



## The Effectiveness of the Performance of Supervisors in Tsanawiyah Madrasah (Islamic Junior High School) in Improving the Implementation of The Duties Of The Head Of The State Tsanawiyah Madrasah (Mtsn) In The Province Of Jambi

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### ARTICLE INFO

*Keywords:* Pronunciation, Teaching Strategy, Technology

*Received :* 6, September  
*Revised :* 24, October  
*Accepted:* 28, November

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### ABSTRACT

Based on the researcher's grand tour of Tsanawiyah Madrasahs in the province of Jambi, it was found that firstly, the supervisor's program does not align with the madrasah's needs. Secondly, supervision is only fulfilling obligations without going beyond. Thirdly, the organization of time, work tools, and facilities are not yet optimal. This qualitative research employs a qualitative case approach. Data collection involves observation, interviews, and documentation techniques. Data analysis utilizes the Miles and Huberman model, comprising data reduction, data display, and data conclusion. The research results indicate that the performance of Tsanawiyah Madrasah supervisors in the supervision process in the province of Jambi includes: a) Developing a supervision work program for each semester and each year for the madrasahs under their guidance, b) Providing guidance and assistance to the madrasah head regarding managerial processes, and c) Conducting assessments and monitoring the implementation of education in the supervised Madrasah Tsanawiyah, offering advice and considerations to the madrasah on addressing educational implementation-related issues. However, the supervisor's performance is not yet effective because they fulfill their obligations without solving the problems faced by the madrasah.

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## INTRODUCTION

Tsanawiyah Madrasah supervisors serve as functional technical implementers in the academic and managerial supervision field for a designated number of educational units. Referring to educational units, the supervisory positions are then differentiated into supervisors for Kindergarten/Islamic Kindergarten (TK/RA), supervisors for Elementary School/Integrated Islamic Elementary School (SD/MI), supervisors for Junior High School/Tsanawiyah Madrasah (SMP/Madrasah Tsanawiyah), supervisors for Senior High School/MA (SMA/MA), and supervisors for Vocational High School/Vocational Islamic High School (SMK/MAK) (N. Sudjana, 2012).

Tsanawiyah Madrasah supervisors hold a crucial role in educational development. The purpose of supervision is to assist, guide, and assess the individual's abilities for necessary improvements in a cooperative manner, identifying issues faced by teachers in the learning process and seeking solutions to overcome these problems (Yuliana, 2009).

One of the educational challenges in Indonesia relates to the effectiveness of supervision. In this context, the performance of Tsanawiyah Madrasah supervisors becomes a critical issue in various educational processes as it determines the creation of a conducive environment for the improvement of education quality, the development of human resources, especially within educational units. In reality, the role of supervisors in ensuring the quality of educational units (madrasahs) has not been optimally executed. This issue is not only criticized externally but is also a subject of internal dissatisfaction among the supervisors themselves.

At a more specific level, the performance of Tsanawiyah Madrasah supervisors demands intensive scrutiny to ensure their relevance. This means that supervision should not merely be a matter of content without value if the overseeing process controlled by supervisors lacks the necessary appreciation corresponding to contemporary needs. Therefore, the effectiveness of Madrasah supervisors is essential to enhance the self-quality of the madrasah head. Leaders need to consider innovative ideas to improve the implementation of Tsanawiyah Madrasah supervisor tasks.

The productivity of the madrasah head in their work depends on effective supervision. Thus, the position of the supervisor becomes a supportive element for the success of the Madrasah. According to Regulation of the Minister of State Apparatus Utilization and Bureaucratic Reform Number 21 of 2010, Article 1 Paragraph 2, Tsanawiyah Madrasah supervisors are civil servants (teachers) assigned full tasks, responsibilities, and authorities by authorized officials to conduct academic and managerial supervision in educational units (Regulation of the Minister of State Apparatus Utilization and Bureaucratic Reform Number 21 of 2010 Regarding the Functional Position of School Supervisors and their Credit Scores, 2010).

Based on the researcher's grand tour of State Tsanawiyah Madrasahs (MTsN) in the province of Jambi, it was found that firstly, Tsanawiyah Madrasah supervisors' planning and supervisory program development are less effective and do not meet the needs of the madrasah, especially for the head of the

Madrasah and teachers. Secondly, Tsanawiyah Madrasah supervisors fulfill their supervisory obligations but do not address the problems faced by the madrasah. Thirdly, the effectiveness of Madrasah supervisors in organizing time, work tools, facilities, and infrastructure is not optimal due to cost constraints. Fourth, Tsanawiyah Madrasah supervisors prioritize an instructional approach over supervision in improving the performance of the madrasah head. Fifth, the supervisory function seems instant and is often conducted through mobile phones. Sixth, the evaluation function of Tsanawiyah Madrasah supervisors has not significantly impacted the performance of the madrasah head and the quality of the madrasah they lead. Based on this situation, it undoubtedly affects the performance of the madrasah head in achieving madrasah effectiveness.

To address the main problems outlined above, the primary research question is: How is the performance process of Tsanawiyah Madrasah supervisors in improving the implementation of the duties of the Tsanawiyah Madrasah head in the province of Jambi?

## LITERATURE REVIEW

### 1. *Performance*

Performance is the disclosure of work results (Rowley, 2012). According to Colquitt et al., "performance aims to understand, predict, and improve behavior, and the outcomes associated with such behavior are referred to as 'job performance'" (Colquitt, Lepine, 2009). McClelland identifies "some performance characteristics such as being responsible in problem-solving, setting goals, providing feedback, and being reliable" (Torang, 2014). Euis Karwati explains, "performance in English is called performance. Performance is also referred to as work performance, job performance, or work implementation results. Milcovich and Boudreau state that performance is the level at which employees complete tasks according to predetermined conditions" (Priansa, 2013).

Performance is a part of individual and group success within an organization. It is something that can be evaluated to assess the success or failure of the achievements made by individuals or groups in the organization.

### 2. *Madrasah Supervisor*

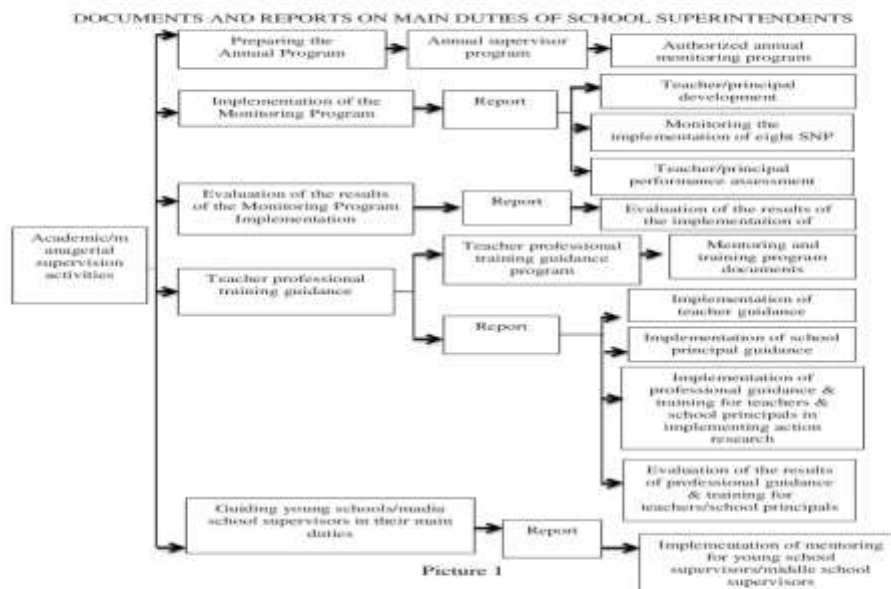
A supervisor is a person who performs supervisory tasks. The supervisory task referred to is the process of determining whether there are deviations in the implementation of plans so that corrective efforts can be made promptly to ensure that activities are carried out in reality and in line with the initial objectives (Komariah, 2010).

A madrasah supervisor is a functional official positioned as a technical executor to conduct educational supervision over a certain number of designated madrasahs (Satori, 2016). "Supervision tasks are defined as one of the activities to determine the realization of personnel behavior in educational organizations and whether the level of educational goal achievement is in accordance with what is desired. Then, based on the results of this supervision, improvements are made" (Sagala, 2009).

### 3. Duties of Madrasah Supervisor

The main duties of the madrasah/madrasah tsanawiyah supervisor are to carry out academic and managerial supervision in educational units. In line with the role of the madrasah tsanawiyah supervisor according to Wiles & Bondi (2007), "The role of the supervisor is to help teachers and other education leaders understand issues and make wise decisions affecting student education." Based on this opinion, the supervisor's task is to provide guidance to teachers to be competent in their duties (Bondi, 2007).

The performance of the madrasah/madrasah tsanawiyah supervisor involves several areas, namely: 1) conducting academic and managerial supervision and providing guidance/training for the professional skills of teachers, and 2) improving their professionalism through continuous improvement of academic qualifications and competencies. The details of these two main obligations of the supervisor are explained as follows: 1) Formulating a supervision program, implementing the supervision program, evaluating the results, and guiding and training the professional skills of teachers. 2) Enhancing and developing academic qualifications and competencies continuously in line with the development of science, technology, and the arts (D. Sudjana, 2012).



Picture 1 : "Implementation of Supervision by Madrasah Tsanawiyah Supervisor (Culture, 2021)"

The picture above emphasizes that when the Madrasah Tsanawiyah/Madrasah supervisor plans a supervision program, it must be documented in a supervision program document. When implementing the supervision program, the results should be compiled into a report on the program's implementation. The preparation of these documents and reports must meet established criteria to be beneficial for meeting the requirements for promotions and employee performance targets, as outlined in the Employee Performance Target Guidelines and Technical Instructions for the Implementation of the Functional Supervisor Position and its Credit Points.

The academic supervision plan involves face-to-face supervision activities by the Madrasah Tsanawiyah/Madrasah supervisor every week, targeting individual and group teachers through coaching, mentoring, clinical supervision, and guidance and training for teachers according to their competencies and duties. This is described in the activities/materials aspect of the semester supervision program. The managerial supervision plan involves face-to-face supervision activities by the Madrasah Tsanawiyah/Madrasah supervisor with the head of the madrasah/madrasah being supervised, both individually and in groups (MKKM/S). It includes coaching, mentoring, focus group discussions (FGD), and benchmarking in line with the duties and competencies required by the head of the madrasah/madrasah (Culture, 2021)

#### *4. Supervisor's Performance*

The detailed components of the Madrasah/Madrasah supervisor's performance are as follows:

- a. Able to develop the supervision program for the Madrasah/Madrasah.
- b. Capable of assessing student learning outcomes or guidance and the teacher's abilities.
- c. Competent in collecting and processing educational resource data.
- d. Capable of analyzing the guidance and learning outcomes of students, teachers, and educational resources.
- e. Capable of mentoring teachers and other personnel in the Madrasah/Madrasah.
- f. Able to create reports and evaluation of supervision.
- g. Capable of conducting other mentoring activities in the Madrasah/Madrasah besides teaching and guidance.
- h. Able to evaluate the supervision results of all Madrasah/Madrasah under their supervision (Maisah, 2013).

Performance indicators for school supervisors encompass four dimensions, as follows:

- a. Implementation Supervision Dimension
  - 1) Quality of the supervision program, program implementation, and implementation report.
  - 2) Creativity, innovation in program development, and the supervisor's discipline during the supervision process.

- 3) Supervisor's commitment to performing tasks, sensitivity to issues, and effectiveness in problem-solving.
- 4) Harmony in the relationship between the supervisor and the school committee members and the committee's pride in the supervisor.
- 5) New breakthroughs in implementing strategies/activities to enhance school quality.
- 6) Quality of interpersonal relationships between the supervisor and teachers and the direct benefits teachers gain from the supervisor's services in professional development.
- 7) Quality of the supervisor's personal relationship with the school principal and the level of compliance of school principals in implementing the supervisor's advice.
- 8) Response or reaction from the Ministry of Religious Affairs Regional Office after receiving the supervision program implementation report.
- 9) The supervisor's persistence in influencing stakeholders in improving school quality and the performance of the supervised school.

b. Job Performance Dimension

- 1) Improvement in the performance of school principals.
- 2) Pride of school principals in the supervision process and results, as well as in the supervisor's performance.
- 3) The level of compliance of teachers in implementing the supervisor's advice and the direct benefits in the development of their teaching obtained.
- 4) Improvement in the performance of teachers in enhancing the quality of their teaching.
- 5) Pride of teachers in the supervision process and results, the supervisor's performance, and the respective supervisor.
- 6) Direct benefits that schools obtain from the supervisor's services in improving school quality.
- 7) Significant improvement in the average student learning achievement in each supervised school.

c. Professional Development Dimension

- 1) The number of scholarly works produced.
- 2) The number of presentations of written works in seminars or similar events upon request (outside the duties of the supervisor).
- 3) The number of scholarly works that have been published.
- 4) The number of innovative works in the field of supervision discovered.
- 5) The number of presentations of written works in workshops, training sessions, or similar events upon request (outside the official duties).

d. Impact Dimension on School Quality

- 1) Reduction in the number and frequency of student disciplinary violations in each supervised school.

- 2) Success of supervised schools in mobilizing the participation of parents, business, and industry to improve school quality.
- 3) The amount of direct benefits that the school committee gains from the services of the school supervisor and the improvement of their performance.
- 4) Increase in the number of successful students in non-academic aspects in each supervised school, such as sports, religious activities, and extracurricular activities (Nana Sudjana, 2006).

5. *Implementation of the Duties of the Madrasah Principal*

Main Tasks and Functions of the Madrasah Principal (TUPOKSI) as Program Planning:

- a. Formulating, determining, and developing the madrasah's vision.
- b. Formulating, determining, and developing the madrasah's mission.
- c. Formulating, determining, and developing the goals of the madrasah.
- d. Creating the Madrasah Work Plan (RKS) and the Madrasah Activity and Budget Plan (RKAS).
- e. Developing an induction program plan (Ministerial Regulation No. 19 of 2007 Regarding School Management Standards, 2007).

Main Tasks and Functions of the Madrasah Principal (TUPOKSI) as Implementation of the Work Plan:

- 1) Compiling work guidelines.
- 2) Establishing the organizational structure of the madrasah.
- 3) Creating schedules for madrasah activities per semester and annually.
- 4) Managing student affairs, including:
- 5) Implementing the admission of new students.
- 6) Providing counseling services to students.
- 7) Conducting extracurricular and co-curricular activities for students.
- 8) Providing guidance for outstanding achievements.
- 9) Monitoring alumni.
- 10) Developing the curriculum, educational calendar, and learning activities.
- 11) Managing teachers and educational staff.
- 12) Managing facilities and infrastructure.
- 13) Mentoring novice teachers.
- 14) Managing finances and funding.
- 15) Managing the culture and environment of the madrasah.
- 16) Empowering community participation and madrasah partnerships.
- 17) Implementing the induction program (Ministerial Regulation No. 19 of 2007 Regarding School Management Standards, 2007).

## **METHODOLOGY**

The dissertation research employs a descriptive qualitative research method. According to John M. Creswell, "qualitative research is conducted in a natural setting with a naturalistic approach. The researcher is an instrument for collecting data and functions to analyze data, whether in the form of words or images, inductively. The analysis focuses on the meaning of the participants' or research respondents' responses. The explanation process uses language that is persuasive and expressive" (Creswell, 2011).

The researcher explores issues related to the roles of supervisors and the performance of Madrasah principals. The exploration is based on obtaining accurate information about the actual conditions during the implementation of the duties and functions of the Tsanawiyah madrasah supervisor and the Madrasah principal. Data is collected through direct interactions.

The research subjects are Tsanawiyah madrasah supervisors, referred to as key informants. Additional informants include the head of the Education Office in the District/City, the head of Tsanawiyah madrasahs in the Jambi Province, and teachers. The research process begins with data collection, followed by data reduction and display. The final step involves drawing conclusions.

## **RESEARCH RESULT AND DISCUSSION**

### ***1. Research Location Description***

MTsN 2 Kota Jambi. Madrasah Tsanawiyah Negeri (MTsN) 2 Kota Jambi is one of the educational institutions at the level of Junior High School (SMP). The existence of Madrasah Tsanawiyah 2 Kota Jambi in the city is one of the government's efforts, specifically the Ministry of Religious Affairs, to encourage Tsanawiyah madrasahs, especially in Kota Jambi, to progress and achieve balanced excellence with SMPs in Kota Jambi. On one side, one of the advantages of Madrasah Tsanawiyah 2 Kota Jambi is that it is an Islamic public madrasah. This is where the strengths and advantages of other madrasahs lie, making it an appropriate alternative choice for parents of students.

MTsN 1 Bungo. The establishment of Madrasah Tsanawiyah 1 Bungo was initiated by Rio and the teachers of Tanjung Agung village on January 1, 1961. Madrasah Tsanawiyah Swasta Tanjung Agung was formed with teachers such as M. Syarkawi, Ahmad Nyato, M. Husein Taruddin, M. Husein Kassah, Abdul Hamid, Ilyas, etc. The first students were from Tanjung Agung in 1963, and students from other areas joined later.

In the 1970/1971 academic year, the Madrasah Tsanawiyah Tanjung Agung working group was formed with the composition of Madrasah Tsanawiyah Tanjung Agung, Madrasah Tsanawiyah Koto Jayo/Dusun Danau, Pulau Batu, etc., with the first head of the madrasah being M. Syarkawi. On October 23, 1972, Madrasah Tsanawiyah Tanjung Agung gained autonomy or became a State Islamic Junior High School (Madrasah Tsanawiyah Agama Islam Negeri) named Tanjung Agung.

MTsN 1 Tanjung Jabung Barat. Madrasah Tsanawiyah Negeri 1 Tanjung Jabung Barat is one of the oldest madrasahs in the district. It is located at Jl. Syarif Hidayatullah No. 03, Kuala Tungkal, Tel. (0742) 21679, Postal Code 36514, Tanjung Jabung Barat District, Jambi Province. Currently, Madrasah Tsanawiyah Negeri 1 Tanjung Jabung Barat is led by Mhd. Tang, S.Ag, M.Pd.I, who holds a master's degree (S2).

## **2. Field Findings**

The performance of Tsanawiyah Madrasah supervisors in the Jambi Province can be observed from their ability to plan. Based on field findings, supervisors have already formulated task plans, including the development of Employee Work Objectives (SKP). The outcome of the Tsanawiyah madrasah supervisor's planning includes a supervision program and a professional guidance and training program for the madrasah principal. The explanation of SKP is discussed by the Tsanawiyah madrasah supervisor with the madrasah principal during the initial meeting of the supervisor's monitoring of the principal's performance. The supervisor's meetings are scheduled as part of the supervisor's planned visits to the supervised madrasah.

The supervision program and the professional guidance and training program for the Tsanawiyah Madrasah principal in the Jambi Province are routinely developed at the beginning of the year, namely in January, in conjunction with the preparation of SKP. Planning the supervision program is based on the evaluation results of the comprehensive supervision, guidance, and training conducted in the previous year.

Based on the existing findings, the documents of Tsanawiyah Madrasah Supervisors in the Jambi Province are incomplete in some areas. The planning of the madrasah supervision program and the professional guidance and training program for the madrasah principal is a document of the Tsanawiyah madrasah supervisor's planning. This document contains a description of the responsibilities of the Tsanawiyah madrasah supervisor for carrying out academic supervision and managerial supervision tasks in Tsanawiyah madrasahs in the Jambi Province in a directed, planned, and continuous manner. The performance of the Tsanawiyah madrasah supervisor in planning is demonstrated by the existence of the Academic Supervision Plan (RKA), the Managerial Supervision Plan (RKM), documents monitoring the implementation of the 8 National Education Standards in the madrasah, and the schedule of visits by the Tsanawiyah madrasah supervisor for one year. The planning document includes supervision activity programs, guidelines for assessing the performance of the madrasah principal, achievement targets, alternative solutions to problems faced by the madrasah principal, and follow-up plans.

The Tsanawiyah madrasah supervisor evaluates the results of the implementation of professional guidance and training for the professionalism of the madrasah principal to assess progress and improvements in the implementation of the results of professional guidance and training for the Tsanawiyah Madrasah principal in the Jambi Province. The analysis depends on the measurement of the results of supervision activities, and the evaluation of

this measurement is based on certain criteria or standards. Measurement attempts to determine the quantity of changes expected in the supervision process, while assessment attempts to determine the value qualitatively.

Therefore, in the implementation of the results of professional guidance and training for the madrasah principal, measurement and assessment are used to determine the success of supervision activities that function for improvement programs and follow-up actions. Measurement involves determining the quantity of expected changes in the supervision process, while assessment concerns determining the value of changes or results achieved from the supervision process.

Specifically, the evaluation also indicates the performance of Tsanawiyah madrasah supervisors. Tsanawiyah madrasah supervisors aim:

1. To obtain information about the effectiveness of implementing the results of coaching and training in the professionalism of madrasah principals. This information serves as the basis for developing the professional capabilities of supervisors in carrying out supervisory tasks.
2. To describe the personal and collective performance of supervisors in semesterly and yearly cycles. This provides an overall picture of supervisors' performance at the education unit, district/city, and provincial levels. It serves as the basis for determining the quality of coaching and training results in the professionalism of madrasah principals.
3. To gather data on work performance as a basis for determining the career development needs of madrasah principals and supervisors. This contributes to the realization of professional supervision aimed at enhancing education quality assurance.

Supervisors of Tsanawiyah madrasahs in the Jambi Province must understand that one of the determinants of success in supervision is the behavior of the supervisor. The human factor behind the task significantly influences the success of the supervisory mission. Successful supervision is carried out by those who can perform their tasks in relation to the 'supervised' individuals. They possess personality traits accepted in interpersonal work relationships, traits aligned with the supervisory profession, and maintain ethical conduct in their work. Through these traits, the competence of the supervisor can be evaluated.

From the research results involving several supervisors from across the province, it appears that coaching for educational unit supervisors to enhance their professional abilities is not progressing as it should. Tsanawiyah madrasah supervisors are performing their duties with existing capabilities, and while they report their activities to the Head of the Ministry of Religious Affairs Office at the district/city level according to their duties, these reports have not become the basis for supervisory development efforts. If there is any coaching, it is limited to guidance and explanations from the Head of the Ministry of Religious Affairs Office regarding various education policies in special meetings with supervisors and other officials. Planned and continuous coaching for supervisors, aiming at their professional competence and career development as functional staff, is not widely implemented.

The general objective of the research is to understand why the role of supervisors has not been able to improve the implementation of the Tsanawiyah Madrasah principal's duties in the Jambi Province. The specific research questions include:

- a. To analyze the effectiveness of Tsanawiyah madrasah supervisors in the supervision process in the Jambi Province.
- b. To analyze the factors influencing the performance of Tsanawiyah madrasah supervisors in managing supervision in the Jambi Province.
- c. To analyze the impact of Tsanawiyah madrasah supervisors' performance in enhancing the implementation of the Tsanawiyah Madrasah principal's duties in the Jambi Province.
- d. To analyze the model of developing Tsanawiyah madrasah supervisors' performance to enhance the implementation of the Tsanawiyah Madrasah principal's duties in the Jambi Province.

## DISCUSSION

The supervisor of the tsanawiyah madrasah is a professional position; therefore, the position of supervisor of the tsanawiyah madrasah must go through the tsanawiyah madrasah supervisor education profession program. To obtain professional supervisors, professional education is needed, specifically preparing them to be supervisors of educational institutions/madrasahs. Supervisor professional education is carried out at the Puditlat and Religious Training Center or those appointed by the government, in this case, the Ministry of Religion. Supervisor professional education is only applied to prospective supervisors.

Given the heavy duties of madrasahs in the present day, supervisors are crucial to encourage the maximum performance of madrasah principals, and in reality, this has not been proven in the three State MTSs that were studied. Tsanawiyah madrasah supervisors should play a role in monitoring and providing continuous assessments. As a reviewer of the follow-up to principals who object to the assessment, supervisors can re-implement a comprehensive and thorough performance assessment.

Several things that supervisors need to have, in addition to those listed in existing regulations, are:

1. IT Competence: Madrasah Supervisors must have skills in the field of Information Technology (IT). The intended skills are not only limited to mastering Word, Excel, and PowerPoint (PPT) but also proficient in implementing digital platforms as work media, data collectors, and dissemination of the latest regulations and education policies. Many supervisors do not report their findings through reports due to limitations in IT skills, resulting in the findings not being reported and, consequently, cannot be followed up.
2. Literacy: Literacy activities are a necessity for supervisors. The intended literacy is the ability of individual supervisors to process information and knowledge obtained from reading activities, especially through digital

literacy that has developed so much. Through digital literacy, all information can be accessed. However, in its application, it needs to have a wise and selective attitude.

3. **Motivator:** Supervisors must be able to be a driving force and a new source of spirit for the Madrasah Principal and teachers. The presence of supervisors brings new expectations for Madrasah Principals and teachers in carrying out their duties. Supervisors like this are longed for by Madrasah Principals and teachers; the presence of supervisors can satisfy Principals and teachers, not the other way around, where the presence of supervisors becomes something disgusting.
4. **Innovator:** Supervisors must be innovators who will bring about changes, especially changes in attitudes and paradigms in observing and taking action on strategies, programs, and plans to improve the quality of the affiliated madrasah.
5. **Coaching:** Supervisors must be coaches for Madrasah Principals and teachers. A good coach not only can be a coach who gives instructions and guidance but can also be a companion to everyone being trained.
6. **Mentoring:** A supervisor must be able to be a mentor, someone who can share experiences and knowledge with the Madrasah Principal and teachers to improve performance and increase the quality of education.
7. **Peer Tutoring:** Supervisors must be able to provide space and time for teachers to be peer tutors both within their own environment and outside their madrasah in a broader context.
8. **Counseling:** Counseling is individual guidance that will help individuals overcome problems they face, so that in turn, the individual becomes more productive and useful. Supervisors carry out counseling functions for the managerial and academic duties of Madrasah Principals and teacher trustees, including a) Planning and learning programs, b) Implementation of learning, c) Assessment of the process and results of learning, d) Remedial and enrichment, and e) Reporting the results of the process and assessment.

## CONCLUSION

Based on the research findings and analysis, the researcher formulates several conclusions regarding the performance of the supervisors of Tsanawiyah Madrasah in improving the implementation of the duties of the head of the State Tsanawiyah Madrasah (MTsN) in the province of Jambi. The effectiveness of the supervisors' performance in the supervision process in the Jambi Province is accumulated in activities, including: a) development of supervision work programs: The supervisors compile supervision work programs for each semester and each year in the madrasahs they oversee, b) guidance and assistance: They provide guidance, assistance, and mentoring to the madrasah head regarding managerial processes, c) assessment and monitoring: Supervisors conduct assessments and monitor the implementation of education in the Tsanawiyah Madrasahs they oversee. Providing Recommendations: They offer suggestions and considerations to the madrasah regarding problem-solving

related to education management. However, the supervisors' performance is not fully effective because they tend to fulfill their obligations without addressing the real issues faced by the madrasah. The heads of the madrasahs still work autonomously to resolve problems within their institutions.

Factors Influencing Supervisor Performance limited work experience and training are factors influencing the performance of supervisors in managing supervision in the Jambi Province. The supervisors tend to prioritize an instructive approach rather than empowering the work of the madrasah heads. Additionally, low discipline leads to unproductive supervision processes.

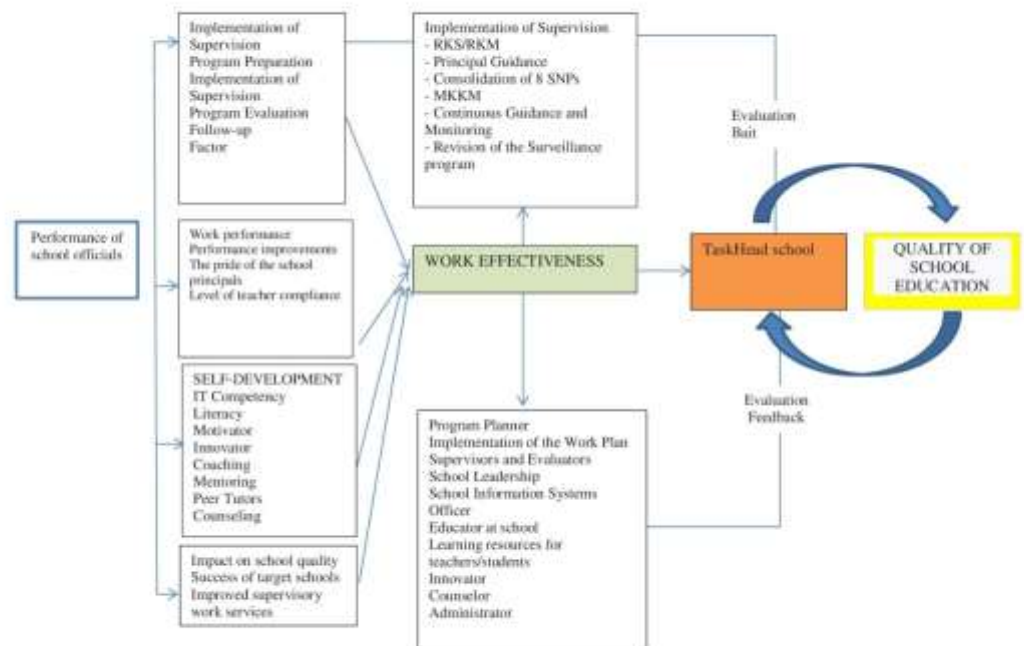
Impact of Supervisor Performance the impact of supervisors' performance on improving the duties of the head of Tsanawiyah Madrasahs in the Jambi Province is reflected in the inability to achieve competitiveness on a national and international level. The weaknesses in the supervisors' competencies in IT, supervision literacy, and difficulties in being motivators, innovators, coaches, mentors, peer tutors, and counselors for madrasah heads and teachers contribute to this impact.

Model for Developing Supervisor Performance the model for developing the performance of Tsanawiyah Madrasah supervisors in enhancing the duties of the madrasah heads in the Jambi Province is focused on implementing supervision. However, it is not maximally achieving success in terms of job performance, self-development, and significant impact on the quality of the supervised madrasahs, which still lack excellence and competitiveness at the national and international levels. Further enhancements are needed in achieving these aspects.

## **IMPLICATIONS**

The research findings on the performance of Tsanawiyah Madrasah supervisors and motivating the work of the head of Tsanawiyah Madrasah in the province of Jambi have positive impacts on improving the work motivation of the madrasah heads in completing their workloads. Additionally, it influences the Tsanawiyah Madrasah supervisors in enhancing their professionalism. The systematically organized and implemented performance of Tsanawiyah Madrasah supervisors, which is systematic, targeted, and continuous, creates a motivational drive for the madrasah heads.

The work of the madrasah heads during their leadership responsibilities in the madrasah becomes the responsibility of Tsanawiyah Madrasah supervisors. Tsanawiyah Madrasah supervisors play a significant role in monitoring the development of the madrasah head's work, whether it is positive or negative. For a clearer understanding, the supervision process can be seen in the following diagram:



Picture 2: Effectiveness of the Madrasah Supervisor's Performance in Improving the Implementation of the Headmaster's Duties

The novelty of the research lies in the fact that the performance of the Madrasah Supervisor in improving the implementation of the duties of the Headmaster of the State Islamic Junior High School can achieve effectiveness when it focuses on the implementation of supervision, work achievement, self-development, and has a significant impact on the quality of the supervised madrasah. Weak self-development, such as inadequate competence in information technology, supervision literacy, difficulty in being a motivator, innovator, coach, mentor, peer tutor, and counselor, can have an impact on the performance outcomes of the supervisor.

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