

IMPLEMENTATION OF EDUCATIONAL SUPERVISION TO IMPROVE TEACHER PERFORMANCE: A COMPARATIVE STUDY AT INDONESIAN AND PAKISTANI SCHOOL

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Abstrak

Supervisi pendidikan perlu dilakukan karena berbagai alasan salah satunya adalah untuk meningkatkan kinerja guru serta meningkatkan hasil belajar dan mutu pendidikan siswa. Ini adalah studi banding sekolah Indonesia dan Pakistan; Madrasah Ummul Quro At-Tarbawiyah Indonesia dan Dar-e-Arqam School Bawalpur Punjab Pakistan. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan wawancara, observasi dan dokumentasi sebagai pengumpulan data. Hasil penelitian menunjukkan bahwa Kepala Madrasah Madrasah Ummul Quro At-Tarbawiyah Indonesia melaksanakan supervisi pendidikan dengan teknik kelompok melalui 3 kegiatan yaitu pertemuan bulanan, pertemuan mingguan dan pelatihan. melalui bentuk-bentuk kegiatan tersebut diperoleh hasil berupa perubahan positif dari guru yang juga secara tidak langsung mempengaruhi efektivitas kegiatan pembelajaran yang dilaksanakan sehingga memperoleh hasil yang optimal melalui prestasi belajar siswa. Kendala yang dihadapi terkait dengan kondisi internal guru sehingga alternatifnya adalah dengan memberikan pemanggilan, memberikan motivasi, dan tindakan terakhir berupa mutasi guru. Sementara itu, di Dar-e-Arqam School Pakistan, kunjungan pemantauan kantor pusat menerapkan pengawasan dengan kunjungan pemantauan dan sesi pelatihan (fisik dan online), laporan, dan kinerja yang dilakukan setiap bulan dan di akhir semester. Kantor pusat kemudian membuat keputusan dan pedoman untuk perbaikan.

Kata Kunci: *Supervisi pendidikan, teknik kelompok, performa guru*

Abstract

Educational supervision should be conducted for various reasons one of them is to improve teachers' performance as well as to improve students' learning and quality of education. This is a comparative study of Indonesian and Pakistani school; Madrasah Ummul Quro At-Tarbawiyah Indonesia and Dar-e-Arqam School Bawalpur Punjab Pakistan. This study adopted a descriptive qualitative approach with interviews, observation and documentation as data collection. The results show that the director of Madrasah at Madrasah Ummul Quro At-Tarbawiyah Indonesia implemented educational supervision by using group technique through 3 activities- a monthly meetings, weekly meetings and trainings. through these forms of activity, the results are obtained in the form of positive changes from the teachers which also indirectly affect the effectiveness of the learning activities carried out so as to obtain optimal results through students' achievements. The obstacles faced are related to the teacher's internal condition so that the alternative is by giving summons, providing motivation, and the final action is in the form of teacher transfers. Meanwhile, in Dar-e-Arqam School Pakistan, head office monitoring visits implemented the supervision by monitoring visit and training session (physical and online), reports, and performance conducted monthly and in the end of semester. The head office then made the decision and guideline for the improvement.

Keywords: *Educational Supervision, Group Techniques, Teacher Performance*

INTRODUCTION

The essence of supervision is basically as professional assistance and guidance for educators when carrying out instructional responsibilities, in which supervision activities are carried out to correct weaknesses and deficiencies in learning and teaching activities through stimulation, coordination, and ongoing guidance, individually or in groups to improve quality. an education. ¹Educational supervision is an effort to guide teachers towards a more positive direction in an educational situation, which is meant by helping to improve the quality and quality of education and the professionalism of teachers or teaching staff. Guidance or coaching that supervisors provide to teachers is an effort to provide opportunities for teachers to develop professionally so that they are more advanced and can improve and increase the learning capacity of their students.

Educational supervision is essentially a form of providing assistance, encouragement, coaching and guidance carried out by someone who is referred to as a supervisor to improve school management and improve teacher performance in carrying out their duties and functions and responsibilities so that they can achieve educational goals maximally, effectively and efficient. ²This educational supervision activity includes observing all educational activities that have been planned which are directly related to the attainment of an educational goal that has been patented as a parameter in measuring the success rate of implementing education in schools. ³This is in line with the word of Allah SWT. in the Qur'an surah at-Taubah verse 71:

وَالْمُؤْمِنُونَ وَالْمُؤْمِنَاتُ بَعْضُهُمْ أَوْلِيَاءُ بَعْضٍ يَأْمُرُونَ بِالْمَعْرُوفِ وَيَنْهَوْنَ عَنِ الْمُنْكَرِ وَيُقِيمُونَ الصَّلَاةَ وَيُؤْتُونَ الزَّكَاةَ وَيُطِيعُونَ اللَّهَ وَرَسُولَهُ ۗ أُولَٰئِكَ سَيَرْحَمُهُمُ اللَّهُ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ

*"The believers, men and women, some of them become helpers for others. They order (do) good and prevent (do) evil, enforce prayers, pay zakat, and obey Allah and His Messenger. They will be given mercy by Allah. Verily, Allah is Mighty, Most Wise."*⁴

This verse, shows an order to work hand in hand with fellow human beings in a good way, as is the attitude of a supervisor in carrying out his duties, namely providing assistance services to teachers who encounter obstacles or problems in carrying out their duties, which then the supervisor provides assistance in the form of guidance to the teacher. to move towards improvement.

In practice, educational supervision can be carried out by using various techniques such as monitoring visit, trainings and group techniques. Group supervision technique is

¹ Awaluddin Sitorus, Siti Kholipah, *Supervisi Pendidikan (Teori Dan Pengaplikasian)* (Lampung: Swalova Publishing, 2018).

² Jasmani Asf and Syaiful Mustofa, *Supervisi Pendidikan* (Yogyakarta: Ar-Ruz Media, 2013), 27..

³ Pratiwi Benadetta Purba and Rani Rahim, dkk, *Dasar-Dasar Manajemen Pendidikan* (Medan: Yayasan Kita Menulis, 2020), 42.

⁴ Muchlis Muhammad Hanafi and et al, *Al-Qur'an and its translation* 2019 Completion Edition (Jakarta: Lajnah Pentashihan Mushaf Al-Qur'an Research and Development and Training Agency, Ministry of Religion of the Republic of Indonesia, 2019), 272.

a procedure for carrying out educational supervision programs aimed at two or more teachers. In this case the teachers are analyzed and grouped based on the same problems, needs, and weaknesses to be given a supervision service in the form of assistance to overcome weaknesses or problems according to what they are facing.⁵ Using this group technique will make it easier for a supervisor to classify the problems faced by teachers and identify them. This of course makes the implementation of educational supervision more effective and efficient.⁶ Meanwhile, monitoring visit conducted by school supervisor (Principals, supervisor committee, etc) could be conducted to give direct supervision and training session is as the treatment for improvement.

In the world of education, the implementation of supervision activities is not only carried out on the physical materials of schools, but also carried out on the implementation of educative techniques in schools such as academic activities in the form of teaching and learning processes. In this case, this supervision activity is carried out by identifying various deficiencies, weaknesses, and problems faced by the teacher, which is then followed up in the form of improvements in the form of coaching in accordance with what is the problem being experienced. This coaching is carried out as a form of service to teachers in improving their performance, which apart from that this coaching also includes a preventive effort made to prevent teachers from repeating or making mistakes, and also this coaching is carried out so that teachers can continue to improve their skills and performance.⁷

Supervision is present in the world of education, none other than to improve the quality of learning through optimizing the teachers, namely by carrying out this supervision activity can help teachers become more empowered, teaching and learning situations become better, teaching becomes more effective, and teachers become more satisfied in carrying out his job. Through the coaching provided by a supervisor, of course, it will make the teacher more aware of the urgency of improving self-ability and increasing performance, so it is also undeniable that this will affect the learning process received by students to be more optimal because the teacher's skills in designing learning are increasingly perfect so that students will also learn and can develop rapidly towards a better direction.⁸

Implementation of educational supervision is very important to be done by a supervisor in an effort to optimize the performance of his subordinates, using techniques that are suitable for the object. This is important because through an appropriate technique, it will be easier for supervisors to carry out educational supervision activities that they will carry out. In this study, the technique used by the Director of the Madrasah Ummul Quro At-Tarbawiyah in the implementation of his supervision was focused on group techniques, which using this group technique was felt to be more effective and efficient. In real terms, the Director of Madrasah Ummul Quro At-Tarbawiyah is currently very concentrated on improving and also increasing teacher performance

⁵ Nur Efendi, *Supervision of Islamic Education (Teacher Development Towards Professionalism in the Learning Process)* (Yogyakarta: Garudhawaca Publisher, 2022), 20.

⁶ Sujiranto, *Competence of Principals in Compiling Supervision Programs* (Ponorogo: Uwais Inspiration Indonesia, 2018), 22.

⁷ Dadang Suhardan, *Professional Supervision (Services in Improving Teaching Quality in the Regional Autonomy Era)*, Cet. 3rd (Bandung: Alfabeta, 2010), 39–40.

⁸ Suhardan, 41.

through educational supervision activities that aim to fulfill and be able to increase the enthusiasm and productivity of teachers in madrasas, which of course this will also affect the results. from the learning activities that take place at the Madrasah Ummul Quro At-Tarbawiyah which does not deny that it will lead to the achievement of the students and the madrasa teachers themselves. In the implementation of supervision carried out by the Director of the Madrasah Ummul Quro At-Tarbawiyah using group techniques to improve teacher performance, there were several obstacles such as teachers who were indifferent and felt comfortable with their zones, besides that many teachers were busy with activities outside the madrasah. And to overcome this, a supervisor calls the teacher personally and is then given motivation. Apart from that, if there is still no change, then a teacher mutation is carried out as an alternative to overcome these obstacles.

Different from Madrasah Ummul Quro At-Tarbawiyah, Dar-e-Arqam School Bawalpur Punjab Pakistan conducted educational supervision by using monitoring visit and training session by head office monitoring visits. The trainings are given for teacher's performance in the form of Training session (Physical and Online) conducted in groups, Modal Lectures, Teacher Recourse Material. The supervision activities are conducted weekly, monthly and in the end of semester. All the problems occur during the implementation directly contact or consult to consult to Head Office for Guideline⁹.

Based on the findings above, the researcher is interested in conducting research related to the implementation of educational supervision to improve teacher performance: A Comparative Study of Indonesian School and Pakistani School.

RESEARCH METHODS

This study uses a qualitative approach, namely descriptive data presentation, because through this approach, researchers can uncover the meaning that lies behind the phenomenon and will describe the Implementation of Educational Supervision to Improve Teacher Performance at Madrasah Ummul Quro At-Tarbawiyah Indonesia and Dar-e-Arqam School Pakistan. In this study, the researchers acted as the key instrument and data collector in obtaining the authenticity of the required data and the information needed by the researcher to reach the core of the research regarding the Implementation of Educational Supervision in two schools.

Sources of data in this study come from two aspects, namely humans and non-humans. The humans who were involved as sources of data in this research were the Director of the Madrasah Ummul Quro At-Tarbawiyah Indonesia and Dar-e-Arqam School Pakistan, and several teachers who taught at Madrasah Ummul Quro At-Tarbawiyah Indonesia and Dar-e-Arqam School Pakistan, in which case all of the informants were people who would provide information about the implementation Educational Supervision Using Group Techniques in the Framework of Improving Teacher Performance at Madrasah Ummul Quro At-Tarbawiyah Indonesia and Dar-e-Arqam School Pakistan. While data sources from non-humans are in the form of documentation relating to data obtained from previous sources, as well as events obtained through observation.

The procedures in this study or the techniques used in data collection are: *First*, interviews were conducted using semi-structured interviews. *Second*, the observations

⁹ Direct Interview by Yaseen with Adnan Faisal as director of Dar e Arqam School, October 20 2022.

made using non-participant observation. *Third*, documentation. Data analysis in this study used the analysis technique proposed by Miles and Huberman, which in this case was quoted by Abdul Majid, namely data analysis was carried out interactively through data condensation, data presentation, and drawing conclusions.

To find out whether the data in this study were valid or not, in this study the validity of the data was checked, which in this case could be seen from the credibility or degree of trust that was carried out by extending participation, monitoring persistence, and triangulation using source triangulation and method triangulation.

RESULTS AND DISCUSSION

Implementation of Educational Supervision Using Group Techniques to Improve Teacher Performance at Madrasah Ummul Quro At-Tarbawiyah Indonesia and Dar-e-Arqam School Pakistan

Implementation of supervision in an educational institution is a very urgent thing to be done by a leader of an educational institution where at this time supervision is no longer understood or known as an inspection that tries to find fault with subordinates, but supervision at this time is more understood as a form of effort in providing assistance to teachers in order to improve and improve their abilities and performance in a professional manner.¹⁰ The importance of implementing this supervision is also something that must be carried out at Madrasah Ummul Quro At-Tarbawiyah Indonesia and Dar-e-Arqam School Pakistan, which in this case is carried out by a Madrasah Director who acts as a supervisor. As a Madrasah Director who is a leader in an educational institution, it is their responsibility and obligation to supervise teachers in their educational institution according to the competency dimensions that a leader should have and at Madrasah Ummul Quro At-Tarbawiyah Indonesia and Dar-e-Arqam School Pakistan this is known as the Madrasah Director. The Director of the Madrasah is a leader who is directly appointed by the leadership of the Islamic boarding school where the Director of the Madrasah has the exact same main duties and functions as the principal of the school/madrasah in general.

The implementation of educational supervision activities carried out by a Madrasah Director has a very important role in efforts to improve the professional abilities of madrasah teachers which will thus also have an impact on improving the quality of processes and results of learning activities carried out (quality of education). Through this, it is hoped that teachers can play an active role as facilitators in learning activities, teachers are also expected to be able to take advantage of the environment, both the school environment and outside the school where the environment can support the process of teaching and learning activities carried out by teachers.¹¹

The Director of Madrasah Ummul Quro At-Tarbawiyah Madrasah Ummul Quro At-Tarbawiyah Indonesia and Dar-e-Arqam School Pakistan carried out his duties and obligations in supervising, namely as a supervisor which in this case aims to assist and guide teachers to overcome and improve the weaknesses and problems they face. This is

¹⁰ Sulistyorini and Johan Andriesgo, et al, *Education Supervision* (Riau: DOTPLUS Publisher, 2021), 8.

¹¹ Supiani, *Teacher Performance Monograph: Improvement Through Principal Supervision and Work Motivation* (Riau: DOTPLUS Publisher, 2022), 5.

of course done to optimize teacher performance which will also have an impact and effect on the continuity of the learning and teaching process. In carrying out the supervision activities carried out at the Madrasah Ummul Quro At-Tarbawiyah Indonesia and Dar-e-Arqam School Pakistan, it was initially carried out by identifying the weaknesses, needs, and problems faced by the teacher, both in the form of positive and negative things and then the Madrasah Director as the supervisor classifying these problems. So that with this classification, the Director of the Madrasah Ummul Quro At-Tarbawiyah Madrasah Ummul Quro At-Tarbawiyah Indonesia and Dar-e-Arqam School Pakistan used group techniques in carrying out his supervision because based on this classification, teachers are then grouped based on the classification of weaknesses, needs and also the problems they face. As for what was done by the Director of Madrasah Ummul Quro At-Tarbawiyah Indonesia and Dar-e-Arqam School Pakistan in the implementation of this supervision, in other words, it was done using group techniques.

Group technique in educational supervision is a procedure for carrying out supervision aimed at two or more teachers, where teachers who are suspected of having the same problems, needs or weaknesses are then grouped or combined into one, Then they are given guidance services according to the problem or the needs they face.¹² The group technique used in the supervision carried out by the Director of Madrasah Ummul Quro At-Tarbawiyah Indonesia and Dar-e-Arqam School Pakistan is considered far more effective and efficient compared to the use of other techniques, and apart from that by using this group technique, teachers can exchange ideas and experiences with each other.

As for the implementation of educational supervision activities carried out by the Director of Madrasah Ummul Quro At-Tarbawiyah Indonesia and Dar-e-Arqam School Pakistan. This is of course carried out to improve the performance of madrasa teachers, thus it cannot be denied that the final result to be obtained is the continuity of optimal learning activities so as to produce good quality learning and of course will be related to student and teacher achievement. Educational supervision carried out by the Madrasah Director, in which this is done using group techniques as an effort to improve teacher performance, is packaged in three forms of activity, namely:

Monthly meeting

The monthly meeting is a meeting activity that is held once a month which in its implementation is usually what is discussed, namely various kinds of problems faced by teachers, besides that this meeting is usually used to discuss learning activities such as subject teacher deliberation activities.¹³

At Madrasah Ummul Quro At-Tarbawiyah, a meeting is held at the end of each month which is held by the director in order to supervise his subordinates, so on that occasion the teachers were asked by the director to convey the successes achieved during the month and were also asked to convey obstacles faced so that from there the director was able to analyze the problems faced by his subordinates both in the form of negative and positive things. From there, the director was able to map out several groups according

¹² Sujiranto, *Competence of the Principal in Compiling the Supervision Program*, 24.

¹³ Asep Encu and Momon Sudarma, *Becoming Professional Madrasah Heads* (Depok: PT RajaGrafindo Persada, 2020), 111.

to the constraints faced, then the director arranged a time to guide and motivate these groups and usually this activity was carried out in the director's room.

Weekly Group Discussion

Discussion is an exchange of thoughts or opinions through a conversation about a problem to find a solution. Discussion is one of the group supervision techniques used by supervisors to develop various skills in a teacher in overcoming various problems or difficulties by exchanging ideas with one another. Through this technique, supervisors can help teachers to know, understand, or explore a problem, so that together they will try to find alternatives or solutions to solve the problem. The purpose of carrying out discussion supervision is to solve the problems faced by teachers in their daily work and efforts to improve the profession through discussions. The things that must be considered by the supervisor as the leader of the discussion so that each teacher can participate during the discussion takes place, the supervisor must be able to; 1) Determine a more specific discussion theme ; 2) Seeing and observing that each member of the discussion is happy with the circumstances and topics discussed in the discussion; 3) Seeing that the issues discussed are understandable by all members and can solve problems in teaching; 4) Seeing that all groups feel needed and included to achieve common results, and; 4) Recognizing the important role of each member who led.¹⁴

In practice, the Madrasah Director forms a group discussion activity in the form of weekly meetings, which are handled directly by the Madrasah Director. This weekly discussion forum is usually held in weekend, and the results of the discussion are recorded and documented as a report material. In this discussion forum, the discussion is usually related to the sustainability of the programs that were planned in the previous week, both regarding the successes and the problems faced by teachers in carrying out these programs. And besides that, this weekly discussion forum is also a forum for Madrasah Directors to provide guidance and direction for teachers with various problems they face.

Training

Training is a process of systematic transformation of a teacher's behavior, in other words, this training is a process in order to increase efforts to perfect the talents, skills, abilities, abilities and expertise of teachers in carrying out their duties and functions in order to optimize the achievement of existing goals, and in the sense that this training is carried out to improve the quality of human resources in an institution.¹⁵

This training is a forum prepared by the Director of Madrasahs to improve teacher performance by either conducting training independently or looking for outside training that is suitable for the problems that exist in the teacher. For example, what was just done by the Director of the Madrasah Ummul Quro At-Tarbawiyah and Dar-e-Arqam School, namely by involving madrasah teachers in ICT training which was held for one week.

Theoretically, training in the sense of *training* can provide four things namely; *First, teaching and practice* is a teaching as well as the practice of teaching. *Second, cause to grow in a required direction*, which in the sense can make someone develop in

¹⁴ Edy Siswanto and Laily Hidayati, et al, *Educational Supervision, "Becoming an Ideal Supervisor"* (Semarang: UNNES PRESS, 2021), 20.

¹⁵ Dyah Eko Setyowati, Sri Kartika Sari, and Yani Antariksa, *Textbook of Human Resource Management* (Surabaya: CV Jakad Media Publishing, 2019), 102.

the desired direction. *Third*, preparation, in this case training will make a person able to prepare for what he will do according to the plan he has drawn up, and can realize it properly. *Fourth*, *practice* which in this case relates to actual practice or an actualization of what he understands in building and developing his productive power. And thus, the training participants must be in accordance with the focus of the training and in accordance with the quality and also the interests that are the target to be developed.¹⁶

Description of the Successful Implementation of Educational Supervision to Improve Teacher Performance at Madrasah Ummul Quro At-Tarbawiyah and Dar-e-Arqam School

Madrasah Ummul Quro At-Tarbawiyah and Dar-e-Arqam School are an educational institution led by a Madrasah Director. Their duties are as supervisor helped by monitoring division. Supervision in its activities leads to efforts to improve and develop the performance of every resource in the organization through the implementation of quality learning service programs and activities.¹⁷ Supervision generally aims to provide technical assistance and guidance to a teacher and staff so that they are able to improve the quality of their performance in carrying out tasks and carrying out the teaching and learning process.¹⁸

The description of the successful implementation of educational supervision carried out by the Director of the Madrasah Ummul Quro At-Tarbawiyah and Dar-e-Arqam School, which in this case uses group techniques to improve teacher performance, is related to the many positive changes shown by madrasa teachers, both in terms of discipline, professionalism in carrying out learning activities which covers various aspects such as the use of appropriate learning methods, the use of appropriate media, tools, and materials. Some of these changes certainly also affect the quality of teaching and learning outcomes carried out here, so it is not impossible that through supervision activities carried out by the Director of the Madrasah Ummul Quro At-Tarbawiyah and Dar-e-Arqam School using group techniques to improve teacher performance, it will also directly affect the the achievement of student and teacher achievements at the same time, this is due to the increasing teacher performance, the quality of the learning outcomes that they do will also increase.

In this case the higher the level of teacher performance , the learning activities carried out can run well and be of higher quality, so that student learning achievement will increase.¹⁹ Learning achievement is a series of physical and mental activities that have been carried out by a person from a result that has been achieved as a change in behavior through knowledge, experience and insight to be able to interact with the

¹⁶ Zainal Arifin and Ali Nurhadi, "Approach To Methods And Training Techniques For Educators In The Era Of The Industrial Revolution 4.0," *AL-FIKRAH: Journal of Education and Islamic Studies* 2, no. 2 (December 31, 2019): 138.

¹⁷ Awaluddin Sitorus and Siti Kholipah, *Education Supervision "Theory and Application"* (Lampung: Swalova Publishing, 2018), 31.

¹⁸ Sitorus and Siti Kholipah, 24.

¹⁹ Narwoto & Soeharto, "Factors Influencing Vocational Theory Learning Achievement of Vocational High School Students," *Journal of Vocational Education* Vol. 3, Number 2 (June 2013). , 228.

environment involving cognitive, affective and psychomotor aspects that have been stated in the final results or report cards.²⁰

The results of a learning achievement of course there are several aspects that can be seen as indicators of achievement in learning. As for these aspects, among others; *First*, the cognitive aspect, as an indicator of achieving an achievement, to measure student achievement in this cognitive field can be done in various ways, both written tests and oral tests. Cognitive aspects can be grouped into six levels, namely: 1) level of knowledge, instructional objectives at this level require students to recall information that has been received before, for example, facts; 2) The level of understanding, at this level of understanding is associated with the abilities to explain knowledge and information that is already known using words or own language, in which case students are expected to translate or paraphrase what they have heard in words. 3) The level of application, namely the ability to use or apply information that has been learned into new situations, as well as solving various kinds of problems that arise in everyday life. 4) The level of analysis, which is the ability to identify, separate, and let the components of a fact, concept, opinion, assumption, hypothesis, or conclusion and examine these components to see whether or not there is a contradiction. In this case students are expected to be able to show the relationship between various ideas by comparing these ideas with standard principles or procedures that have been studied. 5) The level of synthesis, namely the ability of a person to link and unify various elements and elements of existing knowledge so that a whole new pattern is formed. 6) Evaluation level, this level is the highest level that expects students to be able to make judgments and decisions about the value of product or object method ideas using certain criteria. *Second*, the affective aspect is the realm of thinking which includes character and behavior such as feelings, interests, attitudes, emotions, or values. This affective aspect will determine the success of student learning, this is because students who do not have an interest in certain subjects will find it difficult to achieve maximum learning success. Achievements that are affective include acceptance of speech, appreciation or appreciation, internalization or deepening, and characterization or appreciation. For example, a student can show an attitude of accepting or rejecting a statement of the problem or maybe a student shows an attitude of participating in things that are considered good. *Third*, the psychomotor aspect, namely aspects related to the body or body such as those related to nerve muscles, for example running, stepping, drawing, talking, disassembling equipment or installing equipment, and so on.²¹

The achievement of a learning achievement cannot stand alone, but is always related to one another, therefore a student has cognitive, affective, and psychomotor aspects, then if all three work together and improve well it will produce achievement. study much better and perfect. Because if these three aspects are owned by students, then students will not only be smart in subjects, but also able to apply them in everyday life. There are two things that can affect student learning achievement where these two things cannot be separated from one another because these two things are factors that interact with each other either directly or indirectly in learning activities carried out to achieve

²⁰ Ahmad Syafi'i, Tri Marfiyanto, and Siti Kholidatur Rodiyah, "Study of Student Learning Achievement In Various Aspects And Factors That Influence," *Journal of Educational Communication* 2, no. 2 (July 31, 2018): 118, <https://doi.org/10.32585/jkp.v2i2.114>.

²¹ *Ibid.*, 118-120.

student achievement. These two factors are :²² *First*, internal factors which include; 1) Physical (physiological) factors, in this case such as sight, hearing, and body structure; 2) Psychological factors, these factors include two things, namely intellectual factors, such as potential factors (intelligence, talent), and real skills factors (achievement that has been owned), and non-intellective factors, namely certain personality elements such as attitudes, habits , interests, needs, motivations, and emotions; 3) Factors of physical and psychological maturity. *Second*, external factors which include; 1) Family circumstances, in this case the family is the main environment in the learning process. Circumstances that exist in the family environment have a great influence on the achievement of learning achievement, for example, the way parents educate, family member relations, home atmosphere, family economic situation, and parents' understanding; 2) The state of the school environment, in which case the school environment is an environment where students learn systematically, in which there are teaching methods, curriculum, teacher-student relationships, student-student relationships, learning tools, and other learning facilities ; 3) The state of the community environment, in this case the environment in the community greatly influences student learning achievement because activities in society, the mass media, friends hanging out, the environment around the house can affect students so that in this community environment students should be in a wider scope. positive.

Problems and Solutions in the Implementation of Educational Supervision to Improve Teacher Performance at Madrasah Ummul Quro At-Tarbawiyah and Dar-e-Arqam School.

Obstacles are a problem or a situation that becomes an obstacle to achieving the goals to be achieved, and this must have an alternative that is appropriate to the constraints or problems faced in order to overcome them. ²³As for the problems and Solutions in implementing educational supervision to improve teacher performance at Madrasah Ummul Quro At-Tarbawiyah and Dar-e-Arqam School. This is diverse because what is faced is not just one teacher, but many teachers, of course, with different personalities and a different way of thinking. So, that the obstacles that are often encountered such as there are teachers who are reluctant to be given guidance that aims to strengthen and also improve the weaknesses or problems they face are solely done to improve the teacher's performance and education quality as a whole. This is because the teacher already feels too comfortable with what he is doing now, in essence, the teacher already feels that what he is doing is the best, but in reality, it is not like that. In addition, there are also some teachers who are busy with other jobs outside the madrasa, so the teacher does not feel the need to follow the direction and guidance of the Madrasah Director as the supervisor, because they do not have the free time to follow them and end up being indifferent to the instructions given by the Madrasah Director.

To overcome the various problems above, it can be done by preparing various alternatives in which the alternatives here are a form of settlement of everything that hinders the achievement of goals. The alternative solutions carried out by the Director of

²² Syaffi'i, Marfiyanto, and Rodiyah, "Study of Student Learning Achievement in Various Aspects and Factors that Influence," 121–122.

²³ Soewarno, et al, "Constraints Faced by Teachers in Utilizing Computer-Based Media at SD Negeri 10 Banda Aceh," *Scientific Journal of PGSD FKIP Unsyiah Student Study Program* Volume 1, Number 1 (August 2016): 23.

Madrasah to overcome the obstacles mentioned above are; 1) Call the teacher personally, which is done as a first step to foster teachers who cannot be managed. In his activities this call was made by the Director of the Madrasah to find out why the teacher did not follow the directions given by the Director; 2) Provide direction and motivation in a better direction. Motivating is an explanatory concept that is often used to provide an understanding of observed behavior which in this case aims to improve individual performance.²⁴ and; 3) Mutation of teachers as another alternative. This teacher transfer activity is carried out as a form of deterrent effect given to teachers so they can realize their mistakes. By carrying out this transfer activity, it is hoped that teachers can always contribute with full awareness of their duties, competencies, functions and responsibilities towards educational institutions.

As explained by Mulyasa in Supiani, that in order to improve teacher performance, it can be driven by various aspects, both internal and external, for example such as ; 1) Encouragement to work, that is, a person's desire to work is most likely influenced by the type of needs that exist in the person concerned, the same is the case with a teacher, for example, in compiling and developing lesson plans, it is definitely influenced by desires that are in accordance with their role, so that the teacher will try to compile the RPP to the fullest. 2) Responsibility for tasks, namely in carrying out their duties, each teacher has responsibility for a number of tasks that must be carried out according to their position. The teacher's responsibility is a demand in carrying out his duties and obligations, so that a trustworthy teacher will try to carry out his duties and obligations properly. 3) Interest in the task, namely the teacher's interest or preference in completing the task greatly determines the teacher's performance, in which the higher the teacher's interest in the task, the better the teacher's performance will be. 4) Rewards for assignments, namely giving awards for the success achieved by teachers in work is one of the motivations that can spur and encourage a teacher to work and achieve better, where giving awards can foster a sense of love, pride and responsibility towards tasks given 5) Opportunity to develop, namely high work motivation, among others, is characterized by a condition when a person has the opportunity to increase knowledge and skills, and has the opportunity to develop. Therefore, one's work motivation can be seen from the opportunity concerned to develop oneself in order to improve abilities and skills at work 6) Attention from the school principal, namely this is very important to increase the professionalism and performance of teachers and other education personnel in schools, who where the principal's attention in improving teacher professionalism can be done through group discussions and class visits. 7) Interpersonal relationships among teachers, namely this can affect the quality of teacher performance because work motivation can be formed from interactions with the surrounding social environment in addition to the results of changes that are physical in nature such as the work atmosphere, and the physical condition of the school building 8) There is training, namely through training in the form of MGMP activities, upgrading, seminars, etc. It is hoped that all difficulties and problems faced by teachers can be solved and it is hoped that this will improve the quality of education in schools through improving the quality of learning (*effective teaching*), and 9) Guided discussion groups, namely to To support teacher development in

²⁴ Slamet Riyadi, *The Role of Work Motivation, Job Stress, and Job Satisfaction on Teacher Performance* (Yogyakarta: Traces of Pustaka, 2022), 112–13.

developing teacher competence, it is necessary to form guided discussion groups which are carried out to overcome teachers who lack enthusiasm in carrying out learning tasks. Guided discussion can produce very satisfying results, can increase teacher motivation and morale.²⁵

CONCLUSION

The implementation of Educational Supervision to improve teachers performance and quality of education as a whole in Madrasah Ummul Quro At-Tarbawiyah Indonesia and Dar-e-Arqam School Pakistan are basically the same. It is conducted properly and well. However, in Madrasah Ummul Quro At-Tarbawiyah, the supervisor is the director of the Madrasah. He uses group technique and in Dar-e-Arqam School, the director mandated the Head Office Monitoring visits to do the supervision. The techniques are Monitoring visit and Training session. The training session is conducted in group via Physical (offline) and Online conducted weekly, monthly and in the end of semester.

The description of the success of the implementation of supervision are able to increase teacher performance which can be seen from various changes in teachers towards a better direction—teachers become more professional and more capable of using learning methods, media, materials and learning tools provided at school.

During the implementation of the supervision, any problems encountered in Madrasah Ummul Quro At-Tarbawiyah are solved by having discussion forum. Also, the Director of madrasah took an alternative to call personally, and then given motivation, and if there is still no change from the teacher then a teacher mutation will be carried out. In Dar-e-Arqam School, any problems happened are directly contact or consult to Head Office Monitoring for Guideline for gaining the best solution.

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²⁵ Supiani, *Monograph on Teacher Performance: Improvement Through Principal Supervision and Work Motivation*, 17–20.

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