

MANAGEMENT SYSTEM FOR SUPERVISION OF MADRASAH PRINCIPALS ON TEACHER PERFORMANCE IN LEARNING PROCESS AT MADANI PESANTREN ALAUDDIN PAO-PAO GOWA REGENCY

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Abstract: This study discusses the supervision system of madrasah head to teacher performance in Madani Pao-Pao Pesantren. The research used quantitative-qualitative approach with data collection method in the form of observation, interview, questionnaire and documentation. The results showed that: (1) Implementation of madrasah head supervision management system at Madani Pesantren Pao-Pao Gowa Regency has been well implemented in terms of planning phase, implementation phase and evaluation and follow-up activities in conducting supervision of teacher performance on learning process, (2) description of teacher performance in learning process at Madani Pesantren Pao-Pao Gowa Regency through the supervision of the head of the madrasah has been implemented in accordance with the purpose of learning so that if described the performance of teachers are in the category both with some indicators of preparation plans and learning process, the development of professionalism competence, professional development through reflective action, learning management activities (preliminary activities, management of learning, core activities in the application of learning approach / model, core activities in the implementation of assessment and closing activities), (3) The steps taken by the head of madrasah in supervising the performance of teachers in Madani Pesantren Pao-Pao Gowa Regency consists of three stages, namely the planning stage, consisting of making the schedule of teaching teachers, conducting dialogue to make agreements and preparations in the implementation of teacher performance monitoring, implementation phase is done to obtain data and information about teacher performance in terms of learning process, namely the ability and competence illustrated by the teacher's teaching behavior toward the students in the classroom and the evaluation and follow-up phase, the evaluation consists of preliminary activity assessments at the beginning of the teaching teacher, the core of the lesson, and the closing while the follow-up forms are suggestions, educational advice, solutions to problem solving faced by teachers, and improvements in teacher performance to be better, (4) Impact of supervision by the head of madrasah on teacher performance in learning process at Madani Pesantren Pao-Pao Gowa Regency with good supervision will be found the root of the problems that arise and look for solutions, because supervision activities conducted by the head of madrasah to teachers in principle in the form of supervision operational support to teachers in learning and not command or instruction, in other words that the supervisory activities the principal of the teacher is done solely because of his responsibility for improving the quality of teachers.

Keywords: Supervisor (Supervision), Performance Teacher, Qualitative-Quantitative Research.

1. INTRODUCTION

Madrasah is an educational institution that formally and potentially have an important role and strategy for the development of quality human resources is the basic capital as well as the key to the success of national development under the auspices of the Ministry of Religious Affairs R.I. As stated in the Law of the Republic of Indonesia Number 20

of 2003 on the national education system, that: national education aims to develop the potential of learners to become human beings who believe and piety towards God Almighty, noble, healthy, knowledgeable, skilled, creative, independent and become a democratic and responsible citizen.

The availability of qualified human resources as a result of an educational institution, means it is also related to the implementation of education. This requires various tasks to be undertaken by educational personnel according to their roles and functions as education personnel in madrasah. In the madrasah the most important role and determine the quality of education that is the head of madrasah and teachers.

The head of a madrasah as an educational leader in a madrasah, especially in a middle school, has a responsibility for educational success. So every implementation of education programs in madrasah requires supervision. This is in line with what Wahjosumijo (Mulyasa 2005: 115) says: "the head of a madrasah as a leader must have a special character that includes personality, basic skills, experience and professional knowledge and administrative and supervisory knowledge".

Teachers as the main implementer of learning activities then the teacher is a person who directly dealing with learners as well as a good determinant of the results of learning, in this case the better performance in the learning process of teachers in implementing the learning process then the achievement of learners will increase and the achievement of educational goals.

In the Law of the Republic of Indonesia number 14 of 2005 on teachers and lecturers, and Government Regulation No. 74 of 2008 on Teachers in Chapter I Article 1 paragraph (1) stating that: "Teachers are professional educators with the main task of educating, teaching, guide, direct, train, assess, and evaluate learners in early childhood education, formal education, basic education, and secondary education". As a Professional Educator, Teachers in the educational context have a very big and strategic role. In carrying out professional duties teachers are obliged to make lesson plans, implement quality learning process, and assess and evaluate learning outcomes. This is in line with the Law of the Republic of Indonesia Number 14 Year 2005 on Teachers and Lecturers CHAPTER IV Article 20 explains that: In carrying out its duties, teachers are obliged to: 1) Plan learning, implement learning process, and assess and evaluate learning outcomes, 2) Increase academic qualifications and competencies in a sustainable manner in line with the development of science, technology and art 3) Being objective and non-discriminatory based on the consideration of gender, religion, ethnicity, race, and certain physical conditions or family background, and socio-economic status of learners learning, 4) upholding the laws, laws, and code of ethics of teachers, as well as religious and ethical values, 5) Maintaining and nurturing the unity and unity of the nation.

Once the importance of the role of teachers in the ongoing learning process in the madrasah, but there are still some teachers who have not carried out their duties. Teachers have weaknesses that can hamper the achievement of educational goals of low awareness in carrying out tasks include low ability and motivation in preparing teaching plans, potluck and less able in preparing the assessment tool student learning outcomes.

At the madrasah level, the head of the madrasah in performing its functions as a supervisor is required to have the competence that allows or can research, locate and determine the conditions necessary for the progress of the madrasah. However, due to the limited background of the field of study so that the head of the madrasah in carrying out supervision can be assisted by a competent teacher or other personnel.

The head of the madrasah as an educational leader and also as a supervisor plays an important role in providing assistance or guidance to teachers to be more professional in carrying out his teaching duties. Therefore, the guidance of madrasah head to teachers should be directed to all related components in the implementation of learning that is the ability to plan learning, implementation or presentation of learning and implementation of evaluation of learning outcomes.

The head of the madrasah as a supervisor is obliged to provide continuous guidance or guidance, develop professional proficiency of teachers and help solve problems faced by teachers in implementing learning to improve teaching and learning situation, with the ultimate goal of achieving educational goals. In other words in supervision there is a service process to help or nurture teachers. The coaching resulted in improved or improved performance in the teacher's learning process. Improvement and performance improvement in the learning process is then transferred into the teaching behavior so as to create a better learning situation, which ultimately also improve student learning achievement.

Basically teachers have high potential to create and improve performance in the learning process. The teacher's performance in the learning process illustrates his or her ability and motivation in planning the lesson, carrying out

learning and assessing student achievement. Therefore, it is necessary to supervise the head of madrasah on the performance of teachers in the Madano Pao-Pao Pesantren of Gowa Regency with planned, continuous, systematic, democratic, constructive and creative coaching to achieve the national education goals effectively and efficiently. Madano Pao-Pao Pesantren Gowa Regency is a madrasah under the auspices of the Faculty of Tarbiyah and UG Teacher Training Alauddin as the center of student learning.

Based on the description above, the researcher is interested in doing empirically concerning the management of madrasah head supervision on teacher performance in teacher learning process at Madani Pesantren Pao-Pao Gowa Regency.

Based on the background of the above problems, it can be focused problems in the implementation of this research activities are as follows:

1. How is the effort of the implementation of madrasah head supervision management system at Madani Pesantren Pao-Pao Gowa Regency?
2. How is the image of teacher performance in learning process at Madani Pesantren Pao-Pao Gowa Regency through the supervision of the head of the madrasah?
3. How the steps taken by the head of the madrasah in supervising the performance of teachers in Madani Pesantren Pao-Pao Gowa Regency?

In accordance with the focus of research problems studied then the research objectives are:

1. To know the effort of implementation of management system of madrasah head supervision in Pesantren Madani Pao-Pao Gowa Regency.
2. To know the picture of teacher performance in learning process at Madani Pesantren Pao-Pao Gowa Regency through the supervision of the head of the madrasah.
3. To know the steps taken by the head of madrasah in supervising the performance of teachers in Madani Pesantren Pao-Pao Gowa Regency.
4. To know the impact of supervision by the head of madrasah on teacher performance in learning process at Madani Pesantren Pao-Pao Gowa Regency.

2. RESEARCH METHODS

This research uses quantitative-qualitative descriptive approach. This approach is a process of collecting data and systematically and intensively to gain knowledge about the implementation system of management of head supervision on the performance of teachers madrasah Madani Pesantren Pao-Pao Gowa Regency.

The initial activities undertaken were observing the heads of madrasahs and teachers relating to the management of teacher performance monitoring in learning. In this case the researcher is passive that observes without giving comments or ask questions. Furthermore, the active activities carried out are by involving themselves in filling the questionnaire data about the headmaster supervision system on teacher performance in learning and establishing good relationships with colleagues teachers at Madan Alauddin Pesantren Pao-Pao, so that in this study can run with good. Furthermore, researchers conducted interviews on matters relating to the management of teacher performance monitoring conducted by the head of madrasah and fellow teachers.

The subject of this study is the head of madrasah and teachers. The location of this research is in Madani Alauddin Pao-Pao Pesantren Gowa Regency. The Pesantren consists of three Madrasah Madani Pao-Pao, MTs Madani Pao-Pao and MA Madani Pao-Pao. However, the focus of research subjects are 2 madrasah namely MTs Madani Pao-Pao and MA Madani Pao-Pao. The condition of teachers in MA Madani Pao-Pao as many as 17 people, consisting of teachers Kemenag civil servants 4 people and teachers not fixed 13 people. As for the MTs the number of teachers circumstances consisted of 19 people, consisting of teachers Kemenag 5 people and 14 non-permanent teachers. The role of the researcher's presence is as an observer, participant and data taker.

To avoid the possibility of mistakes or interpretation of the title and discussion in this study, the authors formulate the operational definition used in research are:

1. Implementation of madrasah head supervision management system that is giving supervision to teachers related to improvement and development of teaching. The principal supervisory components are in the form of assistance in: (1) planning learning (2) implementing learning and (3) evaluating student learning outcomes.

2. Performance of teachers in the learning process that is the behavior of teachers relating to the implementation of their duties in an effort to achieve the goal of education in Madani Pesantren Pao-Pao Gowa Regency. With the components of the ability of teachers in (1) planning learning (2) implementing learning and (3) evaluating student learning outcomes.

In this study which is used as a population is the whole teachers in Madani Pesantren Pao-Pao Gowa Regency which amounted to 36 people. While the sample of this study consisted of 2 heads of madrasah and 26 people (12 people at MTs and 14 MA level).

Data collection techniques used are several methods, with the intention that the weaknesses and limitations of each method can be covered by other methods; Observation, Questionnaire, Interview, and Documentation. In accordance with the data obtained on the principal's supervisory system on teacher performance in Madani Pao-Pao Pesantren, this research uses data analysis technique according to Miles and Huberman's opinion.

3. RESEARCH RESULT

Implementation of Head of Madrasah Supervision Management System Based on observations, questionnaires, interviews and documentation conducted by researchers relating to the implementation of madrasah head supervision management system on teacher performance in learning process at Madani Pao-Pao pesantren, the researcher has some questionnaire data about supervisory system with direct respondent is each, the heads of MTs and Madani Pao-Pao madrasahs. For the smooth implementation of supervision of the learning process at Madani Pao-Pao pesantren both at MTs and MA level, there are several phases done by the head of madrasah respectively namely:

1. Planning Stage

The first stage in the implementation of supervision of the learning process that has been done in Madani Pao-Pao Pesantren is planning which consists of four parts, namely:

- a) Plan a program for supervision of learning in order to improve the professionalism of teachers.
- b) Planning in the implementation of supervision of teacher learning.
- c) Preparing the instrument in the form of a supervisory format that contains assessments related to teacher performance.
- d) Prepare the techniques to be used in the implementation of supervision of teacher learning.

The four stages of planning in the supervision system of learning process activities in the classroom has been very well implemented both MTs and MA levels in Madani Pao-pao pesantren.

2. Implementation Phase

The second phase of the supervisory program of the teacher learning process in the classroom by the head of Madrasah at Madani Pao-Pao is the implementation stage. To evaluate the supervision program, several activities are conducted, they are:

- a) Conduct systematic monitoring (done regularly, planned and continuous).
- b) Supervise (supervise) teachers in the classroom by observing and assessing the behavior of teachers using the format of supervised instruments that have been prepared.
- c) Implement supervision of the learning process of teachers by using appropriate approaches and supervision techniques.
- d) Assist / give advice and advice and solutions in learning problems if found in the learning process, teachers still have many shortcomings or difficulties.

Of the four activities if categorized have been implemented well by the supervision of the head of madrasah both MTs and MA levels.

3. Evaluation Stage (Follow Up)

After the head of Madrasah MTs and MA in Madani Pao-Pao pesantren performs supervisory action on the teacher, henceforth the head of madrasah will give follow up to teacher based on result of supervision. The follow-up form of supervision conducted by the head of madrasah in Madani Pao-Pao pesantren is with several activities, namely:

- a) Conduct an evaluation (evaluation) consisting of preliminary activity assessments at the beginning of the teaching teacher, core learning, and cover.
- b) Forms of follow-up provided by the head of the madrasah in the monitoring system of the learning process that is advice, educational advice, solutions to problem solving faced by teachers, and improvements in teacher performance.
- c) Conducting guidance on teachers in the form of follow-up of the results of supervision of the learning process obtained.
- d) Follow up the results of monitoring the learning process of teachers in order to increase the professionalism of teachers.

Of the four follow-up activities after conducting supervision of teacher performance in the classroom, the form of follow-up activities given by the head of the madrasah in the learning process supervision system is poorly implemented, especially in the form of advice, educational advice, solutions to problem solving faced by teachers, and improvements in teacher performance. However, other activities, both the supervision of the school principals at MTs and MA levels have been well implemented.

Master's Performance Overview in the Learning Process:

To assess teacher's performance both teachers especially in the assessment of learning process conducted four assessment of teacher performance in learning that is:

1. Preparation of Preparation Plan and Learning Process (RPP)

Consisting of eight phases of RPP preparation activities that are assessed as teacher performance in the learning process are:

- a) Prepare and develop a teaching plan in accordance with the steps contained in Permendikbud No. 65/2013 on Process Standards.
- b) Describe standards of competence, basic competence and learning objectives in accordance with the vision and mission carried by madrasah.
- c) Formulate indicators of material achievement that is taught appropriately.
- d) Use and apply various models, strategies, approaches, techniques or methods (ways) that focus the learners to be active in the learning process.
- e) Determine the source of learning appropriately.
- f) Implement teaching learning activities (PBM) appropriately according to the initial phase, core phase and closing phase in Syllabus and RPP.
- g) Prepare assessment tools (evaluation) learning outcomes learners (evaluation) appropriately.
- h) reflection and follow-up learning as a material for evaluation of previous learning.

2. Competence of professionalism: the mastery of the material, structure, concepts, and mindset of scholarship that support the subjects.

Consists of four phases of professional competence activities assessed as teacher performance in the learning process, namely:

- a) Formulate appropriate performance competency indicators.
- b) Conduct a mapping of competency standards and basic competencies for the subjects they are under.

- c) Include appropriate information in the planning and implementation of learning.
- d) Prepare materials, planning and implementation of learning that can help learners to understand the concept of learning materials.

3. Development of professionalism through reflective action

Consists of four phases of activities that are assessed as teacher performance in the learning process of professional development through reflective action that is:

- a) Utilize evidence of its performance to develop the planning and implementation of further learning
- b) Conduct research as a professional teacher performance task
- c) Develop innovative work as a professional teacher performance task
- d) Follow scientific meeting activities (eg seminars, training and so on) for self-development

4. Stage of learning management activities

Consisting of three phases of activities assessed as teacher performance in the learning process of learning management activities are:

a. Preliminary activities, with several sub indicators, namely:

- 1) conditioned a fun learning atmosphere.
- 2) discuss competencies that have been studied and developed previously related to the competencies to be studied and developed.
- 3) convey the competencies to be achieved and the benefits in daily life.
- 4) outlines the scope of materials and activities to be undertaken.
- 5) conveying the scope and assessment techniques to be used.

b. The core activities in the management of learning, with several sub indicators are:

- 1) Assist learners in the implementation of KBM individually / group.
- 2) Guiding learners in individual / group work.
- 3) Mastering the subject matter.
- 4) Implement learning that fosters active participation of learners.
- 5) Start and end the learning process on time.
- 6) Helping learners define and organize tasks that will be done.
- 7) Use good and correct language.

c. The core activities in applying approach / learning model, with some sub indicators are:

- 1) Facilitate learners to observe.
- 2) Fishing / facilitating learners to formulate questions.
- 3) Facilitate learners in collecting information / trying.
- 4) facilitate learners in processing / analyzing information to make conclusions.
- 5) Facilitate and present activities for learners to communicate the knowledge and skills acquired.

d. The core activities in the implementation of the assessment, with several sub indicators are:

- 1) Implement knowledge assessment
- 2) Implement skills assessment

e. Closing activity, with several sub indicators, namely:

- 1) facilitate and guide learners to make a summary / conclusion of learning activities.
- 2) conduct assessment and / or reflection on activities that have been implemented consistently and programmed.
- 3) provide feedback on the learning process and outcomes.
- 4) plan follow-up activities in the form of remedial learning, enrichment programs, counseling services and / or assign tasks both individual and group tasks in accordance with learners' learning outcomes.
- 5) submit a lesson plan at the next meeting.

The steps taken by the head of the madrasah in supervising the performance of teachers in the learning process at Madani Pesantren Pao-Pao Kab. Gowa

The supervision of Madrasah headmaster at Madani Pao-Pao Pesantren is divided into three steps: planning, implementation, and evaluation and follow-up.

1. Planning Stage

The first stage is the planning of supervision of learning in Madani Pao-Pao Pesantren composed by the head of madrasah. Planning schedule implementation of supervision on the performance of teachers in the learning process begins with the making of teacher teaching schedule because in the implementation tailored to the teacher's teaching schedule in the classroom. The supervision schedule planning is designed by the head of the madrasah, only there is communication with the deputy head of the curriculum field because that field makes the teacher's schedule in teaching.

At the initial meeting stage or pre-observation, the head of the madrasah with the teacher dialogue to make a collective agreement on; 1) identification of problems or difficulties experienced and faced by teachers in implementing the learning process and the factors causing it. At the end of this stage the head of the madrasah together with the teacher formulates the problem and how it is solved for mutual agreement 2) The head of the madrasah with the teacher discusses some alternative types of learning action to solve the problem. From the results of teachers have to choose and set one of the actions that will be attempted by the teacher to solve the problem, 3) the teacher is assisted by the head of the madrasah as the facilitator, develops the learning action program and the elements that must be improved in the learning process, 4) the head of the madrasah sets the criteria for the success of the lesson action that the teacher will perform in the class he / she is responsible for in order to improve the learning process; 5) the teacher and the head of the madrasah organize the instrument for. measure the ability of teachers to teach and to measure the ability of the level of success of the learning process undertaken by teachers measured by observation guidelines, while student learning outcomes measured by the test, 6) set the schedule of implementation of teacher activities to practice the program that has been prepared as well as the supervisor preparing records of teacher activities teaching, the use of instruments to measure the ability of teachers to teach, learning process and student learning outcomes.

Planning on the implementation schedule supervision of the learning process is done every semester, because every semester the teacher's schedule is always changing. Therefore, supervisory activities at two madrasahs are implemented at least once in each semester. The draft schedule is also based on mutual agreement, namely the agreement between the head of the madrasah with the teacher who want supervised. This is done to optimize the learning activities so that the actual implementation time of the teacher is teaching the subject matter rather than being replicated or learning outside the classroom. Based on these explanations show that the head of the madrasa is open, cooperative, and democratic.

Planning includes the preparations that need to be prepared in the implementation of teacher performance monitoring is an instrument in the form of a supervisory format that contains assessments related to teacher performance. Supervision instruments are tailored to the educational curriculum used. In addition, the head of the madrasah also prepares techniques that will be used in the implementation of supervision of the learning process by teachers.

2. Implementation Phase

The core part of the learning process supervision activities is the implementation. Implementation of teacher performance monitoring is done to obtain data and information about teacher performance in terms of learning process, that is ability and competence which is depicted from teaching behavior of teacher to student in class. This implementation step is an

important part because the results of the implementation determine the next step of evaluation and follow-up in the form of appropriate advice and coaching is given to the supervised teacher.

According to Glikman, teaching supervision is a series of activities to help teachers develop their ability to manage teaching and learning process for the achievement of teaching objectives. Teacher performance monitoring activities in the learning process here is not an inspection activity or looking for teacher errors, but this activity is done to find out how the learning process that takes place in the classroom and if in the learning process teachers still have many shortcomings or difficulties, the principal as supervisor is obliged to assist, provide advice and advice and solutions in the learning problem.

3. Evaluation and Follow Up

The final step of the monitoring process of the learning process is evaluation and follow up. Evaluation is an assessment of the implementation process of learning activities. While follow-up in the form of coaching steps that will be given. The head of the madrasah evaluates the data obtained from the results of the implementation of the supervision of learning by way of assessment in the form of scores on the sheet of supervisory instruments that have been filled, so that at that time also directly obtained the results or the value of teacher performance. Assessment in learning supervision includes an assessment of preliminary activities at the beginning of the teaching teacher, the core of learning, and the cover.

Evaluation in the form of assessment is done to determine what extent is appropriate to the supervised teacher. The follow-up form given by the head of the madrasah is in the form of advice, educational advice, solutions to problem solving faced by teachers, and improvements in teacher performance for the better. In addition, on the teacher performance monitoring instrument sheet there is also a conclusion column of supervision implementation and coaching advice for the teacher concerned. Forms of follow-up in the form of advice are usually directly delivered to the teacher when the completion of the learning process and supervisory activities were done.

After the instrument has been completed, the principal conducts guidance to the teacher in the form of follow-up of the results of supervision obtained. Sheet of teacher performance monitoring instrument as a proof sheet has been done supervision activities marked by the signature of the teacher concerned that has been supervised by the supervisor (head of madrasah).

Impact of Supervision by Madrasah Principals In Teachers In The Process Of Learning In Madani Pesantren Pao-Pao Gowa Regency

Monitoring program is a form of service provided by the head of the madrasah to teachers who have difficulty / problems in learning. Therefore supervision of teacher performance needs to be done correctly by the head of madrasah, which will have a positive impact on improving the professional ability of teachers. With good supervision will be found the root of the problems that arise and look for solutions, because supervision activities conducted by the head of the madrasah to teachers in principle in the form of supervision operational support of teachers in learning and not command or instruction, in other words that supervision activities conducted by the head the school against the teacher is solely done because of his responsibility for improving the quality of teachers.

The development of professional skills of Madrasah teachers, especially in Madani Pao-Pao Pesantren, is very important and needs to get attention from the head of madrasah especially and related institutions in general in order to improve the quality of teachers that will impact on improving the quality of education expected. Therefore, professional headmaster is expected to be able to carry out the task well, and great responsibility to the task, because with a touch of guidance and guidance of the head madrasah teachers will be able to solve problems faced, have independence, have high creative, and have sufficient innovation.

4. CONCLUSION

Based on the description of the results of this study it can be concluded as follows:

1. Implementation of madrasah head supervision management system at Madani Pesantren Pao-Pao Gowa Regency implemented well in terms of planning phases, implementation phase and evaluation activities and follow-up in conducting teacher performance monitoring of the learning process.

2. An overview of teacher performance in the learning process at Madani Pesantren Pao-Pao Gowa Regency through the supervision of the head of the madrasah has been implemented in accordance with the purpose of learning so that if described the performance of teachers in the category of good by through several indicators, namely preparation of preparation and learning process (RPP), professionalism competence development, professional development through reflective action, introduction, core activities in learning management, core activities in applying learning approaches / models, core activities in the execution of assessment and closing activities).
3. The steps taken by the head of madrasah in supervising the performance of teachers in Madani Pesantren Pao-Pao Gowa Regency consists of three stages:
 - a. The planning stage, consisting of making teacher teaching schedule, conducting dialogue to make agreement and preparation in implementation of teacher performance monitoring.
 - b. Implementation phase, conducted to get data and information about teacher performance in case of learning process, that is ability and competence which is depicted from teaching behavior of teacher to student in class.
 - c. The evaluation and follow-up phase, the evaluation consists of preliminary activity assessments at the beginning of the teaching teacher, the core of the lesson, and the closing while the follow-up form of advice, educational advice, solutions to problem solving faced by the teacher, and improvements in teacher performance to be better.
4. Impact of supervision by the head of madrasah on teacher performance in learning process at Madani Pesantren Pao-Pao Gowa Regency is with good supervision will be found the root of the problems that arise and look for solutions, because supervision activities conducted by the head of madrasah to teachers in principle in the form of supervision operational support to teachers in learning and not command or instruction, in other words that the supervisory activities the headmaster of the school is done solely because of his responsibility for improving the quality of teachers.

5. SUGGESTION

In this study suggested as follows:

1. In conducting evaluation of supervisory activities, it is expected that more serious follow-up is needed, in order to obtain the expected results.
2. Teachers should make more thorough preparation in carrying out the main learning activities of RPP, Syllabus and other tools.
3. The head of the madrasah needs to coordinate with all teachers and conduct polite dialogue and interact with each other.

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