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Supervision Management In Improving the Managerial Competence of Madrasah Heads (A Descriptive Study of the Depok City Supervisor Working Group, MTs Al Kautsar, and MTsN Kota Depok)

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Abstract

The improvement of education quality still encounters many failures in the implementation stage. Among the causes is inadequate management. Managerial supervision is conducted by madrasah supervisors, involving guidance, monitoring, and performance evaluation of the Madrasah Principal. This study aims to analyze and empirically discover the managerial supervision of supervisors in enhancing the competence of the Al Kautsar Junior High School (MTs) and MTsN Depok City. The method used is qualitative descriptive analysis with a case study type. Data collection was carried out through observation, interviews, documentation study, literature review, and direct researcher participation. The research findings indicate the following: 1) The planning of supervisory managerial activities towards the madrasah principals has clear formulation; 2) The organization of the supervisors' work group structure consists of a chairperson, secretary, treasurer, and members of the supervision team; 3) The implementation of supervision needs to be more in line with the supervision guidelines; 4) The analysis of monitoring and evaluation shows that the follow-up to supervision results is not yet optimal; 5) Among the challenges faced are: the ratio of supervisors to supervised madrasahs is not ideal; differences in terms of competence, the complexity of the madrasah principal's tasks, and the facilities in the supervised madrasahs; and 6) Solutions to overcome these challenges

include: improving the supervisor recruitment process; involving high-performing teachers in the recruitment of madrasah principals; fostering a culture of quality as the character of supervisors and madrasah principals; expanding the madrasah budget to enhance the availability of facilities; and finding solutions to budget limitations.

Keywords

Managerial Supervision; Management; Competence

Introduction

Indonesia still faces problems related to access and quality of education. Until 2021, the average gross enrollment rate (APK) at the junior high school / MTs and equivalent level is still below 100%. Expanding access alone does not guarantee that students learn. Despite an increase in the APK at the junior secondary school level, Indonesia's learning outcomes have been flat and declining. In 2018, 70% of learners were below the minimum competency for math, and 60% of learners were below the minimum competency for science. Indonesia has consistently been one of the countries with the lowest PISA results.

The *Reasearch on improving system of education* (RISE) family life survey on literacy and numeracy measured every four years also shows low performance and a steady decline in math skills from 2000 to 2014. Although learners continue to move up the grades, the level of learning achievement is low, even trending downward.

The PISA scores and RISE survey findings above are consistent with the results of the government's own assessments. Based on the Indonesian Student Competency Assessment (AKSI) two-thirds of Indonesian students at the age of 15 do not meet minimum competency standards in the basic skills they need to succeed in their lives.

Although educational management theory is often heard, it is still unfamiliar in practice. Talking about improving the quality of education is often narrowed down to *teaching theories*. These theories only focus on classroom teaching issues. In fact, the success of education cannot only be measured by learning activities in the classroom. Many other things and factors need to be considered by education *stakeholders* or all elements responsible for the journey of education both from the bureaucratic level of educational decision makers or the level of implementers in schools / madrasah.

The factor that plays a major role in improving the quality of education is precisely the management itself. Management is an integral component that cannot be separated from the overall educational process, because without management it is impossible for educational goals to be realized optimally, effectively and efficiently. Part of the management of madrasah management is managerial supervision of madrasah principals by supervisors.

This study aims to describe the managerial supervision management conducted by supervisors to madrasah principals in order to improve the quality of madrasah. The implementation of managerial supervision emphasizes aspects of school management and administration that support the implementation of learning.

Basically, the essence of managerial supervision is monitoring, coaching, and supervising the principal and all other school elements in managing, administering, and implementing all school activities. (Mulyadi: 2016).

Studies on supervisory supervision management or improving the managerial competence of madrasah heads have been carried out, but this research complements previous research while still having novelty value from the aspects and subjects studied.

Prasetyono et al. (2020) in their research concluded that there is a significant influence between leadership effectiveness, task commitment, and work environment on teacher performance. Nurahman (2017) concluded that leadership style variables have a significant influence on work readiness. Meanwhile, leadership development is needed to prepare students' careers in the future. (Fox: 2018). Kusumaningrum et al., (2020) examined Islamic boarding school-based junior high school teachers in East Java and the results showed a significant influence between learning leadership, change leadership, spiritual leadership, school culture, and professional ethics on teacher performance.

Reinforcing the results of previous research, Hanifah et al., (2021) examined a number of A-accredited madrasah tsanawiyah in Bandung district, the results of which showed a positive and directional relationship between the relationship variables of madrasah head managerial supervision and the performance of education personnel.

Supervisors as officials authorized to assess and guide the implementation of education in madrasahs should develop a work program as a guide in carrying out their duties. School supervisors must be able to provide an assessment in accordance with predetermined benchmarks and utilize the assessment as a basis for coaching. The preparation of the work program is intended to make the coaching carried out planned, directed and systematic. The results of preliminary research show that supervisors have done good planning with clear formulations.

Theoretical Foundation

The concept of Islamic education directs that supervision is carried out both materially and spiritually, meaning that supervision does not only prioritize material / external matters, but also prioritizes spiritual matters. Unlike the secular concept, thus Allah SWT is in the position as the main supervisor. Supervision of oneself must also be done as said by the Prophet Muhammad SAW: "Check yourself before checking others." (H.R. Tirmidzi: 2383).

One form of supervision in madrasah is managerial supervision conducted by supervisors to madrasah principals. Activities carried out in the form of monitoring, coaching and assessing activities, towards principals and other school elements in managing, administering and implementing all school activities. (Darwin & Irsan: 2012).

Managerial supervision carried out by madrasah supervisors is part of an effort to improve the personal abilities of madrasah carried out in the context of supervising

madrasah heads. The target of this managerial supervision activity is to improve the managerial competence of madrasah principals in management, the ultimate goal of which is to improve the overall quality of madrasah. Principals with good competence will have an impact on the overall supervisory functions of school *stakeholders*. Some of the things that are the focus of supervision, among others: curriculum, financial administration, infrastructure facilities, education personnel administration, student administration, madrasah and community relations, as well as correspondence and filing administration. (Suhertian, 2000; Watanabe & Patitad, 2022).

Definition of competence according to Scale (1975) in Fatkhur Rosi, literally competence comes from the word *competence* which means proficiency, ability, and authority. As for etymology, it is defined as the behavioral dimensions of expertise or excellence of a leader or staff who has good skills, knowledge and behavior. Meanwhile, according to Boulter, Dalziel, and Hill (2003) suggest that competence is a characteristic of a person who has superior performance in carrying out work, roles, and under certain conditions. The competency standards of a madrasah head include: Managerial competence, supervisory competence, entrepreneurial competence, personality competence, and social competence.

Madrasah supervisors are civil servant teachers appointed in the functional position of education unit supervisor whose duties, responsibilities and authority are to conduct academic and managerial supervision in madrasah (PMA No. 31 of 2013). Supervisors have a strategic role in the process of quality education in madrasah. In this context, the role of madrasah supervisors includes monitoring, supervision, evaluation, reporting and follow-up supervision that must be carried out continuously (PP No. 19 of 2005). Madrasah Head can be defined as a functional teacher who is given the task of leading the madrasah where the teaching and learning process is held (Wahyusumidjao, 1999). *Leader* comes from the root word *to lead* which means: walking in front or moving earlier than others, guiding, and moving others through influence.

Based on Permendikbud No. 13/2007 on the standards of madrasah/school principals, madrasah principals must have standards of personality competence, managerial competence, entrepreneurial competence, supervisory competence, and social competence. Of the five competencies, managerial competence has the most extensive and specific job description for a school/madrasa principal.

The managerial competencies of the madrasah head include: (1) Able to prepare plans for various levels of planning, (2) Developing the organization, (3) Leading madrasah in optimizing existing resources, (4) Managing change and madrasah development that is conducive and innovative for student learning, (5) Creating a conducive madrasah culture and climate, (6) Managing human resources optimally, (7) Managing infrastructure facilities in the context of optimal utilization, (8) Managing madrasah and community relations in the context of seeking support / ideas for learning resources, and madrasah financing, (9) Managing students in the context of admitting new students, placing and developing student capacity, (10) Managing curriculum development and learning activities in accordance with the direction of national

education goals (11) Managing madrasah finances according to the principles of accountable, transparent and efficient management, (12) Managing madrasah special service units in supporting learning activities and student activities in madrasah (13) managing madrasah information systems in supporting program preparation and decision making (14) Utilizing advances in information technology for the improvement of madrasah learning and management, and (15) monitoring, evaluating and reporting on the implementation of madrasah activity programs with appropriate procedures and planning follow-up.

Implementation of supervisory supervision management to improve

The managerial competence of the madrasah head requires a solid foundation in order to achieve its goals and meet the 8 standards of madrasah management or even exceed them. MTs are junior high schools (SMP) characterized by Islamic religion, but in reality the output of education results in MTs has not fully produced comprehensive graduates as initiated by Sanusi in 6 (six) value systems which include: theological values, logical values, physical-physiological values, ethical values, aesthetic values and teleological values (Sanusi, 2016) . In relation to supervisory supervision management to improve the managerial competence of madrasah heads, it is hoped that this value system will become a reference for the theoretical basis and relevant concepts of planning, organizing, implementing and supervising.

In detail related to supervisory supervision management, the internal quality assurance system (SPMI) with the six value systems is used in setting the initial intention (commitment) only because of Allah SWT, in accordance with the instructions of sharia and the provisions of the applicable statutory requirements and the results achieve the vision, mission and objectives of supervisory supervision that is blessed by Allah SWT.

The development of madrasah tsanawiyah in terms of quantity must still pay attention to the quality of its services in fulfilling the 8 national education standards (SNP). In the context of realizing the supervision management of madrasah supervisors to madrasah heads, both must be able to improve their competence in accordance with the development of the world of education and the needs of the times

Research Methods

The approach used is an *interactive qualitative mode of inquiry* approach, which is an in-depth study using data collection techniques directly from informants in their natural environment. Researchers interactively describe the context based on emerging phenomena and symptoms and revise questions continuously based on findings in the field. This is in line with the character of qualitative research according to Bogdan and Biklen including: (1) Direct data sources in a natural situation where the researcher is the main instrument, (2) descriptive, (3) prioritizing process over results, (4) inductive data analysis, and (5) prioritizing meaning.

This research uses a qualitative descriptive analysis method with a case

study approach. The subjects of this research were the Supervisors of MTs Al Kautsar and MTsN Depok City, the Supervisory Working Group (Pokjawas) of Depok City, the Head of Madrasah Education Section (Kasie Penmad), the Head of MTs Al Kautsar and the Head of MTsN Depok, the deputy heads of madrasah, the Head of TU, educators, and students and committees at both MTs. Determination of the subject using *purposive sampling* technique means that the subject is selected with a specific purpose and consideration. (Sugiyono, 2009)

In collecting data, researchers used five techniques, namely observation, participation, interviews, documentation studies, and literature studies.

Results and Discussion

Managerial Supervision Planning

The job description of madrasah supervisors states that: (1) Each madrasah supervisor, either in groups or individually, is required to develop a supervisory program plan. The supervision program consists of: Annual supervision program, semester supervision program, managerial supervision plan (RKM), and academic supervision plan (RKA), (2) Annual supervision program is prepared by the supervisor which is estimated to last for 1 (one) week, (3) Semester supervision program is a technical operational planning of activities carried out by each supervisor in each RA/Madrasah under his/her supervision, (4) The Managerial Supervision Plan (MMP) is an elaboration of a more detailed and systematic semester program in accordance with the priority aspects/issues that must be immediately supervised, (5) The preparation of the MMP is estimated to last 1 week, and (6) The annual program, semester program and MMP should at least contain aspects/issues, objectives, indicators of success, work strategies/methods (supervision techniques) Activity scenarios, required resources, assessment and supervision instruments.

In the planning stage, the Pokjawas has previously established a reference in the preparation of managerial and academic supervision instruments to be used comprehensively at all levels of education by both supervisors and madrasah heads. Supervisors then carry out supervision using instruments that have been standardized for all fostered madrasahs. The planning made refers to the standards of success set in supervisory supervision expressed in the following supervisory goals and targets: (1) All heads of supervised madrasahs in the Depok City Ministry of Religious Affairs are able to carry out their duties in accordance with the 8 national standards of education. (2) All madrasah teachers supported by the Ministry of Religious Affairs in Depok City are able to develop learning tools, implement the learning process in accordance with Permendikbud number 22 of 2016 concerning process standards and assess learning outcomes in accordance with Permendikbud number 23 of 2016. (3) All madrasah teachers supported by the Ministry of Religious Affairs in Depok City are able to develop learning tools, implement the learning process and evaluate learning outcomes in accordance with

the 2013 curriculum regulations.

Organizing Supervision of supervisors

The main tasks of madrasah supervisors in managerial supervision activities consist of coaching, monitoring eight SNP, and assessing madrasah performance. The organizational structure of the Depok City Ministry of Religious Affairs Supervisory Working Group consists of the Supervisor (Head of the Depok City Ministry of Religious Affairs office), Advisor (Head of Sub Administration of the Depok City Ministry of Religious Affairs and Head of the madrasah Education section), Chairperson, Secretary, Treasurer, and members (all supervisors within the Depok City Ministry of Religious Affairs).

The position levels of madrasah supervisors consist of: young madrasah supervisors, middle madrasah supervisors, and main madrasah supervisors. The main madrasah supervisor is in charge of guiding young school supervisors and middle school supervisors in carrying out their main duties as well as providing guidance and professional training for teachers and principals in conducting action research.

Implementation of supervisory supervision

The supervisor supervision guide contains: (1) madrasah identity (2) madrasah address (3) time of supervision. The aspects of activities monitored in the form of follow-up to the targets given include: (1) The vision and mission of the madrasah, (2) The work program and its references, including: understanding of Permendiknas No. 19 of 2007 concerning Education Management Standards, medium-term work plans (four years) related to the quality of graduates and improvement of supporting components of quality improvement, annual work plans expressed in the madrasah activity and budget plan (RKAM), madrasah work programs include dimensions of personality, managerial, entrepreneurial, supervision and social competencies. (3) Academic and management supervision includes activities: classroom supervision schedules, administrative supervision and other activities, such as: BK, library, laboratory, etc., (4) Personal coaching and participation includes: Regular/periodic meetings with teachers, including teachers in training/instruction/seminars, including employees in training and upgrading, providing opportunities for teachers and employees to continue their studies, including teachers in the selection of outstanding teachers, conducting comparative studies in an effort to improve quality, involvement of madrasah residents in decision making related to madrasah development, (5) Administrative completeness includes: notes/agenda of madrasah head activities, performance records of teachers and staff, general, special (official) guest books and coaching books, and meeting notation books.

Forms of communication/socialization of information about supervisory supervision to improve the managerial competence of madrasah principals include: (1) KKM meetings at the city level, where supervisors socialize work plans and supervision schedules, (2) through the WAG of fostered madrasah principals, (3) monthly meetings of fostered madrasah principals, and (4) attending directly to the location of

the fostered madrasah. The scenario and timing of the implementation of supervisory supervision to improve the managerial competence of the madrasah head are discussed together between the supervisor and the madrasah head in a communication forum, either through face-to-face or via WA / telephone, after an agreement is obtained, both parties prepare themselves for this purpose.

The models, objectives, techniques and strategies that have been determined in supervisory supervision to improve the managerial competence of madrasah heads are as follows: (1) scientific model, based on data collected objectively beforehand, through observation, documentation study, and interviews. (2) Clinical model, to correct and improve managerial quality. (3) The artistic model by cooperating with other parties/assistance inviting experts. While the forms of supervisory supervision activities to improve the managerial competence of madrasah principals are in the form of supervisors, in the form of: (1) Observation/Monitoring 8 (eight) national education standards, (2) Coaching, and (3) Evaluation and monitoring.

The report on the implementation of supervisory supervision to improve the managerial competence of madrasah principals is prepared after the supervision is carried out, the supervision report is taken into consideration for the performance assessment of madrasah principals. In the managerial aspect, it is reported how a madrasah head: (1) Developing madrasah planning for various levels of planning, (2) Leading madrasah in order to optimally utilize madrasah resources, (3) Creating a madrasah culture and climate that is conducive and innovative for student learning, (4) Managing teachers and staff in order to optimally utilize human resources, (5) Managing madrasah facilities and infrastructure in order to optimally utilize them, (6) Managing students in order to recruit new students, (7) Managing curriculum development and learning activities in accordance with the direction and objectives of national education, (8) Managing madrasah finances according to the principles of accountable, transparent and efficient management, (9) Managing madrasah administration in supporting the achievement of madrasah goals, (10) monitoring, evaluating and reporting on the implementation of madrasah activity programs with appropriate procedures and carrying out follow-up.

Monitoring and Evaluation (Money) Supervision of supervisors

Monitoring and evaluation is carried out with the following techniques: (1) Observing and studying documents owned by the head of the madrasah, (2) Observing the implementation of the RKAM and RKJM carried out at MTs Al Kautsar and MTsN Kota Depok, (3) Observing implementation, supervision, monitoring and evaluation documents carried out by the head of MTs Al Kautsar and MTsN Kota Depok, (4) observing managerial documents of MTs Al Kautsar and MTsN Kota Depok, (5) observing madrasah SIM reports, (6) Observing Madrasah RKAM and discussions about the perfection of RKAM, (7) Observing the implementation of SNP continuously and comprehensively, (8) Monitoring the preparation of KTSP, verifying the draft and facilitating the ratification of KTSP, (9) Reviewing the SKL

and determining the standard graduation criteria, (10) Carrying out socialization, coordination, coaching and workshops and independent tasks for the preparation of learning tools, (11) Technical guidance on the duties and functions of the madrasah head, and (12) Coordination with related parties.

The supervisor's monitoring and evaluation of the Head of MTs Al Kautsar showed the following results:

1. The madrasah head's management of the vision and mission of the madrasah has the highest score of 4, because the vision and mission are clearly displayed both on the big screen TV and running text at the madrasah gate.

2. The work program and its references also score 4 because everything is well documented.

3. In the implementation of academic and managerial supervision, the madrasah head has a score of 3, the supervision schedule has not been fully implemented on time and the follow-up of the supervision results has not been maximized.

4. Personal coaching and participation is carried out in regular meetings, some teachers are included in invitation-based training, opportunities to continue their own studies as long as they do not interfere with their main duties, include outstanding educators and teaching staff in the selection of outstanding teachers, carry out comparative studies to improve quality and involve madrasah residents for decision making related to madrasah development, the score is given 4.

5. Completeness of administration, records of the madrasah head's activity agenda, teacher performance, general and special guest books and meeting minutes are well filled in and given a score of 3.

6. For supervision of madrasah administration, the Head of MTs Al Kautsar has properly organized the madrasah work program, education calendar, correspondence administration, organizational structure, division of tasks and their descriptions, employee statistical boards, early year work meetings, early and late year reports, operational permits and others well and given a score of 4.

7. Supervision of curriculum, staffing and student administration received a score of 4, meaning that all the administrations in question have been completed very well.

8. Regarding the supervision of financial administration, which included the RAPBM/RAKAM, BOS management decree, general cash book, cash book, auxiliary cash book, accountability letter, tax book, honorarium receipts, financial record book from the committee, all could be shown well.

9. Supervision of financial administration includes RAPBM/RAKAM, BOS management decree, general cash book, cash book, auxiliary cash book, accountability letter, tax book, honorarium receipt, financial record book from the committee can all be shown properly.

The supervisor's monitoring and evaluation of the Head of MTsN Depok City showed the following results:

1. The management of the Head of MTsN Kota Depok has been led by

an Acting Head. (Acting Head) in the last two years. The absence of a definitive madrasah head has affected the performance of the madrasah head.

2. The madrasah head is considered capable of developing an organizational structure that is in accordance with the needs of the program with a score of 4, and is also able to place personnel according to needs. This can be seen from the document stipulating/validating the organizational structure, arranging the details of the duties of each personnel in the madrasah organizational structure and the availability of SOP documents.

3. The head of madrasah is considered to be able to manage relationships between madrasah and the community in order to seek support for ideas, learning resources and financing, as evidenced by MTsN Kota Depok as a recipient of SBSN funds in 2022.

4. In terms of managing the process of achieving 8 SNP in accordance with the direction and objectives of national education, the head of MTsN is considered capable of applying: (1) curriculum development that refers to content standards, (2) learning process development that refers to process standards, (3) learning assessment system that refers to assessment standards, and (4) implementing quality assurance for achieving graduate quality standards as evidenced by activity documents and data on academic and non-academic achievements in the last 2 years.

5. The madrasah principal is considered capable of managing madrasah special service units in supporting learning activities and learner activities in madrasah such as the existence of laboratory libraries and cooperative businesses.

Follow-up on the results of monitoring and evaluation is in the form of mentoring and guidance. Assistance and mentoring is carried out in planning activities including technical guidelines review, preparation of medium and long-term activity plans, preparation of madrasah budget activity plans, preparation of education unit curriculum, supervision guidelines and assessment management.

In some of the mentoring and coaching activities, it was agreed to bring in experts, as well as find funders to support all activities.

Problems and Solutions

In the implementation of managerial supervision in improving the managerial competence of madrasah heads, the following problems were found:

1. Supervisor

a. Recruitment of supervisors; Candidates for supervisors are not from heads of madrasah or outstanding teachers, because most MTsN heads are not interested in becoming supervisors. Supervisor candidates are partly over 50 years old and those who wish to become supervisors do not teach full time (24 JP), and the appointment of supervisors is also very limited.

b. The ratio of supervisors and madrasahs should ideally supervise 60 teachers or 10 Madrasah Ibtidaiyah, while in MTs and MAs supervise 40 teachers and Madrasahs, the fact in the field is that 1 MTs supervisor supervises 200

teachers and 18 MTs or even more.

c. Uneven distribution of supervisors, the number of supervisors in one area is not the same, both in terms of number and quality, especially in areas with a very wide range to remote areas that are not reached by data transportation.

d. Supervisor competencies; the competencies of one supervisor and another are not the same.

e. The complexity of the supervisor's duties; The supervisor's duties are not only monitoring, coaching and evaluating, but also carrying out leadership duties and improving the quality of the supervisor concerned.

f. Quality culture where there are still Supervisors who have not fully set high quality standards and strive to achieve them.

g. The Follow-up Plan (RTL) has not been fully implemented properly because government policies related to the supervisor profession have not been fully appreciated by supervisors, this is evidenced by the absence of supervisor certification. So far, supervisors have obtained teacher certification.

2. Head of Madrasah

a. Recruitment of madrasah principals; candidates who pass the selection are not necessarily appointed as madrasah principals given the very limited quota and the response to participate in the selection is very large and open, as a result there are still KKN practices in the appointment of madrasah principals. In the case of private madrasahs, the appointment of madrasah principals is regulated by the head of the organizing foundation, so regeneration of leadership is possible for the benefit and continuity of the leadership of the foundation family, especially since 90% of madrasahs are organized by foundations (private).

b. Managerial competence of madrasah principals; recruitment that prioritizes continuity in family leadership results in the managerial competence of madrasah principals being very diverse and not having clear benchmarks.

c. The complexity of the madrasah head's duties; although the madrasah head no longer teaches in the classroom, there are still many madrasah heads who teach in the classroom, and there are even madrasah heads who teach in other places, participate in social organizations, professional organizations and other communities that are needed by a madrasah head because one of the managerial competencies of the madrasah head is social competence.

d. Quality culture, starting from recruitment that is not fully based on the quality of the madrasah head, has an impact on the quality culture that has not been attached to all madrasah heads.

e. The Follow-Up Plan has not been fully implemented due to various factors.

f. Government policies towards private madrasahs related to improving the quality of madrasah heads have not yet reached all madrasah heads, especially those who are far from the city center and located in remote areas.

3. Infrastructure Facilities

Infrastructure facilities in madrasah are not the same in terms of quality and quantity, this is very dependent on the size of the madrasah, the number of students, the support of local government, alumni, and the surrounding community, including the expertise of the madrasah head in exploring the potential of funds considering that one of the competencies that must be possessed by the madrasah head is entrepreneurial competence. The infrastructure needed by supervisors to carry out supervisory supervision is not yet available, fully using personal infrastructure.

4. Cost

a. Budget policy; The madrasah head has not explicitly included the managerial supervision budget in his budget line, the coaching budget is contained in improving the standards of educators and education personnel, it can be done not only by supervisors in terms of coaching.

b. Incentives are minimal; Supervisor incentives under the madrasah education section range from Rp100,000 to Rp150,000 per month for each supervisor.

The solution to the problem of implementing managerial supervision in improving the managerial competence of madrasah heads is as follows:

1. Supervisor Problem Solution

a. Recruitment of supervisors; supervisors are nominated from outstanding teachers, mobilizing teachers, and outstanding madrasah heads who are selected in an accountable and transparent manner by taking into account the list of rank order (DUK).

b. The ratio of supervisors to madrasahs must be in accordance with the applicable regulations.

c. The distribution of supervisors must be even and equitable in terms of both quality and quantity.

d. The competence of supervisors must always be improved through appropriate strategies, such as through supervisor performance appraisals, *upgrading*, workshops, and other training.

e. The complexity of the supervisor's duties is more directed at coaching, monitoring and assessing madrasah heads, educators and other education personnel.

f. A culture of quality must be embedded in the soul of the supervisor by trying to provide excellent service to madrasah, prioritizing the task of monitoring, fostering and evaluating madrasah as the main task of the supervisor.

g. Follow-up plans are carried out as much as possible after managerial supervision.

h. Government policies must favor the professionalism and quality improvement of supervisors and quality assurance of madrasah; as well as regulations governing the duties and authority of supervisors.

i. There needs to be measurable and fair *reward and punishment* for supervisors' performance.

- j. Transparent budget allocation for supervisor operations.

2. Madrasah Head Problem Solution

- a. Recruitment of madrasah heads is carried out by selecting and including outstanding teachers at the madrasah level in a measurable and transparent manner.
- b. The managerial competence of madrasa principals needs to be improved in every certain period through various strategies, among others: Workshop, upgrading, training, and comparative studies.
- c. The complexity of the duties of the madrasah head requires the madrasah head to maximize management functions, especially in personal placement, clear, measurable, and transparent division of tasks.
- d. A culture of quality must characterize the madrasah head by developing a plan that is measurable, planned, and can be implemented and evaluated according to predetermined standards.
- e. The follow-up plan for the findings of managerial supervision can be implemented as much as possible.
- f. Government policies must be in favor of improving the quality of madrasah by paying attention to the quality of madrasah head resources.
- g. Work culture; madrasah heads must fully realize that as a leader they are supervised and accountable both in this world and in the hereafter. For this reason, the 5 work cultures consisting of: Integrity, professionalism, innovation, responsibility, and exemplary must be really remembered and become an inherent supervision for the madrasah head.

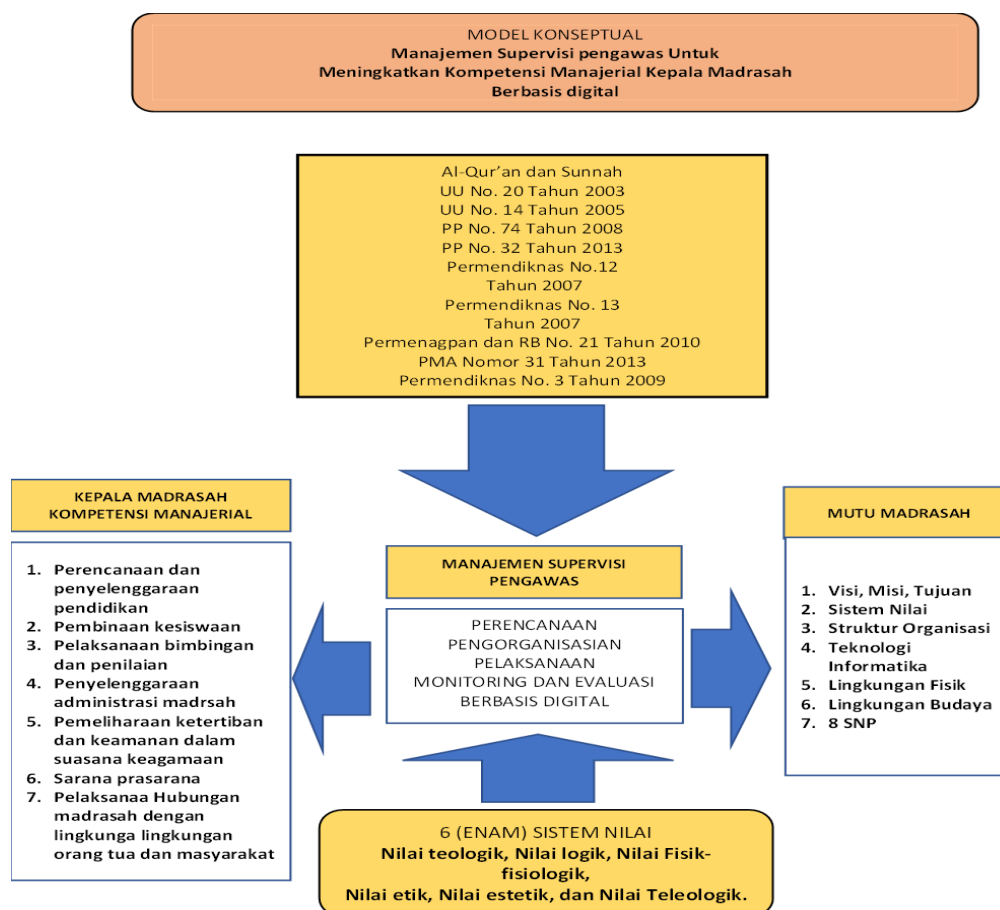
3. Infrastructure Problem Solution

- a. Involve the surrounding community by exploring the potential of zakat, infaq and *shodaqah* for the development of madrasah infrastructure.
- b. Maximize existing funds from School Operational Assistance (BOS) and local governments to meet the eight national education standards (SNP).
- c. Improving the entrepreneurial competence of madrasah principals to meet the needs of madrasah infrastructure.
- d. Involving madrasah committees, alumni, and CSR institutions in the fulfillment of facilities and infrastructure to support more conducive teaching and learning activities.

4. Cost Problem Solution

- a. Maximize BOS funds and other assistance to meet the needs of managerial supervision by allocating a supervision budget.
- b. Local governments can provide a budget for human resource development in their regions.
- c. The supervisory working group is more proactive in cooperating with various parties for the implementation of supervisory supervision.

Table 1. Visualization of the Research Model



Summary

Managerial supervision management in improving the managerial competence of madrasah principals in the Depok City Supervisory Working Group, MTs Al Kautsar and MTsN Depok City has been carried out by adhering to the established Implementation Guidelines, including: coaching activities, monitoring, performance assessment, and follow-up. The process of these stages has been carried out but not optimal, so that efforts to improve the managerial competence of the madrasah head through managerial supervision have not occurred significantly.

The supervisory supervision process is in accordance with the stages that must be carried out: (1) planning before the implementation of managerial supervision in order to run in accordance with the objectives, but the process and follow-up program have not run optimally, (2) The organization of supervisory supervision is determined by the Head of the Depok City Ministry of Religious Affairs Office, which consists of the chairman, secretary, treasurer and members as well as dividing the area and fostered madrasah to facilitate coaching, monitoring, assessment, and follow-up, (3) The supervision program is arranged in the annual supervision program and semester supervision program. The annual supervision program is prepared involving a number of supervisors in the work area, while the semester supervision program is an elaboration of the annual supervision program in each fostered madrasah for one semester. However, there are still obstacles in

the form of a mismatch between the implementation schedule and that set in the planning, (4) Monitoring and evaluation after implementation has been carried out but not optimal in terms of follow-up.

Among the problems that hinder managerial supervision of Madrasah Heads are: Unbalanced ratio between the number of supervisors and the number of madrasahs, which is related to the recruitment process of supervisors; Inequality in the level of competence of supervisors or madrasah heads who are supervised; differences in the availability of infrastructure and budgets, and; Quality culture has not been evenly owned, either by supervisors or madrasah heads. Therefore, the follow-up plan has not been able to run optimally. While the efforts made in overcoming obstacles and barriers in the implementation of managerial supervision to improve the managerial competence of madrasah heads are: Improving the recruitment process of supervisors; involving outstanding teachers in the recruitment of madrasah principals; quality culture must be the character of supervisors and madrasah principals; and expanding the potential of the madrasah budget to improve the availability of infrastructure and budget limitations.

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