

Management Strategies Of Madrasah Supervisors To Improve The Performance And Motivation Of Madrasah Principals And Teachers In Mas Yaspi Labuhan Deli Medan City

Sulasmi¹, Tien Rafida,² Muhammad Fadhli,³

¹ Universitas Islam Negeri Sumatera Utara; sulasmi.0332224001@uinsu.ac.id

² Universitas Islam Negeri Sumatera Utara; tienrafida@uinsu.ac.id

³ Universitas Islam Negeri Sumatera Utara; muhammadfadhli@uinsu.ac.id

ARTICLE INFO

Keywords:

Management; Strategy; Superviso

Article history:

Received 2024-01-14

Revised 2024-03-12

Accepted 2024-06-21

ABSTRACT

This study aims to improve the performance and motivation of madrasah principals and teachers, especially in Madrasah Aliyah Swasta YASPI Labuhan Deli Medan City, and can provide insight in implementing strategic management for other madrasahs. This study used a qualitative research approach to collect data through interviews, observations, and documentation studies. The results showed that madrasah supervisors in MAS YASPI Labuhan Deli Kota Medan have adopted a series of strategies that have proven effective in improving the performance and motivation of madrasah heads and teachers. Through simple steps such as needs analysis, communication, collaboration, goal setting, training, coaching, and rewards, they have succeeded in stimulating growth and progress in the educational environment. Strategy implementation is done through a process that involves open communication, performance observation, active collaboration, and support and recognition of achievements. Evaluation of the strategy is done systematically by assessing success in achieving goals, identifying shortcomings and providing guidance for improvement. Thus, madrasah supervisors not only act as supervisors, but also as leaders and facilitators who help improve the quality of education in MAS YASPI Labuhan Deli Medan City, making the environment more productive and developed.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Sulasmi

Universitas Islam Negeri Sumatera Utara; sulasmi.0332224001@uinsu.ac.id

INTRODUCTION

Strategic management is very important to be able to solve problems related to the performance and motivation of madrasah principals and teachers who are less improved in an organizational institution, especially in educational institutions (Mukhtar, 2015). Strategic management can be characterized as workmanship and study in forming, implementing, and assessing useful choices that empower an association to achieve its goals (Suharyani & Djumarno, 2023). The essential administration process focuses on reconciling a few key components, such as administration, promotion, finance, creation and task, innovative work, and data frameworks, which are essential for conveying precise information and realities (Samar, 2016).

Strategy evaluation is the final stage of the strategic management process (Nuroni & Adiguna, 2017). Leaders conduct supervision and evaluation to ensure that the strategies that have been created and implemented are running well (Baihaqi, 2016). Strategy evaluation is important even after the formulation and implementation have been done carefully and seriously (Sumaryono & Rony, 2024).

In the context of madrasah supervisors, strategic management has an important role in improving the performance and motivation of madrasah principals and teachers (Akmalia, F, G.A, & S.H, 2024). Although many studies discuss the role of madrasah supervisors in improving the performance of madrasah principals and teachers, there are still few studies that specifically explore the strategic management of madrasah supervisors to improve their performance and motivation (Nasrin, 2021). From the study conducted, there are 25 studies relevant to the strategic management of madrasah supervisors to improve the performance and motivation of madrasah principals and teachers in madrasah, among which four studies emphasize the Role of Madrasah Supervisors in Improving the Quality of Islamic Religious Education at MAN 2 Bukukumba (Agustina, Ibrahim, & Maulana, 2020). And the Function of Madrasah Supervisors in Improving the Performance of the Heads of State and Private Madrasah Ibtidaiyah in Bitung City (Tangahu et al., 2020). Improving the Performance of State and Private Madrasah Ibtidaiyah Heads in Jayapura City Through the Supervisory Supervision Function (Sutinah, 2023). Performance of Madrasah Supervisors in Improving Madrasah Teachers' Competence in Gorontalo Regency (Ismail, 2016).

Although these studies make an important contribution to understanding the strategic management of madrasah supervisors in improving the performance and motivation of madrasah principals and practitioners in madrasah, there are still unmet needs in understanding how the strategic management of madrasah supervisors in improving the performance and motivation of madrasah principals and practitioners can be optimized to be even better (Fauzi, Andriani, & Syarnubi, 2023). Based on the Decree of the Minister of Religious Affairs Number 211 of 2011 concerning Guidelines for the Development of National Standards for Islamic Religious Education, it is explained that Islamic Religious Education supervisors must have an in-depth understanding of supervisory competency standards, including aspects of personality, managerial, academic, educational evaluation, research and development, social, spiritual, and leadership. Supervisors need to receive competency training with the aim of increasing the progress and capacity of madrasahs (Septiana, 2019). However, this training is not the only effort made. All parties involved in madrasah education, especially teachers and madrasah principals, also need serious attention (Nurussalami, 2022).

According to a report from Schoolmedia News Jakarta, this year the Ministry of Religious Affairs organized guidance and training for 1,394 madrasah supervisors. The training was held for two months, from October to November 2023, in nine major cities, including: Bandung, Semarang, Surabaya, Medan, Aceh, Pekanbaru, Palembang, Makassar, and Balikpapan. Of these participants, 462 supervisors (equivalent to 14 batches) received special materials on Strengthening Religious Moderation (PMB), while 932 supervisors (equivalent to 24 batches) received special briefings on SMI. This training is a collaboration between the Center for Technical Training of Balitbang-Diklat and the Madrasah Education Quality Reform (MEQR) Project of the Directorate General of Islamic Education.

Currently, madrasah supervision is faced with a disruption phenomenon that empowers the digitalization of the school system (Mutakallim, Gani, 2020). One of the factors that contribute to the new paradigm shift is the growth of information and communication technology (Juditha, 2020). It is important to design the vision of education in absolute strategies and not relative strategies (Fitriani, 2017). Madrasah leaders have an important role as the main driver and influencer to carry out social design in a directed and reasonable manner with madrasah supervisory groups (Arisca, Karoma, Syarifuddin, & Syarnubi, 2020). Today the main challenge for Madrasah Managers is the global and Modern User 4.0 difficulties they have to face (Bahri, 2019).

In implementing madrasah supervisor strategies to improve the performance and motivation of madrasah principals and teachers, there are several policies that have been implemented by the government or related ministries (Ali & Syarnubi Syarnubi, 2020). The Ministry of Religious Affairs has organized continuing professional development activities for madrasah supervisors, the main purpose of which is to improve the ability of madrasah supervisors to manage madrasah management more effectively. The head of the Medan City Office of the Ministry of Religious Affairs highlighted the importance of assessing and coaching madrasah supervisors in carrying out supervision functions, both in academic and managerial matters. Madrasah supervisors are expected to be able to conduct

comprehensive mapping and analysis of madrasahs and the teachers they supervise (Alimron, Syarnubi, & Maryamah, 2023).

Minister of Religious Affairs Regulation (PMA) No. 16/2020 on Madrasah Committees was issued by the Ministry of Religious Affairs with the aim of improving the quality of education services in madrasah. The Madrasah Committee is an independent institution whose members consist of parents/guardians, community leaders who care about education, and education experts. PMA 24/2018 on Madrasah Heads regulates the requirements and procedures for the appointment of madrasah heads, including the requirement that madrasah heads have a certificate in accordance with their level issued by certain institutions under the Ministry of Religious Affairs.

According to data from the Directorate of Teachers and Education Personnel, the number of school supervisors in madrasahs across Indonesia until 2020 is 3,349, consisting of 2,340 female supervisors and 1,009 male supervisors. This number is still far from ideal where a supervisor should be responsible for 10 madrasahs at the RA / MI level and 7 madrasahs at the MTs / MA / MAK level. Observations in the field at Madrasah Aliyah Swasta YASPI Labuhan Deli also show that the madrasah head and teachers have begun to see an increase in the performance and motivation of the madrasah head and his teachers as seen from how the madrasah head and teachers can be present early in the madrasah.

Based on data that researchers have taken from the last 4 years from the level of discipline of the head of the madrasah and teachers of madrasah aliyah YASPI Labuhan Deli, it shows an increase from year to year, in 2020 from the total number of 25 teachers, the head of the madrasah 1 person, only 5 teachers were present on time before the KBM took place the rest they came casually, in 2021 it has begun to appear that the increase has been 10 people who are present on time the rest are relaxed, In 2022, it has increased even more, there are 15 people who have arrived on time, the rest are relaxed and in 2023 there are no more delays from all teachers and madrasah heads attending on time according to the schedule set because in 2023 the madrasah head made a policy of teacher attendance using fingerprint so that those who do not attend on time will be subject to deductions from the salary they receive.

The author sees phenomena about the performance and motivation of the madrasah principal and teachers during the initial observation at the madrasah aliyah yaspi labuhan deli medan city. The observations showed that some teachers were not doing well in carrying out their main tasks and functions (Ballanie, Dewi, & Syarnubi Syarnubi, 2023). These tasks include planning teaching programs, learning activities, assessment, daily repetition, and devising and implementing programs to improve, enrich and sustain student development. Not having adequate preparation and performing tasks monotonously is one of the characteristics of teachers who still lack knowledge in teaching. In addition, teachers use very simple materials, do not fulfill all curriculum requirements, and are inconsistent in implementing the prepared lesson plan implementation scenarios (Syarnubi Syarnubi, 2016). Meanwhile, the madrasah head has also not been maximized in providing guidance to educators related to the above phenomenon.

Of the many that have been researched, there are still many differences from my research. To improve the performance and motivation of teachers and madrasah heads, research on the strategic management of madrasah supervisors is very important (Febriyanti, Ismail, & Syarnubi, 2022). Strategic management helps in creating and implementing effective strategies to improve the professional competence of educators and education personnel. This includes selecting teachers, conducting further studies, participating in scientific forums and MGMP activities, and obtaining teacher certification (Yanti, Hawi, & Syarnubi, 2021). These strategies also include coaching and supervising teacher performance, fostering teacher performance discipline, and providing motivation (Wulandari, Misdar, & Syarnubi, 2021). Teachers' work culture is also influenced by the madrasah head's leadership and work motivation (Syarnubi, 2022). Consequences of Failure to Conduct Research If this research is not conducted, it may have a negative impact on the performance and motivation of teachers and principals.

Without research, it can be difficult to determine what strategies are most useful for improving performance and motivation (Nurrahman, Oviyanti, & Syarnubi, 2021). In addition, it may hinder the

development and implementation of new methods that may be more efficient (Syarnubi, Alimron, & Sukirman, 2023). Without research, it will be difficult to determine strategies to improve the quality and quantity of education staff. In addition, it will be difficult to find ways to improve teachers' performance coaching, teachers' performance supervision, teachers' performance discipline coaching and their motivation if this research is not conducted (Syarnubi, Alimron, & Fauzi, 2022). Therefore, this research aims to find out how strategic management is used by madrasah supervisors to improve the performance and motivation of madrasah heads and practitioners, especially in Madrasah Aliyah Swasta YASPI Labuhan Deli Medan City, and can provide insight in implementing strategic management for other madrasahs.

METHODS

This research uses qualitative research methods. The data collection techniques used in this research are observation techniques, interview techniques, and documentation studies (Misyuraidah, Misyuraidah, & Syarnubi, 2017). The data analysis technique used is data reduction then data presentation can be displayed in various formats, after the data is collected, the next step is to draw validation conclusions (Hawi & Syarnubi, 2018). Data validity checking techniques in qualitative research include trustworthiness (interbal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity). This research was conducted at MAS YASPI Labuhan Deli Medan City. The data in this research are the results of interviews conducted by researchers with madrasah supervisors (Mrs. SN), Madrasah Head (KUT), and several educators who teach at madrasah aliyah yaspi Labuhan Deli Kota Medan. Primary data was obtained through interviews conducted by researchers to madrasah supervisors (Mrs. Sri Nurhayati, S.Pd), Madrasah Principal (Mrs. Khairi Ulfa Tanjung, S.Pd), Deputy head of madrasah, several educators who teach at Madrasah Aliyah Yaspi Labuhan Deli Kota Medan. Secondary data consists of books, journals and others.

FINDINGS AND DISCUSSION

1. Formulation of Madrasah Supervisory Strategies to Improve the Performance and Motivation of Madrasah Heads and Teachers at MAS YASPI Labuhan Deli

Identifying an organization's goals and how to achieve them is known as strategy formulation. It involves gathering and analyzing the organization's internal and external environment to identify its strengths and weaknesses, as well as associated opportunities and threats. Strategy formulation is also an important process for the long-term success of the organization. It helps organizations address issues and opportunities in an ever-changing environment. In education, strategy formulation is the process of making a directed and systematic plan to achieve certain educational goals. The purpose of this strategy is to improve the quality of education, increase student achievement and advance educational institutions.

Strategy formulation for madrasah supervisors involves creating a purposeful plan to ensure effective supervision of educational activities and quality in madrasahs (Syarnubi, Martina, & Khodijah, 2019). The main tasks of madrasah supervisors are to ensure that madrasahs operate according to the standards set by the government, to help improve the quality of education and to provide support to the teaching staff and madrasah principals. Formulating strategies for madrasah supervisors is an important part of efforts to improve the quality of education and ensure that madrasahs can provide high-quality education to their students and teaching staff.

Based on the results of observations made by researchers at Madrasah Aliyah Yaspi Labuhan Deli Medan City, researchers see the role of supervisors in improving the performance and motivation of madrasah principals and teachers is very important, this can be seen from the increasing attendance of teachers at Madrasah Aliyah Yaspi Labuhan Deli on time so that the learning process activities can run smoothly and unconstrained.

The strategic management used by the supervisor is good enough to improve the performance and motivation of the madrasah head and teachers at MAS YASPI Labuhan Deli, this can be seen from the observations of researchers in the field, the supervisor routinely visits

Madrasah Aliyah YASPI Labuhan Deli in order to monitor activities in MAS YASPI Labuhan Deli, directs the madrasah head and teachers to take part in training programs made by the government both independently and in groups, the Supervisor's communication is very good towards the Madrasah Head and the teachers.

These objectives should be specific, measurable, achievable, relevant and time-bound (SMART).4). Training and Development: Identify the training and development needed by madrasah principals and teachers. Provide relevant training to improve their skills in school management, leadership, learning and teaching. Support them in dealing with changes and innovations in education.

It can be concluded that the formulation of strategies to improve the performance and motivation of madrasah heads and teachers carried out by madrasah supervisors at MAS YASPI Labuhan Deli Medan City is done quite well Madrasah supervisors, Madrasah Heads, and teachers can work well together in advancing education in MAS YASPI Labuhan deli with the many challenges faced such as the proliferation of Madrasah Aliyah everywhere. MAS YASPI Labuhan Deli in the 2024/2025 school year has prepared several excellent programs that will be given and offered to students to be able to follow these excellent programs based on the interests and abilities of students in these excellent programs. Before students determine what superior program they take, they must take part in the selection first, after passing the selection of the program they want to take, they can take part in the superior program outside of their learning activities. The flagship programs are Tahfizh, Multimedia, and English-speaking programs.

Collaboration between madrasah supervisors and madrasah principals in formulating strategies to improve performance and staff motivation at MAS YASPI Labuhan Deli is quite excellent madrasah supervisors always communicate well with madrasah principals and teachers exchanging opinions regarding current work and challenges and improving in the implementation of strategies. Madrasah supervisors according to researcher monitoring very regularly come to visit Madrasah Aliyah Yaspi to conduct guidance and coaching in order to advance the Madrasah to be better and always exist. It can be concluded that madrasah supervisors have encouraged madrasah principals and teachers to always be directly involved in attending training and development to improve the competence of madrasah principals and teachers in guiding, educating and directing students to always be updated on the latest learning and can advance the quality of madrasah to become a superior madrasah not only superior in the field of religious learning but also superior in other general learning (Harto Kasinyo & Syarnubi 2018).

It is important for madrasah supervisors to involve madrasah principals and teachers in the process of creating supervision strategies (Syarnubi, 2020). By communicating and working together effectively, madrasah supervisors can create a good working environment, improve the performance and motivation of teachers and madrasah principals, and achieve better supervision goals. Setting the madrasah supervisor's goals is an important part of formulating the madrasah principal's strategy (Syarnubi, 2019). This is done to improve performance and encourage teachers and madrasah principals to do more in committing to achieving the set goals (Sutarmizi & Syarnubi, 2022).

This is in accordance with the research findings that goal setting when undertaking a goal is an important factor to increase strong motivation in committing to the future (Sari, Sukardi, & Syarnubi, 2020). Madrasah supervisors can provide direction and focus to madrasah principals and teachers by setting clear goals. By setting specific goals, madrasah supervisors can help madrasah principals and teachers understand what needs to be achieved and direct their efforts towards achieving those goals.

Clear and measurable goals provide the drive and focus needed to improve performance and motivation. In addition, setting goals allows madrasah supervisors to measure the progress that has been made (Sukirman, Masnun, & Syarnubi, 2023). By having measurable goals, madrasah supervisors can see the extent to which madrasah principals and teachers have

achieved those goals. This helps in monitoring their performance and motivation and provides useful feedback.

This study found that school supervisors in madrasah aliyah yaspi Labuhan Deli Medan City use significant strategy formulation. This research provides an overview of the importance of strategy formulation by madrasah supervisors in improving the performance and motivation of teachers and madrasah principals in madrasah aliyah yaspi Labuhan Deli Medan City. These measures create a basis for improving the quality of education and teaching and preparing teachers and madrasah principals to face the challenges that arise in the ever-changing world of education (Sukirman, Baiti, Syarnubi, & Fauzi, 2023).

2. Implementation of Madrasah Supervisor Strategies to Improve the Performance and Motivation of Madrasah Heads and Teachers at MAS YASPI Labuhan Deli

The implementation of strategies carried out by Madrasah Supervisors to improve the performance and motivation of Madrasah Principals and teachers of MAS YASPI Labuhan Deli is very necessary because it can improve the quality of madrasah. Strategy implementation helps in improving the quality of education. By implementing the right strategy, educational institutions can improve the quality of education provided to students. Innovative and effective learning strategies can improve student understanding and achievement. In addition, strategy implementation also helps in dealing with changes and challenges that occur in the educational environment.

In the ever-evolving world of education, a good strategy can help educational institutions deal with changes in curriculum, technology and the demands of society. Strategy implementation can also improve the efficiency and effectiveness of educational institutions. By implementing the right strategy, educational institutions can optimize the use of their resources, such as teaching staff, facilities and learning time. Thus, implementing strategies in educational institutions is very important to achieve the desired educational goals, improve the quality of education, face changes, and improve the efficiency of educational institutions (Malta, Malta, Syarnubi Syarnubi, 2022).

The activities of implementing the madrasah supervisor's strategy in implementing to improve the performance and motivation of madrasah principals and teachers have been running according to a predetermined schedule. Such as: 1). Performance coaching for madrasah principals and teachers, madrasah supervisors have observed the performance of madrasah principals and teachers in the classroom and provided input to improve the madrasah. 2). Supervising the performance of both madrasah principals and teachers. 3). Coaching the disciplinary performance of madrasah principals and teachers. 4). Providing motivation. 5). Developing the competence of madrasah principals and teachers such as directing them to participate in various activities such as: Training, seminars, work shops, and other professional development.

The implementation of strategies carried out by madrasah supervisors is very important in bringing changes to the Head of Madrasah and madrasah aliyah yaspi teachers and making the madrasah environment very colorful for teaching and learning activities. The implementation of madrasah supervisor strategies positively affects the performance of madrasah principals and teachers at MAS YASPI Labuhan Deli. This is reflected in changes in mindset, participation in training and development, and improvements in communication and learning quality. Based on the above statements, it can be concluded that the implementation of madrasah supervisor strategies to improve the performance and motivation of madrasah principals and teachers of MAS YASPI Labuhan Deli Medan City has proven effective and good enough to improve the performance and motivation of teachers and madrasah principals in MAS YASPI Labuhan Deli.

3. Evaluation of Madrasah Supervisor Strategies to Improve the Performance and Motivation of Madrasah Heads and Teachers at MAS YASPI Labuhan Deli

It is necessary to evaluate the strategy of madrasah supervisors in improving the performance and motivation of principals and madrasah teachers of MAS YASPI Labuhan Deli for several reasons. This evaluation is important to ensure that the strategies implemented are

effective in achieving the goals of improving the performance and motivation of madrasah principals and teachers. The assessment also helps identify weaknesses and challenges that may be faced when implementing the strategy (Muzayanah, 2016). By evaluating the strategy, principals and teachers can find out whether changes or adjustments need to be made to improve its effectiveness. Evaluation can also provide valuable feedback to madrasah principals to improve and enhance their role in supporting the performance and motivation of madrasah principals and teachers (Alfirdausy & Luthfy, 2020).

Benefits of Madrasah Supervisory Strategy Evaluation There are several benefits of regulatory strategy evaluation for madrasahs, including: a). Measuring the effectiveness of the strategy: The evaluation helps assess the extent to which the implemented strategy has successfully achieved the goal of improving the performance and motivation of principals and teachers. b). Identifying weaknesses and challenges: The assessment helps identify weaknesses and challenges that may be encountered while implementing the strategies (Syarnubi Syarnubi, 2019). This enables school principals and teachers to take necessary corrective actions. Adaptation and Change: Evaluation provides valuable feedback to principals and teachers to understand if changes or adjustments are needed to the strategies that have been implemented (Syarnubi, Fuazi, et al., 2023). This can improve the effectiveness of your strategy and achieve better results. c). Improving the quality of education: Evaluation of the religious school director's strategy can help improve the quality of education in Madrasahs (Fitriyani, Dwi, Mansur, & Syarnubi, 2020).

For the Supervisor of Madrasah Aliyah Yaspi Labuhan Deli Medan City, it is very necessary to evaluate the strategy of madrasah supervisors to improve the performance and motivation of madrasah principals and teachers at MAS YASPI Labuhan Deli to ensure the effectiveness of the strategy, identify weaknesses and challenges, make necessary adjustments and changes and implement them effectively. evaluation results can improve the quality of learning, student motivation, and the effectiveness of learning methods. Assessment also helps in better decision-making and relevant curriculum development. Quality of education in schools. By conducting regular assessments and using the results wisely, organizations can improve the quality of their decisions, identify problems that may arise, and increase operational efficiency and effectiveness. Assessments also help organizations make better decisions based on accurate data.

From some of the results of interviews with madrasah supervisors, madrasah principals, and madrasah teachers, it can be seen that the evaluation activities of the madrasah supervisor's strategy to improve the performance and motivation of madrasah principals and teachers of Madrasah Aliyah Yaspi Labuhan Deli Medan City are appropriate and have been quite well implemented in Madrasah Aliyah Yaspi Labuhan Deli Medan City. Because madrasah supervisors always work well with madrasah principals and teachers, and teaching staff in advancing madrasah to be better and always in demand by the community.

Evaluation can be carried out by madrasah supervisors by going directly or indirectly. Direct supervision, for example, by conducting academic supervision observations with coaching and mentoring techniques to the madrasah head and teachers in the madrasah and in classrooms to make direct observations of the teaching and learning process (direct inspection). And indirect supervision is to observe and review the reports made by each teacher, both oral and written. Madrasah supervisors have important duties and responsibilities in the management of madrasahs and in improving the quality of education in madrasahs. They ensure that education standards are met and provide guidance and coaching to teachers and principals. In the context of madrasah regulation, strategic assessments help supervisors ensure that the strategies implemented are consistent with the madrasah's strategic goals and provide direction for further improvement and development. (Hartati, Achadi, & Mirza Naufa, 2022)

The results obtained from this study on the evaluation of madrasah supervisors' strategies to improve the performance and motivation of madrasah principals and teachers have the following functions:

- a. Assessing the level of success in achieving strategic goals. Strategic evaluation helps madrasah supervisors assess the extent to which the madrasah's strategic goals have been achieved.
- b. Identifying shortcomings and gaps. Strategic evaluation helps madrasahs identify shortcomings and gaps between the strategies formulated and the strategies implemented. By evaluating the strategy, supervisors can identify areas where the strategy is not in line with the initial concept and take necessary corrective actions.
- c. Guiding improvement and development: Strategic assessment helps madrasah supervisors guide further improvement and development.
- d. Performance and achievement assessment: Strategic assessment helps madrasah supervisors monitor madrasah performance and achievement. By doing so, supervisors can evaluate the extent to which the strategies implemented contribute to the achievement of madrasah performance objectives.
- e. Assisting decision-making: Strategy assessment provides important information for madrasah supervisors to make decisions. By evaluating strategies, supervisors can better understand the effectiveness of the strategies implemented and can make appropriate decisions for further improvement and development (Syarnubi Syarnubi, 2023).

CONCLUSION

The formulation of the strategy of madrasah supervisors to improve the performance and motivation of madrasah principals and teachers of madrasah aliyah yaspi Labuhan Deli Medan City can be seen from the performance of madrasah principals and teachers who always increase from year to year, in simple terms madrasah supervisors use several strategies to improve the performance of madrasah principals and teachers, namely a) analyzing the needs of madrasah principals and teachers, b) communication and collaboration, c) goal setting, d) training and e) development, coaching and supervision, and f) recognition and appreciation. The implementation of the madrasah supervisor's strategy to improve the performance and motivation of madrasah principals and teachers of madrasah aliyah yaspi Labuhan Deli Medan City looks effective because the madrasah supervisor collaborates with madrasah principals and teachers to implement the strategy by going through several stages, namely: a) communicating goals and expectations, b) observing and assessing performance, c) collaborating and exchanging knowledge between teachers, d) providing rewards and recognition, e) providing support and resources, f) establishing good relationships with madrasah principals and teachers, and g) holding regular meetings. Meanwhile, the evaluation of the madrasah supervisor's strategy to improve the performance and motivation of the madrasah principal and teachers of the Yaspi Labuhan Deli aliyah school in Medan City uses a strategy to improve the performance and motivation of the madrasah principal and teachers which has several functions, namely: a) assessing the level of success in achieving strategic goals, b) identifying shortcomings and gaps, c) guiding improvement and development, d) monitoring performance and achievement, e) assisting decision making and further development.

REFERENCES

- Agustina, A., Ibrahim, M. ., & Maulana, A. (2020). Pengaruh Motivasi Kerja Guru Terhadap Kinerja Guru Pada Mtsn Di Kecamatan Bontotiro Kabupaten Bulukumba. *Idaarah: Jurnal Manajemen Pendidikan*, 4(1). <https://doi.org/https://doi.org/10.24252/idaarah.v4i1.14164>
- Akmalia, R., F, S., G.A, S., & S.H, D. (2024). Peran Kepala Madrasah Dalam Meningkatkan Kinerja Guru Melalui Perencanaan Pendidikan Di Madrasah Ibtida'iyah Negeri. *Journal of Counseling, Education and Society*, 5(1), 7–11.
- Alfirdausy, C. ., & Luthfy, M. . (2020). *Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri (Iain) Kediri*. 932127517(461893).
- Ali, M., & Syarnubi, Syarnubi. (2020). Dampak Sertifikasi Terhadap Kompetensi Pedagogik Guru (Studi Pemetaan (PK) GPAI On-Line Tingkat SMA/SMK Provinsi Sumatera Selatan. *Tadrib*, 6(2), 141–158.

- Alimron, A., Syarnubi, Syarnubi & Maryamah, M. (2023). Character Education Model in Islamic Higher Education. *AL-ISHLAH: Jurnal Pendidikan*, 15(3), 3334–3345. <https://doi.org/10.35445/alishlah.v15i3.1452>
- Arisca, L., Karoma, K., Syarifuddin, A., & Syarnubi, Syarnubi (2020). Pengaruh Kompetensi Kepribadian Guru Pai Terhadap Kecerdasan Emosional Siswa Di Smp Negeri 06 Palembang. *Jurnal PAI Raden Fatah*, 2(3), 295–308. <https://doi.org/10.19109/pairf.v2i3.3610>
- Bahri, S. (2019). Pendidikan Madrasah Berbasis 4.0 dalam Bingkai Manajemen Mutu. *Eduagama: Jurnal Kependidikan Dan Sosial Keagamaan*, 5(1), 129–142.
- Baihaqi. (2016). Pengawasan Sebagai Fungsi Manajemen Perpustakaan Dan Hubungannya Dengan Disiplin Pustakawan. *LIBRIA*, 8(1), 129–142.
- Ballanie, N., Dewi, M., & Syarnubi, Syarnubi. (2023). Internalisasi Pendidikan Karakter pada Anak dalam Bingkai Moderasi Beragama. *Prosiding Seminar Nasional*, 1(1).
- Fauzi, M., Andriani, H., & Syarnubi, Syarnubi (2023). Budaya Belajar Santri Berprestasi di Pondok Pesantren. In *Prosiding Seminar Nasional*, 1(1), 140–147.
- Febriyanti, E., Ismail, F., & Syarnubi, Syarnubi (2022). Penanaman Karakter Peduli Sosial Di Smp Negeri 10 Palembang. *Jurnal PAI Raden Fatah*, 4(1), 39–51. <https://doi.org/10.19109/pairf.v4i1.5390>
- Fitriani. (2017). Proses Perencanaan Total Quality Management Dalam Pendidikan Islam. *Didaktika Jurnal Kependidikan, Jurusan Tarbiyah STAIN Watampone*, 11(2), 171–183.
- Fitriyani, Dwi, E., Mansur, A., & Syarnubi, Syarnubi. (2020). Model Pembelajaran Pesantren dalam Membina Moralitas Santri di Pondok Pesantren Sabilul Hasanah Banyuasin. *Jurnal PAI Raden Fatah*, 2(1), 103–116.
- Hartati, J., Achadi, W., & Mirza Naufa, M. (2022). Hubungan prokrastinasi dan dukungan sosial teman sebaya pada mahasiswa pendidikan agama islam fitk uin raden patah palembang. *Jurnal Agama Sosiasl Dan Budaya*, 5(4), 2599–2473.
- Harto Kasinyo, Syarnubi, Syarnubi. (2018). Model Pengembangan Pembelajaran PAI Berbasis Living Values Education (LVE). *Tadrib : Jurnal Pendidikan Agama Islam*, Vol. 4(No. 1), hlm. 1-20.
- Hawi, A., & Syarnubi, Syarnubi. (2018). Remaja Pecandu Narkoba: Studi Tentang Rehabilitasi Integratif di Panti Rehabilitasi Narkoba Pondok Pesantren Ar-Rahman Palembang. *Tadrib: Jurnal Pendidikan Agama Islam*, 4(1).
- Ismail, I. (2016). Kinerja Pengawas Madrasah Dalam Meningkatkan Kompetensi Guru Madrasah Di Kabupaten Gorontalo. *AL-Jauhari (JIAJ)*, 1(1), 83–96.
- Juditha, C. (2020). Pemanfaatan Teknologi Informasi Komunikasi Terhadap Perubahan Sosial Masyarakat Desa (Studi di Desa Suka Datang, Curup Utara, Rejang Lebong, Bengkulu). *Jurnal Penelitian Komunikasi Dan Opini Publik*, 24(1), 16–30.
- Malta, Malta, Syarnubi, Syarnubi, and S. S. (2022). “Konsep Pendidikan Anak dalam Keluarga Menurut Ibrahim Amini.” *Jurnal PAI Raden Fatah*, Vol 4(2), 148.
- Misyuraidah, Misyuraidah, & Syarnubi, Syarnubi. (2017). Gelar Adat Dalam Upacara Perkawinan Adat Masyarakat Komering di Sukarami Ogan Komering Ilir Sumatera Selatan. *Intizar*, 23(2).
- Mukhtar. (2015). Strategi Kepala Sekolah Dalam Meningkatkan Kinerja Guru Pada Smp Negeri Di Kecamatan Masjid Raya Kabupaten Aceh Besar. *Jurnal Magister Administrasi Pendidikan*, 3(3), 103–117.
- Mutakallim, Gani, A. (2020). Paradigma Baru Manajemen Pendidikan Pada Madrasah Menghadapi Tantangan Zaman. *Jurnal Manajemen Pendidikan*, 1(2), 21–34.
- Muzayanah, U. (2016). KUALITAS KINERJA PENGAWAS MADRASAH DALAM PERSPEKTIF GURU DAN KEPALA MADRASAH (Analisis Perbandingan Kepuasan Guru dan Kepala MI terhadap Supervisi Pengawas Madrasah di Sukoharjo dan Surakarta Jawa Tengah). *Al-Qalam*, 22(2), 269–280. <https://doi.org/https://doi.org/10.31969/alq.v22i2.318>
- Nasrin. (2021). Koordinasi Pengawas dan Kepala Madrasah dalam Meningkatkan Prestasi Kerja Guru MIN 8 Aceh Tenggara. *Edu Society: Jurnal Pendidikan, Ilmu Sosial, Dan Pengabdian Kepada Masyarakat*, 1(1), 1–10.
- Nuroni, A. ., & Adiguna, R. (2017). Evaluasi Strategi Pada PT. Elco Indonesia Sejahtera

- Menggunakan Analisis Servo. *Jurnal Wacana Ekonomi*, 16(3), 155–163.
- Nurrahman, N., Oviyanti, F., & Syarnubi, Syarnubi. (2021). Hubungan Antara Kegiatan Ekstrakurikuler Dengan Keaktifan Siswa Dalam Berdiskusi Di Sekolah Menengah Pertama Muhammadiyah 4 Palembang. *Jurnal PAI Raden Fatah*, 3(2), 166–175. <https://doi.org/10.19109/pairf.v3i2.6417>
- Nurussalami. (2022). Pengelolaan Tenaga Pendidik Dan Kependidikan Dalam Peningkatkan Mutu Pendidikan. *Jurnal Intelektualita Prodi MPI*, 11(1), 125–138.
- Samar. (2016). Peranan Administrasi Dalam Meningkatkan Efektifitas Kerja Pada Kantor Distrik Bondufuar. *Jurnal "Gema Kampus" Ilmu Administrasi*, XI(1), 86–93.
- Sari, E. I., Sukardi, I., & Syarnubi, Syarnubi. (2020). Hubungan Antara Pemanfaatan Internet sebagai Media Pembelajaran dengan Motivasi Belajar Siswa Pada Mata Pelajaran Akidah Akhlak di Madrasah Tsanawiyah Negeri 1 Palembang. *Jurnal PAI Raden Fatah*, 2(2), 202–216.
- Septiana. (2019). Kontribusi Pengawas Madrasah terhadap Kinerja Guru Pendidikan Agama Islam dalam Meningkatkan Kualitas Belajar Di MTSN 1 Bone. *Al-Qayyimah*, 2(1), 113–124.
- Suharyani, Y. D., & Djumarno. (2023). Perencanaan Strategis Dan Pembangunan Berkelanjutan. *Jige: Jurnal Ilmiah Global Education*, 4(2), 767–778.
- Sofyan, F. A., Sartono, E., Badaruddin, K., Fauzi, M., Syarnubi, S., Oviyanti, F., ... & Sukirman, S. (2024, April). Analysis of Higher-Order Thinking Skill (HOTS) of Madrasah Ibtidaiyah students in solving open-ended mathematics problems. In *AIP Conference Proceedings* (Vol. 3058, No. 1). AIP Publishing.
- Sukirman, Baiti, M., Syarnubi Syarnubi, & Fauzi, M. (2023). Konsep Pendidikan Menurut Al-Ghazali. *Jurnal PAI Raden Fatah*, 5(3), 449–466.
- Sukirman, S., Masnun, Baiti., & Syarnubi, Syarnubi. (2023). Pendidikan Agama Islam dan Isu Kekerasan dalam Hak Asasi Manusia. *Jurnal PAI Raden Fatah*, 5(2), 433–448.
- Sumaryono, & Rony, Z. T. (2024). Manajemen Strategis dan Kerangka Kerja Strategis. *JEMSI*, 5(3), 353–366.
- Sutarmizi, S., & Syarnubi, Syarnubi. (2022). Strategi Pengembangan Kompetensi Pedagogik Guru Rumpun Pai Di Mts. Mu'Alliminislamiyah Kabupaten Musi Banyuasin. *Tadrib*, 8(1), 56–74. <https://doi.org/10.19109/tadrib.v8i1.11315>
- Sutinah, S. (2023). Peningkatan Kinerja Kepala Madrasah Ibtidaiyah Negeri Dan Swasta Di Kota Jayapura Melalui Fungsi Pengawasan Pengawas. *Jurnal Pendidikan Indonesia*, 4(1), 1–14. <https://doi.org/https://doi.org/10.36418/japendi.v4i1.1506>
- Syarnubi, Syarnubi. (2022). Penerapan Paradigma Integrasi-Interkoneksi Dalam Peningkatan Mutu Lulusan. *Jurnal PAI Raden Fatah*, 4(4), 375–395. <https://doi.org/10.19109/pairf.v4i4>
- Syarnubi, Syarnubi, Alimron, & Fauzi, M. (2022). *Model Pendidikan Karakter di Perguruan Tinggi*. Palembang: CV. Insan Cendekia.
- Syarnubi, Syarnubi, Alimron, & Sukirman. (2023). Curriculum Design for the Islamic Religious Education Study Program in the Era of the Industrial Revolution 4.0. *AL-ISHLAH: Jurnal Pendidikan*, 15(4).
- Syarnubi, Syarnubi. (2019). Profesionalisme Guru Pendidikan Agama Islam Dalam Membentuk Religiulitas Siswa Kelas IV di SDN 2 Pengayaran. *Tadrib: Jurnal Pendidikan Agama Islam*, 5(1), 89.
- Syarnubi, Syarnubi. (2020). "Pendidikan Karakter pada Madrasah Aliyah Negeri 3 Palembang." *PhD Diss., UIN Reden Fatah Palembang*.
- Syarnubi, Syarnubi., Fuazi, M., Anggara, B., Fahiroh, S., Mulya, A. N., Ramelia, D., ... Ulvya, I. (2023). Peran Guru Pendidikan Agama Islam dalam Menanamkan Nilai-Nilai Moderasi Beragama. In *Prosiding Seminar Nasional*, 1(1), 112–117.
- Syarnubi, Syarnubi., Martina, M., & Khodijah, N. (2019). Pengaruh Lingkungan Sekolah Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam Di SMP Negeri 9 Tulung Selapan Kabupaten OKI. *PAI Raden Fatah*, 1, 166.
- Syarnubi Syarnubi. (2016). Manajemen Konflik dalam Pendidikan Islam dan Problematikanya: Studi Kasus di Fakultas Dakwah UIN-SUKA Yogyakarta. *Tadrib*, 1.

- Syarnubi, Syarnubi. (2019). Guru yang Bermoral dalam Konteks Sosial, Budaya, Ekomomi, Hukum dan Agama (Kajian Terhadap UU No.14 Tahun 2005 Tentang Guru dan Dosen. *Jurnal PAI Raden Fatah*, 1(2), 22.
- Syarnubi, Syarnubi. (2023). Hakikat Evaluasi dalam Pendidikan Islam. *Jurnal PAI Raden Fatah*, 5(2), 468–486.
- Syarnubi, S., Efriani, A., Pranita, S., Zulhijra, Z., Anggara, B., Alimron, A., ... & Rohmadi, R. (2024, April). An analysis of student errors in solving HOTS mathematics problems based on the newman procedure. In *AIP Conference Proceedings* (Vol. 3058, No. 1). AIP Publishing.
- Syarnubi, S., & Fahiroh, S. (2024). Shame Compensation in Islamic and Psychological Perspectives. *Tadrib: Jurnal Pendidikan Agama Islam*, 10(1), 12-31.
- Wulandari, Y., Misdar, M., & Syarnubi, Syarnubi. (2021). Efektifitas Peningkatan Kesadaran Beribadah Siswa Mts 1 Al-Furqon Pampangan Kecamatan Pampangan Kabupaten Ogan Komering Ilir. *Jurnal PAI Raden Fatah*, 3(4), 405–418. <https://doi.org/10.19109/pairf.v3i4.3607>
- Yanti, S. H., Hawi, A., & Syarnubi, Syarnubi. (2021). Pengaruh Penerapan Strategi Firing Line Terhadap Pemahaman Siswa Pada Mata Pelajaran Pendidikan Agama Islam Kelas Vii Di Smp N Sukaraya Kecamatan Karang Jaya Kabupaten Musi Rawas. *Jurnal PAI Raden Fatah*, 3(1), 55–65. <https://doi.org/10.19109/pairf.v3i1.5324>