program in KKKS/MKKS.

Based on the Letter of Approval from the Director General of Education of the Ministry of Religion Number 3129/DJ.I/Set.I/3/Kp.07.6/09/2022 dated September 29, 2022 that Makmun, S.Pd was given the rank of Supervisor IV a and as a supervisor of Madrasah-level schools in Muaro Jambi. In the supervision of madrasahs in Muaro Jambi as a whole, the procedure has planning consisting of basic stages and activity development stages, which are entirely based on the requirements and principles of planning. These steps are as follows: (1) Identifying opportunities; (2) Determining objectives; (3) Determining the basis for planning; (4) Identifying alternatives; (5) Evaluating these alternatives; (6) Choosing the best alternative; (7) Creating a follow-up plan; and (8) Creating a plan in the form of a budget.

Supervision or inspection of madrasah supervisors is an evaluation and mentoring process carried out by supervisors to ensure the quality of learning and management of madrasahs in accordance with educational standards. Madrasah supervisors are tasked with assessing, fostering, and assisting madrasahs in achieving national education goals and ensuring the implementation of effective teaching and learning activities. This supervision is carried out periodically and comprehensively, with the hope that madrasahs can improve the quality of educational services and produce generations with character and competence.

In the field findings, informants' statements about the planning of managerial supervision programs are fairly good, starting from annual supervision planning, madrasah principal development programs, SNP monitoring, Madrasah principal work assessments to the formation and development of madrasah principals at MKKS. In carry out function supervision managerial, supervisor play a role as collaborator And negotiator, assessor, development information center quality of madrasah education, and evaluator of meaning monitoring results. In implementing the 8 SNP monitoring program, namely referring to the 8 SNP analysis document incontent standards, 8 SNP analysis documents in the standard process, document analysis 8 SNP in standard evaluation, And document analysis 8 SNP in standard competency. Assessment performance head school is implemented in 2 type namely evaluation annual(implemented) on year First sd year thirdtime position And implemented in end yearbudget) And evaluation four annual (evaluationend period position).

In the planning of managerial supervision of accreditation and monitoring of the eight SNPs carried out by supervisors, it can cause a decrease in the rating of madrasahs at the

national level and the main cause of the degradation of the quality of the madrasah itself because in the planning of managerial supervision, the most urgent thing in improving quality is through applicable accreditation. Reviewed from the eight SNPs regulated in PP Number 19 of 2005 Article 91, it is stated that every educational unit is required to carry out quality assurance of education. Quality assurance of education aims to meet or exceed the National Education Standards (SNP). This is important to know considering that there is data from Farida Hanum's research that a survey of 70 assessors in Indonesia still has many problems so that it is recorded that madrasahs have not been accredited B. The causes are such as the small budget from the foundation if calculated 50%, the Ministry of Religion has not been consistent in affirming the foundation's budget so that if calculated it is still minimal 40%. Lack of guidance from the Ministry of Religion 5.7%. In madrasahs in remote locations which result in difficult access to the budget 2.9%. The number of madrasahs in remote locations is 1.4% .

Furthermore, monitoring of madrasah supervisors is a process of supervision and evaluation carried out to ensure that teaching and learning activities in madrasahs run in accordance with educational standards set by the government and madrasah regulations. Madrasah supervisors are responsible for monitoring the implementation of the curriculum, learning activities, administration, and achievement of student competencies. The Ministry of Religion not only optimizes the budget, but in its provisions, attention to the educational equipment sector must also be considered. Such as supervisors who are a core part of the madrasah accreditation process and monitor eight SNPs so that in their mission, supervisors also have a major role in improving quality in madrasahs.

b. The Perception of the Head of Madrasah towards the Implementation of the Managerial Supervision Program of Supervisors of Senior High Schools in Muaro Jambi Regency

Madrasah Supervisors in Muaro Jambi Regency play an important role in improving the quality of education in various madrasahs through supervision and monitoring activities. They are tasked with monitoring the implementation of the curriculum, including the Merdeka Curriculum, as well as other activities related to madrasah learning and administration. The role of the supervisor is very essential in ensuring that the teaching and learning process runs according to standards and achieves the expected educational goals. In supporting professional standards, supervisors must have personality competencies, managerial supervision competencies, academic supervision competencies, educational evaluation competencies, research and development competencies and social competencies. Such competencies must be possessed by a supervisor, especially in managerial supervision competencies.

Supervisors of madrasah aliyah in Jambi are usually appointed by the Ministry of Religious Affairs, especially through the Regional Office of the Ministry of Religious Affairs of Jambi Province. Madrasah supervisors are tasked with monitoring, evaluating, and ensuring the quality standards of education in terms of academics and administration. Supervisors also usually have a role in coaching teachers and madrasah principals so that the teaching and learning process and madrasah management run optimally. The implementation

of madrasah administration is an activity that involves the process of planning, organizing, implementing, and supervising all administrative aspects in the madrasah. The aim is to support the implementation of teaching and learning activities and ensure that all madrasah operations run efficiently, effectively, and in accordance with the established standards. The implementation of madrasah administration at MAN Insan Cendekia Jambi covers various aspects, including administrative management, student data management, personnel administration, to management of facilities and infrastructure. In this madrasah, the administration system often follows the guidelines set by the Ministry of Religious Affairs, which emphasizes the accuracy, transparency, and efficiency of data and services to students, teachers, and all stakeholders. In its implementation, madrasah supervisors require a wise and constructive approach, because their position is very important in maintaining the quality of education and madrasah management. This approach helps build good communication and a mutually supportive working relationship, so that madrasah supervisors feel appreciated and open to advice given. Improving the professional skills of madrasah supervisors is an important step in efforts to improve the quality of education in madrasahs. Madrasah supervisors play a key role in ensuring that learning in madrasahs is in accordance with national education standards, as well as supporting teachers and madrasah principals in achieving optimal learning goals. Because teaching is highly dependent on the teaching ability of teachers, teacher supervision activities focus primarily on improving the professional skills of teachers, which in turn will improve the quality of the teaching and learning process. In the final analysis, the quality of supervision will be reflected in the improvement of student learning outcomes.

Conduct regular training that focuses on developing pedagogical, managerial, and educational supervision competencies. This training can be in the form of workshops, seminars, or workshops by presenting expert speakers. Strengthening the ability of madrasah supervisors in the use of information technology, considering the role of technology is very significant in the management and monitoring of the education process. Mastery of technology helps supervisors in collecting data, compiling reports, and communicating with teachers more effectively. The managerial supervision program must look in as much detail as possible and commit to what the supervisor must do. Because in the supervision process, it is not only about seeing the demands of each madrasah to have human resources who already have ASN status. But what needs must be met by a supervisor in implementing the supervision program for state and private madrasahs without having to show favoritism and nepotism.

Cooperation between the madrasah and the community is also an important factor in building quality education and creating a comprehensive learning environment. Parents can play an active role in various madrasah activities, such as committee meetings, skills training, and socialization of madrasah programs. With the existence of a school committee that functions as a bridge between the madrasah and parents, the planning and implementation of educational programs become more focused and according to student

needs. Madrasahs can collaborate with universities or research institutions around the Jambi area. This aims to support the development of research-based curriculum, teacher training, and provide tutoring programs and motivation to students regarding higher education levels.

2. DISCUSSION

It is very important to know how the madrasah principal views the performance of the supervisor in areas such as program planning, program implementation, and evaluation of the supervisor's program. The main tasks that are urgent for a supervisor, then the Regulation of the Minister of Religion of the Republic of Indonesia Number 2 of 2012 concerning madrasah supervisors and Islamic religious education supervisors in schools stipulates the qualifications of supervisors and the competency standards of school/madrasah supervisors as follows:

Madrasah supervisors and madrasah supervisors have the following qualifications:

- a. Minimum education of Bachelor's degree or Diploma IV from an accredited university
- b. Has the status of a certified teacher educator at a madrasah and school
- c. Have at least 8 (eight) years of teaching experience as a Madrasah Teacher at School
- d. Have a minimum rank of pranata, class III/C
- e. Have competence as a supervisor as proven by supervisor competency certification.
- f. The maximum age is 55 (fifty-five) years
- g. Have a list of work implementation assessments for each element with a minimum value of good in the last 2 (two) years:
- h. Never been involved in or sentenced to moderate or severe disciplinary action while serving as a civil servant

According to Aedi (2014) there are three terms related to supervision, namely (1) supervision, (2) supervision and, (3) inspection. According to Sutisna (1989) supervision is an administrative function in which the administrator ensures that what is done is in accordance with what is desired. Supervision includes inspection activities, whether everything is running according to the plan made, the instructions issued and the principles that have been set (Aedi, 2014). The definition of supervision which includes inspection activities is also put forward by Saputra (2008) who states that supervision is an effort to check whether everything happens according to the plan set, the orders issued, and the principles adopted (Aedi, 2014).

The next opinion was put forward by Bell (1992) that supervision is a performance monitoring activity to ensure that goals can be achieved and tasks can be completed (Aedi, 2014). Another definition explains that supervision is related to activities to ensure that the implementation of activities is in accordance with the plan and can achieve goals put forward by Tuerney (1992) explaining that supervision is an activity used by managers to ensure that activities carried out by the organization are consistent with the plans that have been set and that these activities can achieve organizational goals (Aedi, 2014). Djam'an Satori, describes the relationship between supervision, the teaching and learning process and learning outcomes as can be seen in the following model (Team of lecturers in educational administration, Indonesian University of Education, 2014).

In this case, Bell (1992) emphasized that supervision is a performance monitoring activity to ensure that goals can be achieved and tasks can be completed. Monitoring also concerns

activities to ensure that the implementation of activities is in accordance with the plan and can achieve goals, as stated by Tuerney (1992) who explained that supervision is an activity used by managers to ensure that activities carried out by the organization are consistent with the plans that have been set and that these activities can achieve organizational goals (Rahmansyah, 2021) .

In the context of supervision, staff development planning or often called human resource development is an activity to improve personnel capabilities that can be done through degree and non-degree channels, can be formal and non-formal, or can also be at the will of the person concerned. Evaluation itself is a process of seeking information in order to make decisions (Maisyaroh, 2010). So, from the definition of staff development above, it can be interpreted that evaluating staff development is an assessment by the principal of personnel, educators and education personnel, regarding the development of each job, or each task given, so that decisions can be made on the assessment or evaluation carried out. Evaluation of staff development is carried out in order to trace the staff/educators and education personnel whose competencies need to be developed in order to improve the quality of education.

Effective leadership is expressed by Said (2010) that leaders who carry out their leadership duties effectively and ideally will be able to move people or groups of people towards the planned goals, on the other hand, leaders who are unable to carry out their leadership effectively, their existence is only as a leader figure but do not have a strong influence in moving the people they lead, as a result the performance of the organization becomes weak which can eventually lead the organization into a slump. From this explanation, the author can conclude that leaders must play a role in developing staff competence by motivating their subordinates, providing special training, so that subordinates will be enthusiastic about working and will understand their work, and the goals of education are achieved. The implementation of managerial supervision can run well if seen from the point of view of the madrasa head regarding his performance as a supervisor, then proven from physical evidence, as well as proven from the supervisor's own statement. To strengthen the data, researchers confirmed it quantitatively. This measurement remains the same or runs simultaneously to see the madrasa head's perception of the supervisor's performance in program implementation (Iskandar, 2019).

Before conducting a staff development needs assessment, the first step is to conduct a needs analysis. According to Komang (2012), the purpose of the needs analysis activity is to find or identify the abilities needed to support the needs of the organization or institution. To sharpen this analysis, it should be supported by a needs survey (need assessment). This stage generally includes three types of analysis, namely (1) organizational analysis; (2) job analysis; and (3) personal analysis. After the needs analysis is carried out, a staff development needs assessment is carried out. According to Kaswan (2011), the purpose of the needs assessment is to collect information on what is needed in the organization to achieve a predetermined goal. What is needed in the organization is knowledge, skills, specific abilities, and other characteristics that must be carried out. Information is obtained by conducting three types of analysis at the organizational, job, and individual levels. With a needs assessment, it will be able to help, among other things, (1) the competence and performance of the work team; (2) solve problems; and (3) prepare and respond to future needs within the organization or job obligations (Tharaba, 2019) .

According to Fahmi (2013) planning is the selection of long-term and short-term goals and planning tactics and strategies to achieve goals. In an organization, planning has an important position in the next steps. Maturity and mistakes in planning can have positive and negative effects on the future, so that a plan that is made always thinks about the long-term and short-term impacts that will be experienced. According to Marwansyah (2014) development is the implementation of every activity that leads to continuous learning and self-development that contributes to realizing goals. In building a good plan, it is necessary to know what steps must be prepared, these steps are (1) set goals; (2) define the current situation; (3) identify things that help and hinder goals; and (4) develop a plan or ranking of actions to achieve goals (Surya et al., 2023) .

CONCLUSION

Supervisors are a very important part of education to improve the quality of education. Because supervisors are responsible for improving the quality of education in schools or Madrasahs. Supervisors not only carry out their responsibilities as supervisors but they also act as counselors and motivators to create a good environment. Supervisor performance includes 6 performance indicators, namely (1) supervisors have an annual supervision program, (2) supervisors have a madrasah principal coaching program, (3) supervisors have a monitoring program for 8 SNPs, (4) Supervisors have a madrasah principal performance assessment program, (5) Supervisors have RPBK counseling guidance implementation plans (6) supervisors have a madrasah principal guidance program in KKKS / MKKS. Madrasah supervision in Muaro Jambi as a whole, the procedure has planning consisting of basic stages and stages of activity development, which are fully based on the requirements and principles of planning .

Supervision or inspection of madrasah supervisors is an evaluation and mentoring process carried out by supervisors to ensure the quality of learning and management of madrasahs in accordance with educational standards. Madrasah Supervisors in Muaro Jambi Regency play an important role in improving the quality of education in various madrasahs through supervision and monitoring activities. They are tasked with monitoring the implementation of the curriculum, including the Merdeka Curriculum, as well as other activities related to madrasah learning and administration. Therefore, the planning of the managerial supervision program at Madrasah Aliyah Muaro Jambi is fairly good, starting from annual supervision planning, madrasah principal development program, SNP monitoring, Madrasah principal work assessment to the formation and development of madrasah principals at MKKS.

In improving the ability of Madrasah supervisors in Muaro Jambi Regency, by holding regular training that focuses on developing pedagogical, managerial, and educational supervision competencies. This training can be in the form of workshops, seminars, or workshops by presenting expert speakers. Strengthening the ability of madrasah supervisors in the use of information technology, considering the role of technology is very significant in the management and monitoring of the education process. Mastery of technology helps supervisors in collecting data, compiling reports, and communicating with teachers more effectively.

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