

THE IMPROVEMENT OF MADRASAH IBTIDAIYAH TEACHERS' COMPETENCE IN SEMARANG DISTRICT IN TERMS OF THE PERFORMANCE OF MADRASAH SUPERVISORS

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Abstract: Teacher competence is one of the essential aspects of achieving educational goals and targets. The competence of teachers is also very influential in the learning process. The problem that often arises is that not all teachers have competencies by the standards set. This study aims to analyze the performance role of madrasah supervisors in improving the competence of Madrasah teachers and their obstacles. Qualitative research with a descriptive approach is the method used in this research. The informants of this study amounted to 12 people who were representatives of teachers, principals and madrasah supervisors in the Bringin sub-district, Semarang district, Central Java. Data collection used interview techniques and documentation with instruments in the form of structured interview guides and documentation checklist guides. Data analysis techniques used three steps: data reduction, presentation, and verification. The study results concluded that a good supervisor's role can affect a teacher's performance. The obstacles faced in supervision are the madrasah teachers experiencing a decline in performance due to age factors approaching retirement.

Keywords: Performance; Teacher Competence; Supervisor; Improvement.

INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and process that allows

students to actively develop their potential for religious psychic strength, self-control, individuality, intelligence, noble morals and skills needed by themselves, society, nation and state (Umbara, 2012). The essence of education is the change from input to output. Transformation requires a good and sustainable process by applicable laws, and procedures have been established and guaranteed by the correct process (Hopid & Kistoro, 2022). Teacher competence is a critical factor in improving school quality (Kistoro et al., 2020). Teachers are required to have skills not only in cognitive aspects but also in affective and psychomotor aspects. These aspects will form good teacher competencies, especially pedagogy, personality, and professional and social competencies (Suhandani & Kartawinata, 2014).

The competencies possessed by teachers can technically vary. This can be due to influencing aspects, such as the teacher's cognitive abilities, level of education (Muna, 2016), and experience in teaching (Darmadi, 2015). The differences in teacher competence certainly require continuous supervision from the school to improve competence. Education supervisors are essential in supervising education (Wandra et al., 2021). The existence of this competency is expected to form a standard of competence that is

the same in all schools so that the competence of teachers will impact the teaching process in the classroom and will ultimately produce good quality and quality of schools.

Teachers and principals in carrying out learning and school management are undoubtedly inseparable from the competency factor they have (Setyawan & Santosa, 2021). As implementers in the classroom in the learning process, teachers must fulfil their ability requirements, such as pedagogic competence, personality competence, professional competence and social competence (Mutakin, 2015). Meanwhile, school principals are also required to have managerial and administrative competencies (Tanjung et al., 2021).

In reality, not all schools can fulfil the expected competency targets. Some schools have sufficient human resources following the required fields of knowledge and the standards of teachers who have qualifications according to their level of education. Some schools need more human resources, in this case, the teacher, in addition to shortages in terms of infrastructure and also the financing of education. This condition is not only in public schools but also in Islamic-based schools such as madrasah. Furthermore, school management will require hard work from all stakeholders to develop and improve the quality of learning and school management, ultimately impacting the quality of schools.

The existence of problems that occur in schools, both in the management of learning and school management, certainly requires the right solution. One suitable way is to have the supervisory function carried out by the appointed

supervisor (Muttaqin, 2017). Supervision is expected to improve the quality of schools. The question in this study is how madrasah supervisors implement the supervision model and also the obstacles faced by school supervisors in carrying out school supervision.

Hierarchically, teacher competence will also be influenced by the principal's leadership style. While principals also need to be supervised by school supervisors (Marsidin et al., 2019). This supervision cycle will undoubtedly provide a form of school strengthening both from the quality of learning and graduates. There are several different leadership styles carried out by leaders in managing an institution (Julaiha, 2019), such as transactional, democratic, charismatic, bureaucratic, autocratic, transformational, participatory, authoritarian and charismatic; these different leadership styles can have a positive impact on academic performance, or otherwise has a negative effect.

Much research has been done on teacher and principal competencies. Purwanto's research concluded that school performance is associated with leadership styles that have positive and negative effects on performance (Purwanto, 2015). This opinion is in line with the results of Agustina's research showing that authentic leadership is positively related to positive subordinate behaviour (Agustina, 2018), negatively related to deviant behaviour in the workplace through the mediation of three psychological factors, including Supervisor identification, psychological safety, and workplace involvement (A. Purwanto et al., 2020). The results of participatory style research include developmental aspects, namely the success

of leadership in creating a constructive governance system effective performance management activation in this case, infrastructure and external network development partnerships active figures in community organizations and contemporary pesantren forums (Wesnedi et al., 2021).

Based on the research above differs from the author's research on the role of madrasah supervisors' performance in developing the competency of madrasah instructors and their difficulties.

The leadership style varies occasionally; however, it has evolved. The next suggestion for researchers is to use various case studies to examine leadership types and styles by comparing theory and practice found in different places and conditions with guidelines. The fact is that systematic learning has a positive and significant effect on teachers' ability to innovate (Darmadi, 2015). It also teaches organizational learning the impact of transactional and transformational leadership on teachers' innovation ability. In essence, learning organizations can create positive conditions in training teachers on the power of innovation in the latest industrial revolution 4.0 era (Tahar et al., 2022).

Motivation and mentoring from leaders are crucial for the performance of teachers and principals. Teachers, as education partners, must have competence and good communication and can work together to strengthen learning and improve the quality of education.

Meanwhile, the function of school supervision, according to the Regulation of the Minister of Religious Affairs No. 2 of 2012, explained that madrasah supervisors in madrasah are tasked with conducting

academic and administrative supervision in madrasahs and supervising Islamic religious education in schools or madrasahs (Sunengsih et al., 2021). The supervisory functions referred to in this regulation are as follows: First, Madrasah supervisors prepare supervisory programs in the academic and administrative fields. Second, coaching and developing madrasah teachers. Third, mentoring and professional development of madrasah teachers' performance results and fourth, reporting the performance of monitoring responsibilities.

The National Education System Law Number 20 of 2003 in Chapter XIX and Article 66 (2) states that supervisors must adhere to transparency and public accountability in carrying out their duties. Similarly, laws and regulations related to education, including religious education, regulate several main points; one is to raise awareness of all education components, especially education personnel, curriculum, facilities and infrastructure (National Education System, 2003). Further supervision and quality control of education in the Ministerial Regulation (PMA) number 2 of 2012 explains that madrasah supervisors and supervisors of Islamic religious education in madrasah must meet the specified requirements. First, minimum academic qualifications (Bachelor's degree) or diploma IV certificate from an accredited university. Second, certified madrasah teacher educators or at least 8 (eight) years of teaching experience in schools as madrasah teachers or PAI teachers. Third, the minimum rank and class is the level of stylist and class IIIc.

Fourth, supervisory competence is evidenced by a certificate of supervisory

competence. Fifth, the maximum age is 55 years old. Sixth, list job performance assessments, where each element is at least a good value in the last two years. Seventh has never been sentenced to moderate and severe disciplinary punishment as a civil servant. Supervisors must fulfil abilities, namely personality, academic supervision, education evaluation, research and development, and social abilities. To develop all of these, a supervisory role is needed.

The supervisor's strategy in improving learning activities is to increase competence, especially pedagogical competence (Munajat, 2016), and coaching for supervisors supported by the local District / City Office of the Ministry of Religious Affairs. There is an increase in supervisory performance in the reporting of supervisory programs and the implementation of supervision, but supervisors' performance cannot improve the implementation of supervision. Decree of the Minister of Religious Affairs No. 31 of 2013 should always be used as the basis and guidelines for the implementation of the main tasks and functions of planning, implementing and evaluating instructional programs in schools and evaluation materials in the implementation of supervision, which parts must be improved related to improving teacher performance. Supervision of the teaching and learning process is a review of the activities between teachers and students in the teaching and learning process (Faisal, 2020). Improving the competence of supervisors in the supervision process brings more to improving the implementation of the teaching and learning process (Badruzzaman, 2014).

Based on the explanation above, this study aims to analyze the role of madrasah supervisors' performance in improving the competence of Madrasah teachers and their obstacles.

METHOD

This qualitative research uses a descriptive approach (Kistoro et al., 2020). The research informants totalled 12 people: 10 teachers with the initials GA, GB, GC, GD, GE, GF, GG, GH, GI and GJ, one principal with the initials KS and one madrasah supervisor with the initials PM. Selection of informants using criteria sampling technique where the sample taken has been determined by the researcher. Data collection using interview techniques with the instrument used is a type of structured interview. This interview technique is used to explore data about the role of madrasah supervisors' performance in improving the competence of madrasah teachers and their obstacles. The interview technique uses five stages (Creswell & Poth, 2018): First, identify participants and places to be studied. Second, gaining access to individuals and places by obtaining permission. Third, the type of information that will be taken. Fourth, design protocols or instruments to collect and record information; fifth, administer data collection with particular attention to potential ethical issues that may arise.

The data that has been collected will be analyzed. Data analysis uses the Miles and Huberman analysis model through three procedures: data reduction, presentation, and verification. At the reduction stage, the researcher filters out essential themes obtained and connected to the research theme. The next step is data presentation,

where the data that has been found essential points are presented in the form of theme classifications, tables and others. Finally, data verification is done to determine whether it is as expected. These results have been given a thorough interpretation or meaning to become a complete series of findings and conclusions.

RESULTS

The Role of Performance Supervision in Madrasah

The results of data processing and data analysis found the role of supervision carried out by madrasah supervisors in improving the competence of teachers and principals and the existence of obstacles in applying school supervision.

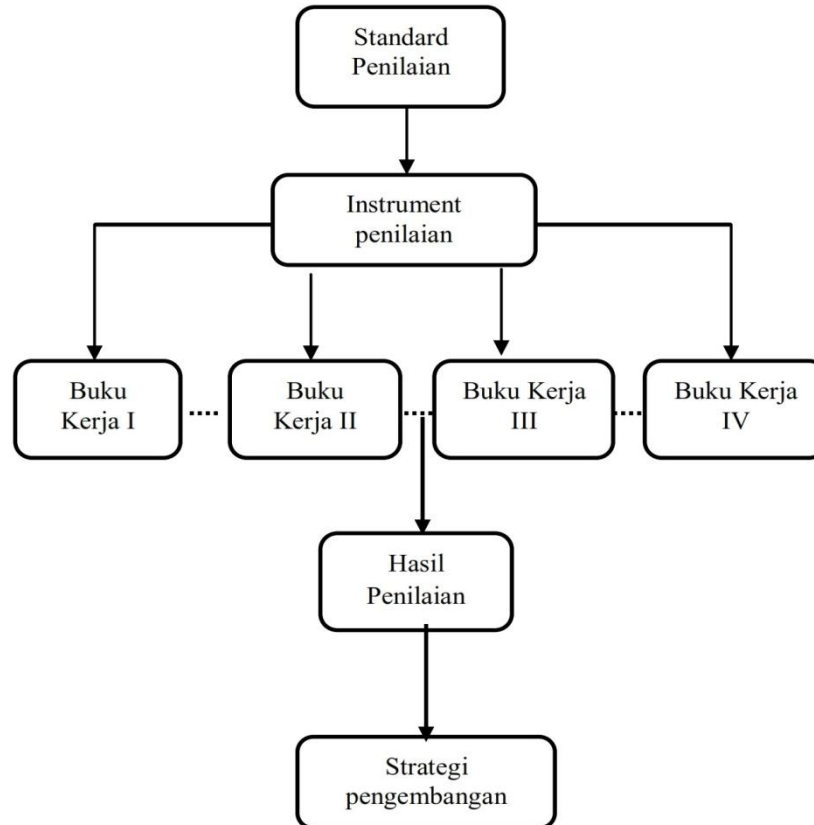
Following the interview excerpt of the first participant, who is the principal, it is explained that the role of madrasah supervision is usually related to the learning assessment process. Assessment tools include workbooks I, II, III and IV. Workbook I consists of graduate competency standards, core competencies, basic competencies, syllabus, lesson plans, and minimum completeness criteria. The assessment conducted by the supervisor is related to the pre-learning design (KS. Personal Communication, 2023).

According to this explanation, other school principals agree that performance evaluation will be visible in the Education Calendar, calculation of Effective Weeks, Annual Program, semester program, learning journal, and teacher and student handbooks included in the workbook list. II. This academic calendar is a reference in implementing school learning (KS. Personal Communication, 2023).

Several teachers also added that pre-learning tools teachers have prepared will be assessed in addition to assessing work administration tools. Assessments include attendance, teaching schedules, assessment programs, assessment lists consisting of social and spiritual attitudes, knowledge, skills, daily assessments, end-of-semester and end-of-year assessments, as well as assignments given both structured and non-structured; this assessment is intended to determine the achievement of learning implementation and student learning outcomes (GA, GB, GC, GD, GE. Personal Communication, 2023).

These assessments will also be added to other supporting assessments. As stated by the madrasah supervisor, the distribution of tasks and the self-evaluation of teachers and principals will also be assessed in addition to administrative assessments. This is intended to ensure that the distribution of teaching follows the abilities and fields of knowledge of the teacher concerned. In addition, evaluation is also given on the achievement of teacher performance in implementing learning (PM. Personal Communication, 2023).

Based on the excerpts from the interviews and analysis above, they use several administrative and evaluation instruments to assess the performance of teachers and principals. The implementation of the performance assessment model to improve the quality of teacher and principal competencies can be summarized in Picture 1.



Picture 1. Teacher competency assessment procedures

Barriers to Madrasah Performance Supervision

The second finding on the obstacles faced in strengthening and improving teacher competencies is classified into three aspects. The first aspect is human resources, in this case, the number of teachers and their competencies. One madrasah supervisor explained that,

The fewer instructors who teach specific subjects are frequently met in the assessments of teacher performance that researchers generally do. This forces teachers to teach several subjects. Meanwhile, when teachers teach other subjects that do not match their field of knowledge, the learning could be more optimal.

The supervisor also added that teachers with limited competence are usually due to a lack of knowledge about pedagogical aspects. This may be because they are not used to implementing or have yet to be trained much in their teaching skills. This could be because some teachers are graduates who are not majoring in education. Alternatively, in other words, they are pure science graduates. The researchers usually provide solutions by recommending that schools provide training, workshops, and other activities supporting teacher competencies (PM. Personal Communication, 2023).

All teachers who were assessed also mentioned that we had experience. When we started teaching, we did not have the provision of education, so when we were asked to make lesson plans or lesson

plans, we had to learn first. Other administrative tasks include making evaluation instruments, conducting tests and providing assessments (GA, GB, GC, GD, GE, GF, GG, GH, GI and GJ. Personal Communication, 2023).

The information corroborated by several teachers mentioned that, during this time, several teachers had begun to retire, so technically, improving quality was no longer possible due to the age factor. Supervisors and teachers also have a slightly different understanding of the curriculum. With some new technical understanding, it is different (GF, GG, GH, GI, GJ. Personal Communication, 2023).

Based on the explanation above, the obstacles faced in the learning process affect teacher performance. In addition, the task supervisors who carry out assessments usually provide recommendations for development activities that need to be carried out by the school, especially the principal, by providing training and workshops that teachers need.

DISCUSSION

Based on the research findings, the function and role of the supervisor are essential in knowing each teacher's needs, shortcomings, and advantages. Supervisors must continuously provide services and assistance to teachers to improve teacher abilities; supervision must stimulate, guide and coordinate teachers to develop their potential to develop and improve teacher quality actively, creatively and constructively (Wibowo & Muawanah, 2019). The learning process in madrasah. Based on Government Regulation Number 19 of 2005 concerning National Education Standards, Article 28 paragraph (3) clearly

states that teachers must have pedagogical competence, professional competence, personality competence and social competence (Sufairoh, 2016).

Pedagogical capacity as stated in PP. Number 19 of 2005 concerning teaching standards above clearly explains that pedagogical competence manages student learning, including understanding students, designing and implementing learning, assessing student learning outcomes and developing them to realize their various potentials (Ismail, 2015).

This study shows pedagogical capacity from three aspects: 1. Competence in understanding knowledge (perception); 2. Ability to design learning implementation; 3. Ability to implement learning. Supervisors further improve the quality of their performance to provide more comprehensive benefits for students, schools and teachers themselves (Nurjannah, 2014). Shows a significant positive contribution between supervisory ability and compliance effectiveness of madrasah supervision programs. For madrasah supervisors in Central Java, the electronic-assisted supervision model can be done with Skype, Zoom, Cisco Webex, Google Meet, and video conferencing with WhatsApp. Document collection can use Google Forms and Google Docs. In addition, it can use a supervision model using the Edmodo LMS (Prilianti, 2020).

The ability to learn knowledge possessed by madrasah teachers in the Bringin sub-district, if reviewed more deeply in terms of developing students' potential, knowledge of reflection efforts to improve the quality of learning and knowledge related to student characteristics, still needs to be solved. This means that madrasah teachers need to

pay more attention and put in more effort to develop the potential of each learner. Teachers tend to look at each learner the same, so teachers give almost the same treatment to their learners, while the characteristics and potential of each learner are different and unique.

The low knowledge of reflection in order to improve the quality of learning also reflects the fact that every teacher is not accustomed to conducting Classroom Action Research (PTK) as a reflective effort to improve the quality of learning (Ru'iyah & Kistoro, 2019), as well as understanding the implementation of learning, there are still teachers who cannot utilize information and communication to support the smooth running of learning, as well as in terms of learning theories, curriculum development, effective, empathetic and polite communication with students, assessment and evaluation of the learning process (Bosra et al., 2020).

By looking at the problems faced and the competencies that teachers, including madrasah teachers, must possess, the function of madrasah supervisors is fundamental and very important because madrasah supervisors are given full responsibility and authority to supervise and provide guidance and follow-up on the process and evaluation of the education system that applies in madrasah, assessment, technical, administrative and managerial guidance in education units (Aguslani, 2029). The quality of education in madrasah can increase if it is carried out with planned, directed, effective and efficient educational management innovations, so in this position, madrasah supervisors have a considerable role (Kistoro et al., 2020).

As a functional staff of madrasah supervisors overseeing management, learning processes and evaluating teacher performance, the role of madrasah supervisors is very strategic; through madrasah monitoring, it is expected that teachers can improve their skills, teachers must understand the learning environment in particular and madrasah personality in general, this will provide a perspective and basic framework for seeing, understanding and solving other problems that arise within the framework of learning and the madrasah environment.

By deeply understanding the complexity of the subject matter, teachers will acquire the values and attitudes necessary to maintain and provide an environment conducive to creating a quality educational process. Quality refers to the products that customers or companies want: performance, appearance, suitability, durability, service, beauty, taste, price, satisfaction, humanity, safety, and competence. Among the aspects mentioned above, the most important is excellent or perfect service, which is then developed with efforts to increase work capacity, focusing on institutional factors. Madrasah supervisors can improve this by monitoring.

Pedagogical support to improve and develop the entire learning process. This means that the purpose of supervision is not only to improve the quality of teacher education but also to advance teacher professional development in general, including leadership services and the development of good relations between the community and all stakeholders. The purpose of supervision in the supervision of education managers should always be improved so that this supervisor

participates in the supervision of education leaders and assesses the teaching and learning process of teachers so that the teaching and learning process produces goals that support school institutions expect (Hindun & Aspina, 2018).

Supervision is focused on the learning environment, not only on one person or a group of people but on everyone, such as teachers, madrasah directors, and other madrasah employees. They are both coaching partners to develop a situation enabling better learning activities. The relationship between the supervisor and the supervisor is more collaborative; the communication relationship is no longer one-way but two-way.

The existence of madrasah supervisors is very important because improving teachers' skills depends on the performance of madrasah supervisors themselves (Wandra et al., 2021), namely the lack of motivation to stimulate teachers' enthusiasm, lack of creativity in learning methods, lack of number of madrasah visits, class visits, individual and group coaching, giving examples of suitable teaching methods, encouraging increased cooperation, encouraging increased pedagogic creativity and learning assessment techniques, lack of harmonious communication between supervisors and teachers that refers to the principle of cooperation, is a reasonable reason for the low performance of madrasah supervisors related to increasing the capacity of madrasah teachers in Bringin sub-district.

Madrasah supervisors in the Bringin sub-district have made efforts and efforts to improve performance on the main tasks they carry out, but the number

of supervisors is not proportional to the number of teachers and madrasah; the supervisor's education level remains at the first level, limiting the professional development of Education and Training (DIKLAT) managers, management survival before retirement, operational costs and staff travel costs remain non-existent or even non-existent, this problem is worth discussing and analyzing because all of them are related to the performance of madrasah supervisors in increasing the capacity of madrasah teachers in Bringin sub-district. The main focus is pedagogical competence, including the ability to learn (cognitive) knowledge and design the implementation of learning work, included in the Learning Implementation Plan and the ability to do learning.

The method of madrasah supervisors in improving the competence of madrasah teachers in Bringin sub-district, Semarang Regency, is carried out with a supervision approach based on research that emphasizes the role of supervision as support, service and provision of facilities for teachers and other education personnel to increase the capacity and quality of education, because the ultimate goal of leadership is to create a learning environment that allows students to develop their potential optimally, develop their competence, teachers in structuring learning conditions, summarizing all human uniqueness, in a learning atmosphere, especially the learning process in madrasah.

Supervisors' activities provide ongoing instruction, professional development, and enhanced learning situations, aiming to achieve students' educational goals and personal growth. In other words, supervisors continue to

provide services to support and guide teachers. The advice for teachers is to strengthen their capacity in teaching behaviour to create a comfortable, rewarding, familial, vibrant, and actively developing situation in the learning process, ultimately enhancing student growth. Interestingly, some of the known perspectives essentially lead to change and innovation in all forms of endeavour. Therefore, when combined with learning supervision, we find that supervision leads to improving the quality and capacity of teachers and students.

Thus far, the capacity of teachers to implement classroom management with nuances of active learning, creative play, fun, and Islamic Education has yet to be achieved optimally in madrasahs, so madrasah supervisors supervise classroom visits and training. Classroom management skills can be seen in two aspects:

1. Creating optimal learning conditions, including responsiveness, attention that is not monotonous, showing sympathy and empathy, giving clear instructions, reprimanding with soft language, providing reinforcement and healthy competition.
2. Controlling learning conditions, including changing student attitudes, group management, and problem-solving.

Classroom layout can help or hinder learning activities, so classrooms must be designed to support learning. Different types of school classroom designs can be sorted based on goals, learning, circumstances, number of students, and facilities. The activities carried out by madrasah supervisors improve teachers' skills and develop a conducive and better environment in

learning activities through training and education coaching to improve the quality of education. In other words, when madrasah supervisors conduct supervision, the aim is to assist and facilitate teacher learning in order to improve their ability to achieve learning objectives as outlined in the program and lesson plan, especially the goal to improve the quality of learning and student learning outcomes (Muttaqin, 2017). With these process and outcome requirements, teachers are encouraged to do everything in their power and efforts by mobilizing their potential to develop their skills. As with the pedagogical framework, the main objective is to redesign, structure and improve in accordance with the design set as a benchmark for implementing all programs and their implementation. Therefore, madrasah supervisors determined that one of the subjects of supervision would be related to teachers' pedagogical competence.

In order to improve teachers' learning capacity, every time they conduct supervision, supervisors focus more on (1) improving learning objectives, (2) improving the aptitude of learning materials and activities, (3) improving methods, i.e., the way learning activities are organized, (4) improving the assessment of the learning process and its results, (5) further guiding teachers in dealing with administrative difficulties, (6) improving teachers' attitudes towards their duties.

Following the task of supervision, according to the author, madrasah supervisors are fully responsible for improving teacher skills, including learning; in this case, supervision must focus on three aspects. Referred to are: 1) Preparation of administrative aspects. 2)

Aspects of preparation for learning implementation. 3) Studying the evaluation aspect. This is very closely related to the quality of learning because the skills of teachers strongly influence the high and low quality of learning in implementing what is designed in the curriculum. Therefore, it is very appropriate for madrasah supervisors to conduct monitoring assessments by making monitoring tools that cover the three aspects above.

The results of the monitoring that the madrasah supervisor has carried out, followed by recommendations to the teacher concerned regarding the results of the monitoring sheet, the purpose of these recommendations are to: (1) to help teachers/staff understand better about the purpose of education in madrasah and the function of madrasah in achieving educational goals, (2) to make teachers more aware of the needs and problems faced by students so that they can better help their students, (3) to exercise effective democratic leadership to improve professional practices in madrasah, (4) to help teachers improve their abilities in front of the class, (6) to help teachers know how difficult students learn and plan corrective actions.

CONCLUSIONS

Regarding the strategies and techniques that need to be developed by madrasah supervisors to improve teacher performance, at least some of the things that the authors found (1) the main thing that supervisors need to do is to eliminate the bad image of the teacher to the supervisor, this is done to build a symbiotic communication relationship with each other (2) To increase teacher

capacity, the strategic steps taken by madrasah supervisors are to conduct regular monitoring and supervision both in terms of administrative supervision and classroom supervision. (3) Internally, madrasah supervisors make improvements in the field of administrative teacher learning management, standardizing all learning tools according to academic levels (MI, MTs and MA) during management in Semarang district, especially learning places (4) provide special facilities for guidance to teachers who have difficulty in learning and assessing student performance (5) Conduct an assessment of the need for teacher change, especially identifying teacher problems in guiding the learning process (6) Always shape the future interests of teachers, especially improving their skills (7) reward excellent teachers and give punishment teachers who are not disciplined in teaching (8) evaluate changes by comparing the results after the change and before the change.

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