



Supervision in Strengthening Teacher Professionalism (Study on Implementation of Supervisory Duties and Responsibilities in Madrasah Tsanawiyah West Lombok)

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Abstract

One of the important components involved in teacher coaching is supervisors. Madrasah supervisors are people who are given the task and responsibility of assisting teachers to overcome teaching difficulties and improve the professionalism of teachers in learning. In today's era of education reform and autonomy, guidance on supervisory professionalism is essential in driving education through its basic duties and functions. The main duties of supervisors are as coordinators, consultants, motivators, evaluators, and portray leadership in educational activities. To carry out these basic tasks, the education supervisor should be competent with his/her duties. This research uses a qualitative approach with field research that is –descriptive and uses two data sources, namely primary data and secondary data. The data collection techniques used are observation, interview, and documentation. Some of the conclusions obtained in this study, namely: 1) Objective conditions of implementation of the supervision process in strengthening teacher professionalism are carried out in a runout starting from planning, implementation, and evaluation of learning; 2) Supervision efforts in strengthening teacher professionalism, namely by helping teachers make learning planning, present learning, vaccinate learning, manage classes, develop curriculum, evaluate curriculum, and evaluate themselves; 3) Supporting factors and inhibition of the implementation of supervisory professionalism in strengthening teacher professionalism, namely internal and external factors. Internal factors, namely work motivation, dedication, discipline, religious motivation, academic qualifications, and competence. While the external factors are policy, personnel, facilities, and leadership. The factors that become obstacles to the implementation of supervision are the recruitment of supervisors, placement, assignment, empowerment of supervisors, quality and quantity, communication media, the existence of pokjawas, facilities / sectarian, discipline, and work motivation as well as guidelines for the implementation of supervisory duties.

Keywords: *Supervision; Strengthening; Professionalism; Teachers*

Introduction

Indonesia is a developing country, so the educational institutions in Indonesia are both formal and non-formal educational institutions when compared not as good as developed countries.¹ The world of education is constantly updating, both the latest discovery material and its methodology, both of which must be continuously tracked, followed, honed, and developed.² Global competition is a phenomenon of the domino effect of the pace of modernity with its products, for example, the development of science and cutting-edge technology resulting from the process of recent researches and conducted carefully.³

In the face of the era of globalization, the Indonesian nation is faced with various problems, both related to the economy, socio-culture, religion, and no exception in the field of education. Madrasah has an important mission, which is to prepare the younger generation of Muslims to play a role in the development of people and nations in the future. Madrasah is a very dynamic educational institution. The interaction of madrasah with globalization takes place on an ongoing basis and indirectly impacts the education that takes place in the madrasah itself.

In the world of education, teachers are educators, mentors, coaches, and curriculum developers who can create conducive learning conditions and atmospheres, namely a fun, interesting, safe learning atmosphere, give space to students to think actively, creatively, and innovatively in exploring and elaborating on their abilities.⁴ One of the problems is the practice of teaching teachers who focus more on material mastery than equipping students from a competency point of view. Whereas theoretically, education is to guide students through teaching so that they have competence according to their respective talents.⁵

One of the important components involved in teacher coaching is supervisors. Madrasah supervisors are people who are given the duty and responsibility to assist the father/mother of teachers in overcoming teaching difficulties.⁶ Supervision is a fundamental or fundamental part of the overall service provided by the school system.⁷ Educational supervision has the main function, which is aimed at improving and improving the quality of learning.⁸

The madrasah supervisors under the auspices of the Ministry of Religion such as supervisors under the umbrella of the Ministry of Religious Affairs West Lombok Regency West Nusa Tenggara Barat which is the location of research also conducts educational supervision in the madrasah environment in its development in its efforts to improve the learning achievements and quality of madrasah and the substance of educational supervision towards improving, assisting and serving teachers in implementing the learning system appropriately and directed, both in terms of procedures and achievements to be done in the learning process and also educational achievements. In addition to having duties as coordinators of teachers, supervisors also should guide, foster, and reinforce teachers in improving and carrying out their professional duties as teachers in madrasah.

¹ Syarifah Rahmah, *Pengawas Sekolah Penentu Kualitas Pendidikan*, *Jurnal Tarbiyah* Vol. 25, No. 2 (Juli-Desember 2018): 175, diakses 5 Februari 2020, <http://jurnaltarbiyah.uinsu.ac.id/index.php/tarbiyah/article/view/378>.

² Asmuni Jamal Ma'mur, *Tips Efektif Supervisi Pendidikan Sekolah* (Yogyakarta: Diva Press Yogyakarta, 2012), 204.

³ A. Suardi, *Globalisasi dan Respon PAI di Sekolah*, *Mudarrisuna*, Vol. 7, No. 2 (Juli-Desember 2017): 247, diakses 10 Februari 2020, <https://jurnal.ar-raniry.ac.id/index.php/mudarrisuna/article/view/2364/1710>.

⁴ Jhon Helmi, *Kompetensi Profesionalisme Guru, Al Ishlah* (2018): 318, diakses 10 Februari 2020, <http://journal.staihubbulwathan.id/index.php/alishlah/article/view/7>.

⁵ Pupuh Fathurrohman dan Suryana, *Supervisi Pendidikan* (Bandung: Aditama, 2011), 3.

⁶ Syaiful Sagala, *Supervisi Pembelajaran* (Bandung: Alfabeta, 2012), 2.

⁷ Nur Aedi, *Pengawasan Pendidikan Tinjauan Teori dan Praktik* (Jakarta: Raja Grafindo Persada, 2014), 356.

⁸ Muhammad Asrori Ma'sum, *Peran Supervisi Pendidikan dalam Meningkatkan Profesionalisme Guru*, *Equilibrium*, Vol. 1, No. 2 (September 2017): 40, diakses pada 10 Februari 2020, <http://e-journal.unipma.ac.id/index.php/equilibrium/article/view/651>.

In general, the condition of the school supervisor/madrasah meanwhile shows a situation that is not ideal for example recruitment mechanisms that have not been implemented according to standards, the background of supervisors are still heterogeneous, managerial supervision is still more prominent than academic supervision and this condition is still exacerbated by the coaching of professional abilities and career levels that are not optimal.⁹ As important as the position and function of the superintendent is, it is appropriate that a school superintendent meets the qualification standards set by the government.

Researchers took the research site in West Lombok Regency at this location the supervisor in this education unit is tasked with fostering and supervising the implementation of education, both technically educational and technically administrative in a particular educational unit. Supervisors as an integral part are responsible for fostering teachers to improve their competence, both in designing their work programs and for implementation in the classroom.¹⁰ Supervisors are an extension of the government where their duties can be evaluated properly, there is a significant improvement in the quality of learning services because the strengthening of the professionalism of madrasah teachers is one of the indicators of assessment of the success of supervisors.

Based on the results of the initial observations that became the findings of researchers in one of the private madrasahs showed that the supervisor experienced significant obstacles both from the facilities and infrastructure that is still inadequate so that when carrying out the task of supervision becomes less than maximum. In addition, in general, the number of madrasahs that become supervisory target areas located in West Lombok Regency is too disproportionate to the number of supervisors. In addition, there is a madrasah range or mileage from one madrasah to another too far, so it becomes a very meaningful obstacle for supervisors in West Lombok Regency. In addition, some teachers still underestimate their duties to improve their abilities, both in terms of skills and in the development of insights as professional support as a teacher, for example, the task of a teacher when going to carry out teaching and learning activities must prepare a teacher's workbook so that at the stage of the teaching and learning process (KBM) becomes effective/maximum. This happens in several madrasah both in Madrasah Tsanawiyah Negeri and in Madrasah Tsanawiyah Swasta which is the object of researchers.¹¹ Based on the above facts, the researchers felt the need to examine this in the study with the title: supervision in strengthening the professionalism of teachers in Madrasah Tsanawiyah West Lombok.

Research Methods

1. Research Approach

The type of research used in this study is qualitative research. Qualitative research is naturalistic research. The term "naturalistic" indicates that the implementation of this study occurs naturally and as it is, in normal situations that are not manipulated by its circumstances and conditions, as well as emphasizing the description naturally.¹² When viewed in terms of research sites, then this research is included in the type of field research that seeks to research or make observations and plunge directly into the field.

2. Presence of Researchers

In qualitative research, the presence of researchers is a very important position, because researchers act as instruments as well as data collectors. While instruments other than humans can also be used, but its function is only as a supporter and helper in research. According to Arikunto, the position of

⁹ Aqib Zainal, *Standar Pengawas Madrasah* (Bandung: CV. Yrama Widya, 2009), 4.

¹⁰ Nurdin, *Kiat Menjadi Guru*, 41.

¹¹ *Observasi*, pada tanggal 22 Agustus 2019.

¹² Salim dan Haidir, *Penelitian Pendidikan: Metode, Pendekatan, dan Jenis* (Jakarta: Kencana, 2019), 102.

researchers in qualitative research is the most important instrument.¹³ So important and necessary of involvement of researchers and passion for problems and subjects of research, it can be said that researchers are closely attached to the subject of the study. That is why qualitative research is required for in-depth observation and in-depth interviews.

3. Data Source

The data source in this study is the subject from which the data can be obtained. If the researcher uses questionnaires or interviews in the data collection, then the data source is called respondents, namely, the person who responds to or answers the researcher's questions, both written and oral questions.¹⁴ If the researcher uses observation techniques, then the data source can be an object, motion, or process something. And if the researcher uses documentation, then the document or note that is the source of the data, while the contents of the study subject note or research variables.

4. Data Collection Procedures

This research includes field research. To obtain the required data, it is necessary to use several techniques, namely: observation, interview, and documentation. Observation is a method of data collection by conducting observations on the activities that take place. The activity can be related to the way teachers teach, students learn, madrasah heads who are briefing, or staff personnel who are meeting.¹⁵ While Emzir suggests that observation or also called observation can be defined as focused attention to events, symptoms, or something.¹⁶ The interview is a method used by researchers in this study. According to Esterberg in Sugiyono, an interview is a meeting of two people to exchange information and ideas through question and answer, so that it can be constructed meaning in a particular topic.¹⁷ According to Margono, the documentation method is a way of collecting data through written relics, such as archives and also books on opinions, theory of evidence or laws, and others related to research issues.¹⁸ Compared to other methods, this method is not so difficult, in the sense that if there is a mistake but the data source is still fixed and has not changed. With the method of documentation to be observed not living objects but inanimate objects.

5. Data Analysis Techniques

After the required data has been collected, then the next step is to analyze or manage the data according to the type of data. Data analysis is a rule of research that must be done by all researchers because a study without analysis will only give birth to raw data that has no meaning.¹⁹ The analysis tool used is a descriptive analysis that is trying to explain or describe or describe a state, subject, and object of research based on the facts. Therefore, the method used is descriptive.

6. Checking the Validity of Data

Checking the validity of the data is proof that what has been experienced by researchers is following what exists. To obtain valid data validity researchers will do the following:²⁰ (1) Opt-in extension techniques. The presence of researchers in the field for a long time ensures the validity of the data obtained so that it can detect and take into account distortions that may contaminate the data. In addition, it can also establish the trust of the subjects to the researchers and the trust of the researchers

¹³ Arikunto, *Prosedur*, 24.

¹⁴ Arikunto, *Prosedur*, 172.

¹⁵ Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung: PT. Remaja Rosdakarya, 2007), 220.

¹⁶ Emzir, *Metode Penelitian Kualitatif: Analisis Data* (Jakarta: PT. Raja Garfindo Persada, 2014), 37-38.

¹⁷ Sugiyono, *Memahami Penelitian Kualitatif* (Bandung: CV. Alfabeta, 2010), 72.

¹⁸ Margono, *Metodologi Penelitian Pendidikan* (Jakarta: Rineka Cipta, 2000), 181.

¹⁹ Albi Anggito dan Johan Setiawan, *Metodologi Penelitian Kualitatif* (Bandung: CV. Jejak, 2018), 235.

²⁰ Moleong, *Metodologi*, 329-334.

themselves. (2) Perseverance of observation. This means that researchers should conduct careful and detailed observations on the factors that stand out, thus avoiding misunderstandings. (3) Researchers use triangulation techniques, namely data validity checking techniques by utilizing something else outside of that data, to check or as a comparison of the data. (4) Checking or discussing with colleagues. This technique is done by exposing temporary results or final results obtained in the form of discussions with peers.

Results and Discussion

Conditions of Reality supervision in strengthening teacher professionalism in Madrasah Tsanawiyah West Lombok

In the educational process, supervision is an inseparable part of efforts to improve learning achievement, madrasah quality, and strengthening teacher professionalism, especially in Madrasah Tsanawiyah in West Lombok Regency. Education supervision is carried out as a form of effort and effort to provide excellent services to education stakeholders, especially fathers/mothers of teachers, both individually and in groups to improve the quality of the process and learning outcomes as well as improve the professionalism of teachers.

Madrasah supervisors and teachers are two figures who have a very important role and function in carrying out the technical tasks of education in madrasah. Whether or not education is successful in madrasah depends on both. Therefore, their involvement in various educational activities and the improvement of professional insights and abilities in the field of duty is an absolute implementation. The head of Madrasah Tsanawiyah Negeri 1 West Lombok also gave his presentation on the objective condition of madrasah supervisors, he explained that "Based on Peraturan Pemerintah nomor 19 Tahun 2005 on The National Standard of Education, in article 39 paragraph (2) it is stated that: the minimum criteria to become a supervisor of the education unit, namely the status of a teacher for at least eight years or the head of the madrasah at least four years at the level of education under the supervised educational unit; have a certificate of functional education as the supervisor of the education unit; and passed the selection as superintendent of the education unit. Of the three minimum requirements are usually the second condition, namely having a certificate of functional education as a supervisor of the education unit not many can meet it."²¹

Madrasah supervisors have a strategic role in the process and quality educational outcomes in the education unit. In this context, the role of madrasah supervisors includes monitoring supervision, evaluation, reporting, and follow-up of supervisors that must be done regularly and continuously. The role is closely related to the main duties of supervisors in conducting managerial and academic supervision as well as coaching, monitoring, and assessment. The role of madrasah supervisors in coaching at least as an example for madrasah and as a co-worker in harmony with the school in advancing the madrasah.

The role of madrasah supervisors is very strategic in performing academic and managerial supervision functions in schools. As an academic supervisor, madrasah supervisors are required to have the knowledge, attitudes, and skills in the field of the learning process so that he can play a role and his function of helping teachers in improving the learning process and strategy, while as managerial supervisor madrasah supervisors are required to have the knowledge, attitude, and skills in the field of management and leadership so that madrasah supervisors can play a role and function to help the head of madrasah dal am managing madrasah resources efficiently and effectively.

²¹ Nikmatul Isla<m, *wawancara*, Kuripan, 6 Februari 2020.

A madrasah supervisor must also be able to build the head of the madrasah to be able to bring various changes in the madrasah that eventually enhance the performance of the madrasah to improve the quality of education in the madrasah that it is built, then it is proven the benefits of madrasah supervisor certification, namely to improve the implementation of its supervisory duties so that it runs effectively and efficiently, which consists of aspects of the implementation of coaching tasks, monitoring, professional assessment, and training teachers can conduct supervision.

Although most of the madrasah supervisors who built Madrasah Tsanawiyah in West Lombok are still qualified S1, according to observations and analysis researchers have high discipline and carry out their toxicology quite well in conducting construction and so on, especially those who build in Madrasah Tsanawiyah Negeri 2 West Lombok.²²

The nature of supervision in education is essentially its substance. The substance of the supervision in question refers to all efforts to help supervisors to educational stakeholders, especially teachers aimed at improving and fostering aspects of learning. The assistance provided to teachers should be based on careful research or observation and objective and in-depth assessment regarding the planning of the learning program that has been made. The process of assistance oriented to the efforts to improve the quality of the process and learning outcomes is important so that the assistance provided is really on target. So the assistance provided should be able to improve and develop the teaching and learning situation.

Supervisory of the education unit is a professional education worker with civil servant status who is appointed and given the duties, responsibilities, and full authority by the authorized officials to carry out academic supervision and managerial supervision through monitoring, assessment, coaching, reporting, and follow-up activities. This is done by supervisors in the madrasah which is the construction.

Supervision is an academic activity carried out by people who have higher knowledge and deeper than the person they supervise. Ideally, the knowledge and education of the supervisor are higher and deeper than the person he supervises. However, the reality that happens in the field is quite the opposite, for example in Madrasah Tsanawiyah Negeri 1 West Lombok supervisors are still qualified for a bachelor's degree while the people who supervised it in the madrasah are already having a master's degree qualification as many as 5 people. The same thing also happened in Madrasah Tsanawiyah Negeri 2 West Lombok, the supervisor of the supervisor is still with a bachelor's degree while the teachers he built there who have studied to the level of S2, namely as many as 7 people.

So far, the madrasah supervisory profession has received less serious attention and is only considered as an educational force that is equal in position to other educational personnel, so it is relatively less attention-grabbing in its development. Even barely touched by the reforms of education, although he had a very vital role in the success of education reform and improvement of the quality of education in madrasahs. Even madrasah supervisors are considered as non-job positions, filled by parents, extending the retirement age, filled by official husbands/wives. So whether competent as an education supervisor in madrasah?

In addition, supervision by madrasah supervisors has increased the intensity of visits to madrasah and the quality of coaching but still less when compared to the number of supervisors themselves. Madrasah supervisors are not adequate in terms of their number and educational background.²³ Where madrasah supervisors in West Lombok, for 1 (one) supervisor with an average background in religious

²² *Observasi*, pada tanggal 15 Februari 2020.

²³ Hendri Marita, *Kontribusi Supervisi Pengawas Madrasah dan Motivasi Kerja Guru Terhadap Kinerja Guru Madrasah Tsanawiyah Se-Kecamatan Sungai Tarab*, *Al Fikrah*, Vol. 1, No. 2 (Juli-Desember 2013), 142, diakses 25 Februari 2020, <http://ecampus.iainbatusangkar.ac.id/ojs/index.php/alfikrah/article/view/386>.

education fosters 17-18 madrasah. So this causes the quality of supervision for the field of study of 14 fields of study to be not optimal. Thus, efforts to improve the quality and effectiveness of madrasah become somewhat hampered.

Supervision Efforts in Strengthening Teacher Professionalism in Madrasah Tsanawiyah West Lombok

Teachers play a very important and strategic role in efforts to shape the character of the nation and develop the potential of students in terms of educational development in Indonesia. It seems that the presence of teachers until now even until the end of life will never be replaced by others, especially in multicultural and multicultural Indonesian society, the presence of technology can not replace the tasks of teachers are quite complex and unique.²⁴

Several studies prove that professional teachers are one of the important indicators of quality madrasahs. Professional teachers will greatly help the process of achieving the vision of the madrasah mission. Given the strategic role of a teacher, efforts to recognize and develop teacher professionalism are very important to do. To find out the professionalism of madrasah teachers, the following are presented the results of interviews and observations of researchers.

The responsibility in developing the profession is guidance and a call to always love, appreciate, maintain, and improve the duties and responsibilities of the profession. The teacher must be aware that his duties and responsibilities cannot be performed by others except by himself or herself. Concerning this so that in teaching and learning activities, professional teachers can carry out their responsibilities with a full sense of responsibility accompanied by compassion to students to attract students' attention, interest, and activeness in teaching and learning properly and optimally.

The world of education can not be separated from the responsibility of the government, parents, and society. Because education is not handled or no one is responsible, then it is feared that in the future education in Indonesia will be increasingly unclear. Therefore, it needs very serious attention from various parties, especially the government, parents, and the community. On the other hand, the progress of education (school/madrasah) is required good governance (management), because when an educational institution can be led by an expert (principal/madrasah) it will create a quality education. A good school/madrasah should be led by the principal/madrasah of choice according to a higher educational background, meaning strata 1 or strata 2 education, not the other way around. If the opposite happens then education in Indonesia will certainly be increasingly unclear, because it is led by non-experts.

However, the role of the madrasah supervisor is very supportive, because, without a professional supervisor, it is also impossible for a madrasah to run well and quality. One of the qualities of the madrasah is determined by a professional supervisor, a professional madrasah head, and a professional teacher this will create a good quality education.

If analyzed together the reality in the field still needs to be improved in terms of educational supervision conducted by the supervisors. Quite a lot of madrasah supervisors in carrying out their duties have not been maximally providing services and guidance to teachers in madrasah including those in West Lombok district, because the expertise and skills of the supervisors are sometimes still fitting, this is what is often complained about by the teacher council. Ideally, a supervisor should be smarter and able than in terms of coaching, guidance, empowerment. But the fact is there are still supervisors who are not so skilled, although some are already skilled this is still not adequate.

²⁴ Daryanto, *Standar Kompetensi dan Penilaian Kinerja Guru Profesional* (Yogyakarta: Gava Media, 2013), 69.

The problem faced now is the lack of guidance towards teachers in madrasas and if the madrasah supervisor is really an expert in the field of supervision and carrying out their duties and responsibilities well, then rest assured that the quality of education is getting better. As previously discussed, it has been mentioned that supervisors are functional officials who are given full duties, responsibilities, and authority by authorized officials to conduct supervision by carrying out assessment and coaching in terms of technical education and administration in the preschool and secondary education units. So, the main task of supervisors, especially in academic supervision, is to carry out their duties, responsibilities, and authorities related to technical education. Therefore, supervisors are expected to have professional abilities beyond the head of the madrasah and teachers who are in charge of the madrasah.

In the implementation of professionalism of the supervisor of, course processed, not instant so that the implementation must be in a Sequential. Therefore, a technique is needed to make it easier for supervisors to do coaching, guidance, and direction to religious teachers, so that madrasah teachers are more creative in managing their learning. The implementation process intended in this paper is the implementation of religious education supervision tasks in improving the professionalism of madrasah teachers in managing to learn to range from planning, implementation, and evaluation of learning so that the quality of learning can be achieved to the maximum.

The implementation of supervisory professionalism in this area varies, between one district/city and another district/city. Field data obtained both through observations and interviews found that the implementation of supervision consists of supervision in the form of a team, meaning group supervisors in carrying out tasks, and supervision in the form of individuals/individuals.

There is one of the problems found in the field is the absence of uniform patterns that can be used as a reference in the implementation of supervision, which is a technical guideline for the implementation of supervisory duties, but the form/pattern of implementation does not exist, this is where the professionalism of the supervisor is required in carrying out their duties, responsibilities, and authority in supervision as done by the madrasah pokjawas office of the Ministry of Religious Affairs of West Lombok.

The role of the school superintendent is to maintain and guide teachers to stay professional. Therefore, the school superintendent must do the toxicology well, namely conducting academic and managerial supervision. Both supervisions should be conducted regularly and continuously by the school supervisor/madrasah. In carrying out academic supervision, school supervisors/madrasah should have a special role as partner (partner) of teachers in improving the quality of the process and the results of learning and guidance in the school/madrasah fostered; innovators and pioneers in developing learning innovations and guidance in their schools/madrasas; education and learning consultants in the schools/madrasas they build; counselors for teachers and all educational personnel in schools/ madrasas; and motivators to improve the performance of teachers and all educational personnel in schools/madrasah.

The objectives of managerial supervision are to assist the principal/madrasah and education personnel in the school administration field in the field of school administration/madrasah which includes: curriculum administration, financial administration, infrastructure/equipment administration, education personnel administration, student administration, relationship/madrasah and community administration, and administration of statements and filings.

There are several things that school supervisors do as supervisors to help teachers to keep working professionally, namely: helping teachers make learning plans; help teachers to present learning; help teachers to vaccinate learning; help teachers to manage the classroom; assist teachers in developing curriculum; assist teachers in evaluating the curriculum; assisting teachers in training programs; assist teachers in working together and assist teachers in evaluating themselves.

In guiding teachers, a supervisor must pay attention to the principles of educational supervision, so that the supervision activities carried out run as expected and benefit the progress of the teacher. The theory that in conducting mentoring a madrasah supervisor must conduct supervision by always applying scientific, democratic, cooperative, constructive, and creative principles, realistic, progressive, and innovative is still not carried out properly because it is constrained by several things, both internal and external factors.

Supporting Factors and Inhibition of Supervision in Strengthening Teacher Professionalism in Madrasah Tsanawiyah West Lombok

In carrying out its duties and responsibilities, madrasah supervisors are never separated from the supporting factors and supervisory obstacles, especially in efforts to strengthen the professionalism of madrasah teachers. The quality of professional supervision services obtained by madrasah supervisors while supported by the facilities available, so that professional assistance can take place effectively. While inhibition is an obstacle factor that complicates the realization of the provision of assistance towards improving the quality and strengthening the professionalism of madrasah teachers.

The implementation of the task of supervision is very complex. The complexity of the task so that it demands special skills because the teachers and madrasah heads have experienced so that supervisors are required to be more professional in carrying out supervision. The implementation of the task of effective and efficient supervision must be supported by various factors, can not run alone without the support of other elements, both internally and externally. The supporting factors and inhibitions of the implementation of the duties and responsibilities of madrasah supervisors in strengthening the professionalism of madrasah teachers can be seen from the observations and interviews of the following researchers.

Several factors are supporting the implementation of supervisory professionalism in strengthening the professionalism of madrasah teachers in Madrasah Tsanawiyah West Lombok, namely internal and external factors. As for those included in internal factors, among others work motivation. Work motivation derived from supervisors and madrasah teachers is a very strong supporting factor in carrying out daily tasks. Supervisors and teachers of madrasah if they have work motivation can increase the volume of work, which in turn the duties as civil servants can be carried out as a mandate that must be accounted for.

The state of personnel is one of the supporting factors in carrying out the duties and responsibilities of supervision and duties of teachers. However, complete the facilities in the school/madrasah, if not supported by adequate personnel, both supervisors and teachers, of course, the implementation of supervision becomes hampered. Similarly, teachers, if not supported by administrative personnel are certainly in carrying out their duties also encounter obstacles, such as teaching using electronic media, which must be assisted by technicians (administrative personnel).

Leadership factors in an educational institution can be a supporting factor in the implementation of supervisory and teaching duties. Madrasah head who has an open and thoughtful attitude, has a high social attitude is very helpful to the duties of supervisors and teachers, not authoritarian, members of opportunities to teachers to develop insights, establish good relationships with supervisors as partnerships, the presence of supervisors to madrasah not looking for mistakes but the main task is to do coaching. Therefore, the leadership in a madrasah should establish harmonious communication between three sides, harmonious with superiors, harmonious with subordinates, and harmonious with its students.

In addition, several factors are supporting the implementation of madrasah supervisors in strengthening the professionalism of teachers in madrasah as above, there are also several factors inhibiting the implementation of madrasah supervisory duties. Based on observations and interviews

conducted during the study, several supervisory issues were found within the Ministry of Religious Affairs of West Lombok.

Such problems can be categorized as obstacles in the implementation of supervisory duties both concerning academic supervision and managerial supervision. After being inventoried, some problems need to be found solutions as stated by the informant that in carrying out the duties of supervision faced several problems that can hinder the implementation of staffing tasks, especially to strengthen the professionalism of madrasah teachers.

The supervisory inhibitory factor in strengthening the professionalism of madrasah teachers is the empowerment of supervisors. The supervisory position is an extension of the government's hand, in this case, the Ministry of Religious Affairs of West Lombok, especially in the field of education, but the fact is that in the field of supervisors are still often not given information about new policies in the development of education, even preceded by madrasah heads and teachers. Findings in the field show that there are still some supervisors whose competence/quality is still minimal, especially in academic, paedagogic, managerial, and professional development.²⁵

Communication media is a very important tool in the implementation of tasks of any kind, including surveillance activities. One of the obstacles found in the field is the unavailability of information centers to be accessible by supervisors to obtain new developments in the field of education, both in the city and in existing districts in West Nusa Tenggara Province so that the supervisors are certainly missing information on new developments, especially in the field of education.

From the various views of experts on the duties and responsibilities of supervisors in conducting supervision on strengthening the professionalism of madrasah teachers demand 3 things, namely supervision in the academic, managerial, and other educational personnel. This is in line with what happens in the field when madrasah supervisors conduct coaching on their respective madrasahs always do these three things continuously. Thus, the theory that says that 3 (three) kinds of supervisory objectives, namely the managerial field, academic field, and other educational personnel have a very close relationship with the facts that occur in the field.

Conclusion

Based on the findings of research in the field and which have been described in the discussion and accordance with the formulation of the problem, can be obtained the following conclusions: (1) Objective conditions of implementation of the supervision process in strengthening teacher professionalism at Madrasah Tsanawiyah West Lombok, implemented in a sequential starting from planning, implementation, and evaluation of learning; (2) Supervision efforts in strengthening teacher professionalism at Madrasah Tsanawiyah Lombok are: Helping teachers make learning planning, Helping teachers to present learning, Helping teachers to vaccinate learning, Helping teachers to manage the classroom, Assisting teachers in developing curriculum, Assisting teachers in evaluating curriculum, Assisting teachers in training programs, Assisting teachers in cooperation, and Assisting teachers in evaluating themselves; (3) Supporting factors and inhibition of the implementation of supervisory professionalism in strengthening teacher professionalism, some come from the supervisor itself (internal) and some are sourced from outside (external). Internal factors are work motivation, dedication, discipline, religious motivation, academic qualifications, and competence. While the external factors are policy, personnel, facilities, and leadership. The factors that become obstacles to the implementation of supervision are the recruitment of supervisors, placement, assignment, empowerment of supervisors,

²⁵ *Observasi*, pada tanggal 12 Februari 2020.

quality and quantity, communication media, the existence of pokjawas, facilities/sectarian, discipline, and work motivation as well as guidelines for the implementation of supervisory duties.

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