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**IMPLEMENTATION OF LEARNING SUPERVISION BY THE HEAD OF  
MADRASAH IN EFFORTS TO INCREASE TEACHER PERFORMANCE  
AT MTS NEGERI SIANTAN**

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**ABSTRACT**

This study reveals the implementation of learning supervision by the madrasah principal in an effort to improve teacher performance at MTS Negeri Siantan. To get maximum results, this research focuses on: 1). How is the learning supervision plan carried out by the head of MTSN Siantan in improving the performance of PAI teachers? 2). How is the implementation of learning supervision carried out by the head of MTSN Siantan in improving the performance of PAI teachers? 3). How is the evaluation of learning supervision carried out by the principal of MTSN Siantan in improving the performance of PAI teachers? 4). How is the follow-up learning supervision carried out by the principal of MTSN Siantan in improving the performance of PAI teachers? This study uses a qualitative approach with data collection methods documentation and interviews. This study concludes that: 1). The planning for supervision of learning by the madrasa head in improving the performance of PAI teachers at MTs Negeri Siantan has been well planned; 2). The implementation of learning supervision by the madrasah principal in improving the performance of PAI teachers has been carried out well. However, it needs to be improved so that the implementation is more perfect in order to improve teacher performance; 3). The evaluation of learning supervision by the madrasah principal has been carried out well; 4). Follow-up supervision of learning by the principal in improving the performance of PAI teachers has been carried out well.

**Keywords: Supervision, Learning, Performance**

## INTRODUCTION

Principals are formal leaders in educational institutions. It is interpreted as the head because the principal is the highest official in the school. Therefore, the principal plays an important role in the development of the school. The leadership spirit of the principal is at stake in the process of fostering teachers, administrative staff, and school employees. As a leader, you must know, understand, and understand all things related to school administration. They even have to understand the potential possessed by teachers so that communication with teachers and school employees will help their performance, especially to solve problems faced by the schools they lead.

Theoretically, the principal as the manager of the education unit is responsible for the effectiveness and efficiency of education in his school, through the roles he plays. According to Soebagio (1991:60), the role played by the principal is very complex, including the role of the principal as a leader, administrator, manager, supervisor and community liaison. Normatively in the hadith narrated by Bukhari it is also explained that each leader will be held accountable for his leadership. Which meaning: "...everyone is a leader and is responsible for what he leads ...". (H.R. Bukhari)

The principal does not only act as a leader but also acts as a supervisor. The principal as a supervisor is intended to increase supervision and control of teachers and other personnel to improve their performance. The principal as a supervisor is in charge of managing all aspects of the curriculum that applies in the school so that it can provide results that are in accordance with the predetermined targets. The aspects

of the curriculum that must be mastered by the principal as a supervisor are subject matter, teaching and learning processes, curriculum evaluation, curriculum management, and curriculum development. The teaching process handled by the teacher in activating student teaching and learning activities is called learning, the activity in the form of academic transactions between teachers and students must be handled professionally by people who have expertise. Therefore, the supervision must be in the form of professional supervision, in accordance with the nature of its activities.

Education aims to improve human resources as outlined in the National Education System Law no. 20 of 2003 aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Teachers as educators are professionals who are tasked with planning and implementing the learning process, determining learning outcomes, conducting guidance and training as well as conducting research and community service, especially at universities (UU RI No. National Education". Therefore, teachers are required to develop and utilize their professional abilities, so as to improve their performance in carrying out their duties and functions. According to Megarry et al in Nurhayati (2006:64) "future education demands professional skills of qualified educators"

Sagala explained (2010: 88) that in the ancient concept of supervision carried out in the form of "inspection" or finding fault with the teacher in carrying out teaching tasks. Meanwhile, in the modern view, supervision is an effort to improve the teaching and learning situation, namely supervision as an

aid for teachers in improving the quality of teaching to help students learn better. However, empirically in the community, there are still many people who think that educational supervision is identical with inspection-related supervision.

The concept of the principal as a supervisor shows an improvement in teaching at the school he leads, this improvement can be seen after the supervisor's touch is in the form of assistance in overcoming teacher difficulties in teaching. For this reason, school principals need to understand teaching programs and strategies, so that they are able to provide assistance to teachers who have difficulties, for example in preparing their respective teaching programs and strategies. Assistance provided by school principals to teachers can be in the form of facility support assistance, necessary teaching materials, strengthening of mastery of teaching materials and strategies, training, internships and other assistance that will increase the effectiveness of teaching programs and program implementation in classroom learning activities.

In conducting supervision, of course the principal can start by asking in what cases the teacher needs to get help from the principal. This question is important to focus on the assistance to be provided. Since the core of school activities is learning, the most important aspects to supervise and assess educational activities are those related to learning. The principal as a supervisor must strictly master the assessment of learning outcomes by educators. Of course the principal must understand the meaning of PP No. 19 of 2005 Article 64 paragraph 1 which states that the assessment of learning outcomes by educators as referred to in Article 63 paragraph 1 point a: "It is carried out continuously to monitor the process, progress, and improvement of results in the

form of daily tests, mid-semester tests, end-of-semester tests, and grade promotion tests."

Furthermore, Article 1 of the Law on the National Education System explains "Learning is a process of interaction between students and educators and learning resources in a learning environment." According to Sagala (2010:282) learning supervision is: "Assistance and services provided to teachers so that they want to continue learning, improve the quality of their learning, foster teacher creativity to improve together by selecting and revising educational goals, teaching materials, teaching models and methods, and evaluating teaching to improve the quality of learning. , education and curriculum in the development of teaching and learning well in order to obtain better results."

As supervisors, of course, in their implementation they must use a human approach that cannot be separated from aspects of the personality and human emotions themselves. This personality approach is important, because it relates to the supervisor's responsibility for the professional competence of teachers to teach and educate. Thus learning supervision pays special attention to improving teaching, so as to create good quality learning services. According to Sagala (2005:248), the concept of supervision is to emphasize the process of professional formation and development with the aim of responding to the main understanding and needs of teachers related to their duties. The formation of teacher professionalism is intended to support educational reform and to combat educational decline. This reform must primarily begin by improving the quality of teaching teachers in the classroom.

By improving and improving the quality of teacher teaching, it is hoped that students can learn well, so that the objectives of teaching education can be achieved optimally. Although supervision means or is often translated to supervise, it has a special meaning, namely helping and participating in efforts to improve and improve quality. Supervision has an evaluation function by way of research and is an improvement effort. In various activities, supervisors participate as participants, as leaders (leadership) and stimulate cooperation between members. If all elements involved in the implementation of supervision can work together solidly or become a good team working, then the quality of learning services will continue to improve.

The quality of learning is strongly influenced by the professional quality of teacher performance, therefore efforts to improve the professional ability of teachers in carrying out the learning and teaching process through the assistance of supervision, need to continuously get professional attention and assistance from the person in charge of education. This professional improvement will be more successful if it is carried out by teachers with their own will and efforts. But often teachers still need the help of others. Because he did not know or did not understand the types, procedures and mechanisms of obtaining various resources that were needed in an effort to improve their professional abilities. The assistance needed by the teacher is in the form of supervision. Starting from this thought, this research discusses the problem of learning supervision.

Institutionally, the duties and roles of school principals have five dimensions of competence as stated in the regulation of the Minister of National Education Number 13 of 2007 concerning Standards for Principals/Madrasahs, namely personality,

managerial, entrepreneurial, supervisory, and social competence competencies. Furthermore, the Regulation of the Minister of National Education of the Republic of Indonesia No. 13 of 2007 concerning the Standards of principals/madrasahs in article 1 explains that supervision is: 1) Planning an academic supervision program in order to increase teacher professionalism; 2) Carry out academic supervision of teachers by using appropriate supervision approaches and techniques; 3) Follow up on the results of academic supervision of teachers in order to increase teacher professionalism.

From some of the theories and backgrounds above, the researcher deems it necessary to dig and research more deeply. With the hope of providing encouragement or motivation for researchers and school principals, teachers, students, parents, and stakeholders, so that they are consistently able to contribute ideas in the implementation of learning supervision of Madrasah principals in Permendiknas Number 13 of 2007 states that a school principal must master Principal Competency Standards which consist of: personality competence, managerial competence, supervisory competence, entrepreneurial competence and social competence.

The description of supervisory competence is essentially academic supervision where the steps taken are planning an academic supervision program in order to increase teacher professionalism, carrying out academic supervision of teachers using appropriate supervision approaches and techniques and following up on the results of academic supervision of teachers in order to increase their professionalism.

Observing the results of the 2013/2014 Supervision Program analysis at MTS Negeri Siantan, in general, it was found several weaknesses that needed to be

corrected for improving the quality of learning as well as improving teacher performance, such as there were still teachers who did not enter teaching, taught without having teaching preparation or had not completed supporting administration. learning etc.

Therefore, in order to carry out the duties of the Principal as a Supervisor/Supervisor, it is necessary to develop a supervision program that thoroughly and systematically describes the planned activities to be carried out and what follow-up actions are taken from the results of supervision after the activities are carried out so that there will be significant improvements in academic activities at MTS Negeri Siantan. .

Madrasah Tsanawiyah is a basic education level equivalent to junior high school which often gets a bad stigma, and is less interesting to talk about, because it only deals with religious education issues. In this context, it is necessary to understand proportionally that the management of madrasas is inversely related to schools. Madrasahs are generally privately managed by foundations/institutions established by the community. Meanwhile, most of the schools have state status managed by the state. Therefore, all public madrasah became the chair of the Madrasah Working Group (KKM), which oversees several private madrasas. The government, in this case the Ministry of Religion, pays full attention to state madrasas starting from MIN, MTSN and MAN. The budgeting system is also separate from the parent satker, namely the Regency/City Ministry of Religion Office and is placed as a work unit (satker) as the power user of the budget itself. So all state madrasah receive DIPA every fiscal year. Therefore, the coaching system is more structured. And madrasa satkers are required to be able to plan and manage their own

budgets, so that the existence of public madrasas becomes a model for private madrasas that are members of the KKM. Like MTSN Siantan, it has long been a reference or role model for other Tsanawiyah madrasas.

From initial observations at MTSN Siantan, Pontianak Regency, it was found that some unique things could be used as models for Tsanawiyah madrasas. First, MTSN Siantan is the oldest madrasa in Pontianak district. Second, public trust in MTSN Siantan is quite large, as evidenced by the large number of residents who send their children to the madrasa. Currently, the number of students at MTSN Siantan Pontianak Regency has reached 403 and in 2013/2014 there were 147 students enrolled, 137 people were accepted and 10 were rejected. Some of the students came from Pontianak City. Third, there is an initial test at the time of recruitment of new students, such as practicing reading the Qur'an as part of the prayer movement. The oral test is the practice of praying while the written test is all subjects. Fourth, MTSN Siantan has a progressive system, meaning that the system that regulates discipline is that teachers who violate discipline will be subject to sanctions in the form of progressive money. Fifth, MTSN Siantan is a parent school that has a KKM (Madrasah Working Group) as many as six schools (1) Nurul Alamiyah Private MTS in Simpang Empat, (2) Darul Ahkam Private MTS in Jungkat, Auradatul Islamiyah private MTS in Peniti, (4) MTS Private Al-Falah in Segedong, (5) Private Al-Islah MTS in Parit Waik, (6) Private MTS Nurul Jadid on the outskirts of Batu Layang City, Sui Pandang. Sixth, MTSN Siantan has B accreditation.

Given the extent of the problem of the head of the madrasa, the authors limit the implementation of learning supervision. With the reason to focus more on learning as

a reference to improve teacher performance, and madrasah principals are playing an important role in school development.

## **RESEARCH METHODS**

The research method used in this research is qualitative with analytical descriptive approach. The description and analysis of this study focused on the implementation of learning supervision by the madrasah principal in an effort to improve teacher performance at MTS Negeri Siantan. While the data collection methods used are documentation and interviews.

## **DISCUSSION**

### **Learning Supervision Planning Conducted by Madrasah Heads in Improving PAI Teacher Performance**

The planning carried out by the head of MTs Negeri Siantan in improving teacher performance has been well implemented. All school programs, especially those related to learning supervision, have been well planned because supervision is the fourth part of the four learning supervision process activities carried out by the school principal. The four learning processes include; begins with planning, then implementation, continued with assessment, and the fourth is follow-up. This is confirmed by PP 19/2005, article 19, paragraph (3), "Each educational unit shall plan the learning process, implement the learning process, assess learning outcomes, and supervise the learning process for the implementation of an effective and efficient learning process"

It has also been explained that in an organization when the head of the madrasa is a supervisor, according to Yusak explained in Herabudin (2011)

"the planning that needs to be done by the principal, including preparing the school's annual program, which includes teaching programs, student affairs, staffing, finance, and providing the necessary facilities. This planning is then outlined in the school's annual plan which is described in two semester programs. The planning carried out by the principal relating to the academic program is that the principal prepares a teaching program, namely providing teacher needs, dividing teaching tasks, procuring various facilities, including adding laboratories, sports fields, extracurricular activities, and so on. In addition, programs related to student affairs include new student admissions, student selection systems, the number to be accepted, the provision of new classes and so on"

Furthermore, based on the Guideline for Supervision of Duties of GPAI Deag RI (2003:20-24) that the planned activities that must be carried out by the madrasah principal are as follows:

"Compile a complete list of madrasahs and GPAI, namely: arranging annual, monthly, weekly activity schedules, preparing required learning supervision forms, conducting class visits after that by having a dialogue with the teacher concerned regarding the professional attitude of GPAI, observing the relevant madrasa environment. by fostering religious life, in the form of: supporting and inhibiting factors. Conducting class visits carried out

by the madrasah principal at MTs Negeri Siantan is to examine the composition of the lesson plans, observe the implementation of teaching and learning activities that have been made by GPAI; observing GPAI activities in carrying out teaching and learning activities; observing student activities in teaching and learning activities; observing teacher mastery of teaching materials; observing the teaching and learning atmosphere; observing interactions between: teachers and students and fellow students; observing the achievement of learning objectives, holding individual consultations with PAI teachers are deemed necessary. This is intended, among others: To clarify the picture related to the duties of teachers, to guide and develop professional attitudes and abilities, to conduct development consultations through the GPAI working group. This is intended, among others, through discussion, to broaden and deepen insight, professional abilities and develop cooperative relationships, create unity of attitude and action in implementing applicable regulations, discuss, seek and overcome obstacles to the implementation of tasks, increase utilization PAI supporting factors, monitoring the development of curriculum implementation. This includes, among others: ownership of a curriculum for each PAI teacher, use of the curriculum, calculating the amount of essential material per semester that has been presented, achievement of learning outcomes (according to the central theme) at the end of each academic year. Evaluating PAI teacher activities. This includes, among others, student development and teacher-parent relations, assisting in the implementation of GPAI development.

Here it is intended, among others: to propose a time and place for coaching, to prepare coaching materials, to participate in carrying out coaching, to hold consultations/consolidation of fellow GPAI learning supervisors and other educational staff, this is meant to broaden and deepen insight, abilities and cooperation, to create a unified attitude. and actions in implementing applicable regulations, discussing, working on and overcoming obstacles encountered in the implementation of tasks, increasing the use of supporting factors for the implementation of learning supervision on the implementation of PAI tasks, developing cooperative relationships, developing cooperative relationships need to be improved because there is no PAI problem that can be solved alone, the ability to realize and expand cooperative relationships, gives meaning to the opening of opportunities to achieve results/goals, attend coaching activities. This is intended, among others, to attend training and attend coordination meetings, carry out other tasks requested by superiors, carry out cross-sectoral activities, submit reports”

What has been done by the head of MTs Negeri Siantan is in accordance with the learning supervision function. According to Sagala (2010:105)

"Educational supervision has an evaluation function, namely evaluating teacher performance by means of research, namely collecting information and facts about teacher performance by conducting research. This evaluation and research activity is an improvement effort, so that based on data and information obtained by supervisors can improve teacher

performance as it should and ultimately improve the quality of teacher performance in carrying out teaching tasks”

The same thing was also expressed by Swearingen in Sagala (2010:106) explaining in detail the supervisory function as follows:

"(1) coordinate all school efforts; (2) complement principal's leadership; (3) broaden teacher experience; (4) stimulate creative efforts in teaching; (5) provide continuous facilitation and assessment; (6) analyze teaching and learning situations; (7) provide knowledge and skills to each staff member; and (8) integrate educational goals and help improve teacher teaching abilities"

Likewise, according to Purwanto (2009: 77) explains:

"The principal as a supervisor and the teacher as a teacher can carry out their functions and roles according to their respective duties. The principal as a supervisor will be able to provide input and guidance on the problems that exist in the teacher"

According to Sagala (2010:137) by emphasizing that this is in accordance with the roles and functions of the madrasa head as follows:

"The role and function of the principal as a learning supervisor is to assist and facilitate teachers in carrying out the teaching and learning process and conduct assessments using supervision techniques as needed. Assessments are carried out with the correct scope, measuring what is needed and upholding the aspect of objectivity in conducting assessments So that the assessment carried out ensures that the quality of student learning outcomes in the

school he leads is truly measurable. So the principal can act as a leader (manager) and administrator, supervisor, and supervisor according to the situation and conditions that demand dynamic responsibilities in mobilizing all the potential of the school towards achieving the school's vision, mission, goals and targets."

Meanwhile, the Guidelines for the Implementation of Supervision of the Ministry of Religion (2003:14-16) relate to the function of learning supervision, namely to obtain just an overview of the details and functions of learning supervision, it is explained as follows:

“In the leadership function, a supervisor should carry out the following things: Increase the morale of religious teachers and all school staff who are under their responsibility and authority. Encourage activity and creativity and dedication of all school personnel. Encourage the creation of a conducive atmosphere inside and outside the school environment. Accommodate, serve and accommodate all kinds of complaints from religious teachers at the school and try to help solve them. Help develop cooperation and working partnerships with all related elements. Help develop intra and extra curricular activities at school. Guiding and directing all madrasa personnel to improve the quality of education and teaching at the madrasa. Showing exemplary attitude as a supervisor based on the philosophy of education, namely *ing ngarso sung tulodo, ing madio mangun karso, tut wuri handayani*. Showing the attitude of a democratic leader Must have a high commitment that teachers and all madrasah staff are not subordinates, but are partners, etc. In carrying out the functions, a supervisor should pay attention to the following: Observe seriously the



implementation of the duties of teachers and all madrasah staff so that it is clear whether the tasks carried out are in accordance with the plan or not. Monitoring the development of education and teaching in madrasahs which are the responsibility and authority, including the progress of student learning at the madrasah in question. Supervise the implementation of the overall school administration which includes personnel administration activities, material administration, curriculum administration, etc. Controlling the use and distribution and management of educational facilities and infrastructure in the madrasah. Supervise carefully the various activities carried out in the madrasah, especially in the context of implementing the policies that have been set by the authorized official. In addition to supervising, supervisors also carry out the function of assessing and coaching various aspects of their main task. In carrying out the implementing function, a supervisor should pay attention to the following activities: Carry out supervisory duties in accordance with applicable regulations. Securing various policies that have been set. Report the results of supervision to the authorized official for analysis and follow-up, etc”

### **Implementation of Learning Supervision by the Head of Madrasah in Improving PAI Teacher Performance**

The implementation of learning supervision carried out by the head of MTs Negeri Siantan in improving teacher performance has been carried out well. All school programs, especially those related to learning supervision, have been carried out based on the results of observations, interviews, and documentation. Improving teacher performance is implementing the learning process by educators. This activity departs from the existence of the syllabus

and lesson plans. The principal of the madrasah supervises learning when the teacher prepares the syllabus and lesson plans for PAI and checks the teacher in compiling the syllabus and lesson plans made by GPAT, the implementation will be visible in the classroom, in the form of interaction with students, and in a pleasant atmosphere. As emphasized by Government Regulation No. 19 of 2005, article 19, paragraph (1) concerning National Education Standards as follows:

"The learning process in educational units is held interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students".

This has also been explained in detail in the MoRA Supervision Guidelines (2003:16-19) regarding the scope, namely the main things that need to be supervised by Religious Teachers, namely:

"Problems of teacher insight and professional abilities, problems of teacher attendance and activities, problems of teacher teaching preparation, ranging from the preparation of subject matter analysis, annual programs, semester programs, lesson unit programs to daily teaching preparation or teaching plans. Problems achieving curricular targets and activities extra-curricular problems. The problem of cooperation between teachers and students, with fellow teachers, with administration and with the head of the madrasah. Problems with the tri-center of education consisting of schools, families and communities. Problems with student learning progress. Problems with facilities and infrastructure for religious education. Problems with education methodology and religious

teaching. Teacher welfare issues, and so on."

The madrasah principal of MTs Negeri Siantan also carries out learning supervision when the teacher teaches in the classroom in the initial, core and closing activities of the PBM, when the madrasa principal is in class there are three things that the madrasa principal observes in the initial activity class, namely: preliminary activities, including: : preparing students, doing apperception, explaining basic competence and the objectives to be achieved, conveying the scope of the material, and explaining the description of activities according to the syllabus/readiness of teaching materials, teacher appearance. This is in line with what was expressed by Sudarwan Danim (2010: 19)

"A great teacher is a teacher who is competent in learning and scientific methodologies. The relationship between the two is reflected in their performance during the transformation of learning. In the context of this learning transformation, the teacher must have competence in managing all classroom resources, such as classrooms, learning facilities, classroom atmosphere, students, and their synergistic interactions. This is where the essence of the teacher must be competent in the field of classroom management or more broadly referred to as learning management."

In the core activities, the principal of the MTs Negeri Sintan madrasa also supervises the activities carried out by GPAI, namely exploration, elaboration and confirmation, and in the closing activities carried out by GPAI, namely making summaries/conclusions, conducting assessments and/or reflections on learning activities, providing feedback on process of

learning outcomes, providing structured assignments (PT) and unstructured independent activities (KMTT), submitting lesson plans at the next meeting. In GPAI elaboration activities, students familiarize students with reading and writing that are diverse through certain meaningful tasks, facilitating students through giving assignments, discussions and others. To come up with new ideas both orally and in writing, provide opportunities to think, analyze, solve problems and act without fear, facilitate students in cooperative and collaborative learning, facilitate healthy competent students to improve cooperative learning and to improve learning achievement, facilitate students make exploratory reports which are carried out both orally and in writing individually or in groups, facilitate students to present their work individually or in groups, facilitate students to conduct exhibitions, tournaments. Festivals, as well as those produced, facilitate students to carry out activities that foster student pride and self-confidence. The principal of the madrasah supervises GPAI on exploration activities that are GPAI at the time of teaching, namely providing positive feedback and reinforcement in the form of verbal, gestures or gifts on student success, confirming the results of student exploration and elaboration through various sources, facilitating students to reflect to gain the learning experience that has been carried out, serves as resource persons and facilitators in answering questions of students who are facing difficulties, helps solve student problems in checking the results of exploration, namely providing motivation to students who are less active and providing information to explore further. This is in accordance with what is described by Rusman (2012:324)

"That professional competence is an ability that must be possessed by teachers in the learning process. Teachers have a duty to direct student learning activities to achieve learning objectives. For this reason, teachers are required to be able to have learning materials. Teachers must always update, and master the subject matter presented. Preparation self about the material is sought by seeking information through various sources such as reading the latest books, accessing the internet, always following developments, and the latest progress on the material presented.

In confirmation activities, namely: involving students in seeking information and learning from various sources and applying the principles of *takambang nature* as teachers, using various learning approaches, learning media and other learning resources. facilitate interaction between students, between students and teachers, the environment and other learning resources. actively involve students in various learning activities, facilitate students to conduct experiments in laboratories, studios. on the media and learning resources used when GPAI teaches. What was done by the head of MTs Negeri Siantan refers to the perspective of national education policy, namely the government has formulated four types of teacher competencies as stated in the Elucidation of Government Regulation no. 19 of 2005 concerning National Education Standards as follows: first, pedagogical competence, namely the ability to manage students which includes: 1) understanding of educational insights or foundations; 2) understanding of students, 3) developing curriculum/syllabus, 4) designing learning, 5) implementing educational and dialogical learning, 6) evaluating learning outcomes,

7) developing students to actualize their various potentials. Second, personality competence, namely the ability of the personality; 1) steady, 2) stable, 3) mature; 4) wise and wise; 5) authoritative; 6) noble character; 7) be a role model for students and the community; 8) evaluate own performance; 9) develop themselves in a sustainable manner. Third, social competence, namely the ability of educators as part of society to: 1). Communicate orally and in writing; 2). Using communication and information technology functionally; 3). Associating effectively with students, fellow educators, education staff, parents/guardians of students; 4). Associate politely with the surrounding community. Fourth, professional competence is the ability to master learning material broadly and deeply which includes; 1) concepts, structures, and scientific/technology/art methods that are overshadowing/coherent with the teaching materials; 2) teaching materials in the school curriculum; 3). Relationship concepts between related subjects; 4). Application of scientific concepts in everyday life; 5). Professional competition in a global context while preserving national values and culture.

The same opinion was expressed by Meanwhile, according to Moh.Uzer Usman in Baharudin et al (2012:453) about the types of teacher competencies, among others:

"(1) Personal competence includes: developing personality, interacting and communicating, carrying out guidance and counseling, carrying out administration, carrying out simple research for teaching purposes; (2) Professional competencies include mastering educational foundations,

mastering teaching materials, compiling teaching programs, implement teaching programs and assess the results and teaching and learning processes that have been implemented.

The head of the Madrasah MTS Negeri Siantan has also used various techniques in the supervision of learning, namely teacher meeting techniques, group discussions, participating in technical seminar training, workshop techniques. This is in accordance with Permendiknas No. 41/2007 described:

"Learning supervision is carried out by giving examples, discussions, training, and consultations. Supervision activities carried out by heads of education units and school supervisors are activities to improve and or improve"

In addition, Sagala (2010:174-196) explains that supervision techniques are carried out in groups and individually:

"Group supervision consists of: orientation meetings, teacher meetings, group studies between teachers, discussion as a group process, workshops, sharing of experiences, panel discussions, seminars, symposiums. Individual supervision consists of from class visits, class observations, inter visitations, self-assessment, teaching demonstrations, supervision bulletins".

Not all of the techniques for implementing this learning supervision were carried out by the head of MTs Negeri Siantan, such as teaching demonstrations and supervision bulletins. The MoRA Supervision Guidelines (2003:16-19) describe several indications of the success of learning supervision as follows:

"Supervision is carried out evenly and safely in accordance with the volume and frequency that has been set. The volume of

20 GPAI people is fulfilled. The frequency of 2 class visits in one semester is fulfilled."

So the purpose of learning supervision is to help increase the insight and professional abilities of religious teachers, as efforts are made by supervisors such as conducting class visits, individual and group coaching, giving examples and good teaching methods, encouraging increased collaboration, encouraging increased creativity and so on. However, the implementation of learning supervision techniques by the head of the Madrasah MTs Negeri Siantan has not been carried out evenly and safely in accordance with what has been determined.

### **Evaluation of Learning Supervision Conducted by Madrasah Heads in Improving PAI Teacher Performance**

Evaluation of the results of learning supervision carried out by the head of MTs Negeri Siantan in improving the performance of PAI teachers has been carried out well but in practice it is only carried out once in a semester. This is explained in the MoRA Supervision Guidelines (2003:16-19) which describe several indications of the success of learning supervision as follows:

"The frequency of 2 class visits in one semester is fulfilled. And in the supervision principle that supervision activities should be carried out regularly, for example once every 3 months, not according to the interests and opportunities of the supervisor."

Furthermore, this evaluation includes professional abilities, professional attitudes, and the achievement of student learning outcomes. This is in accordance

with the GPAI Task Supervision Guidelines for the Ministry of Religion of the Republic of Indonesia (2003:36-47). and student learning outcomes"

Furthermore, the evaluation that has been carried out by the head of the Madrasah MTs Negeri Siantan has been in accordance as described by the Center for Educational Personnel Development, Educational Human Resources Development Agency and Education Quality Assurance of the Ministry of National Education (2011:20) as follows:

"Assessment (teacher performance) includes: planning learning, implementing learning, assessing learning outcomes, guiding and training students and carrying out additional tasks attached to the implementation of main activities in accordance with the teacher's workload"

According to E. Mulyasa (2009:154) explains:

"Supervision is etymologically derived from the words "super" and "vision" which means seeing and reviewing from above or observing and assessing from above what is done by the superior on the activities, creativity, and performance of subordinates."

It is reaffirmed in the supervision criteria, namely in carrying out supervision, the head of the madrasah needs to understand the implementation concept as follows:

"Teachers need to be told what assessments will be used in the process learning. Assessment criteria must be developed starting from teaching priorities, program objectives, school systems and teacher

professional development. The criteria in teacher observation must have something to do with the teacher's job description.

### **Follow-up Learning Supervision Conducted by Madrasah Heads in Improving PAI Teacher Performance**

Follow-up learning supervision carried out by the madrasah principal of MTs Negeri Siantan has been carried out in order to improve the performance of PAI teachers in relation to the learning supervision of the madrasah principal as well as carry out follow-up with reinforcement and awards. Reinforcement and awards are given to educators who have met the standards; an educational warning is given to educators who do not meet the standards; educators are given the opportunity to take part in further training / upgrading. The principal of the madrasah also gave awards to the follow-up program for outstanding PAI teachers. and provide warnings/remedies to PAI teachers who do not meet the standards. In addition, the head of the Madrasah MTs Negeri Siantan also provides guidance to teachers who do not meet the standards. Educational reprimands are given to educators who do not meet the standards; and educators are given the opportunity to participate in further training/upgrading, this is highly emphasized by the Minister of National Education Regulation Number 41/2007 concerning Process Standards. Furthermore, in the PAI Supervisory Guidelines (2017:71) it is explained:

"The final part of the learning supervision activity is the follow-up. The follow-up includes three things, namely: reinforcement and awards are given to educators who have met the standards, educational warnings are given to educators

who have not met the standards, educators are given the opportunity to attend training/ further upgrading. In essence, follow-up is a continuation of evaluation activities. "

The head of MTs Negeri Siantan has carried out a follow-up by providing guidance, this is in accordance with the opinion of Mukhtar et al (2009: 53) by linking the general objectives of learning supervision, namely:

"To develop a better learning situation through coaching and improving the teaching profession; through learning supervision, it is hoped that the quality of teaching carried out by teachers will increase, both in developing abilities, which in addition to being determined by the level of knowledge and teaching skills possessed by a teacher, also an increase in the commitment, willingness, and motivation of the teacher"

According to Veithzal Rivai explained that the head of the madrasa was given the full task, responsibility and authority to carry out supervision by carrying out assessments and guidance from the technical aspect of education and administration in educational units,

## **CONCLUSION**

Based on the research data that the researcher obtained in the field, the researcher can conclude from this research systematically as described below: 1). The planning for supervision of learning by the madrasa head in improving the performance of PAI teachers at MTs Negeri Siantan has been well planned; 2). The implementation of learning supervision by the madrasah principal in improving the performance of PAI teachers has been carried out well.

However, it needs to be improved so that the implementation is more perfect in order to improve teacher performance; 3). The evaluation of learning supervision by the madrasah principal has been carried out well; 4). Follow-up supervision of learning by the principal in improving the performance of PAI teachers has been carried out well.

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