SUPERVISOR PERFORMANCE IN ALIYAH NEGERI MADARASAH, MAKASSAR CITY

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Abstract

The purpose of this study is to analyze: 1) relationship of teaching experience and performance of supervisors at Makassar City Aliyah Madrasah 2) relationship of educational background and performance of supervisors at Makassar City Aliyah Madrasah 3) education and training relations (DIKLAT) and supervisor performance at Makassar City Aliyah Madrasah. The study was conducted at the Ministry of Religion Office of Makassar City, with the sample of the research being the Makassar City Madrasah Supervisors totaling 26 people.

Data retrieval through observation, interview and questionnaire techniques. Data were analyzed by Chi Square Test with the help of SPSS 22. The results of the study found; 1) The teaching experience has a positive relationship (0.172) in the interpretation of weak correlation (0.10 - 0.29) and significant 0.673> (α = 0.05), on the performance of supervisors of the State Islamic Madrasah Aliyah in Makassar City; 2) Educational background has a positive relationship (0.360) interpreted sufficient correlation (0.30 - 0.59) and significant 0.049 = (α = 0.05), on the performance of the supervisor of the Madrasah Aliyah Negeri Makassar City; 3) TRAINING Experience has a positive relationship (0.555) interpreted sufficient correlation (0.30 - 0.59) but not significant 0.01 <(α = 0.05), on the performance of the supervisor of the Makassar City Aliyah Madrasah.

Keywords: Teaching Experience, Educational Background, Education And Training, Supervisor Performance

Preliminary

Education has a significant role in the development of human resources. Therefore, the progress of a nation in various fields can be measured from the progress of the quality of education. Optimization of the role of education in order to improve the quality of human resources in Indonesia has been carried out, but the fact shows that there are still many problems related to the implementation of education in Indonesia which ultimately have an impact on the low achievement of national education standards.

Various efforts have been made to improve the quality of national education, through the standardization of national education, the development of
national and local curricula, procurement of books and learning tools, procurement and improvement of educational facilities and infrastructure, improving the quality of school management, increasing the competence of teachers and other education personnel through training and professional development others. However, various education quality indicators have not shown significant improvement.

The success of education in the education unit seems to rest on the responsibility of the teacher as the manager of the learning process, even though in addition to the teacher as an educator, there are also other education personnel namely the principal who serves as the main manager and manager in the school environment and the school supervisor component in charge of supervising both academic aspects and managerial aspects which overall aim to oversee and improve the quality of achievement of the National Education Standards (SNP). Based on the Minister of National Education Regulation No. 12 of 2007 concerning the Standards of School / Madrasah Supervisory Competence, and the Decree of the State Minister for Administrative Reform No. 21 of 2010 concerning the Functional Position of Madrasah Supervisors and Credit Figures, stated: School / Madrasah Supervisors are Civil Servants (PNS) who are given full duties, responsibilities and authority by an authorized official to carry out academic supervision in an education unit.

The task of madrasah supervisors in carrying out academic supervision in a number of education units that are established includes activities to establish a monitoring program for education units; carry out coaching; monitoring the implementation of eight national education standards; assessment, guidance and professional training of teachers, and preparation of madrasah supervision reports. Madrasah supervisors are also one component in improving the quality of education because the supervisory activities carried out touch efforts to improve the learning process carried out by the teacher. Efforts to improve this learning process have a significant impact on improving learning outcomes if madrasah supervisors perform with effective academic supervision.

Madrasa supervisors in carrying out their supervisory duties determine the quality of education in madrasas, which is built through the accuracy of programs developed through the program planning process, accurate program implementation and evaluation procedures and need to be supported by adequate facilities and infrastructure so that school supervision activities can well implemented.

This competence is assessed as the forms of knowledge, skills and attitudes shown by school supervisors when carrying out their duties. A madrasa supervisor who has good competence can provide guidance, motivation, and direction to the teacher and in increasing his professionalism.

Minister of National Education Regulation No. 12 of 2007 concerning Standards for School / Madrasah Supervisory Competency states that a school / madrasah...
supervisor must have six competency
dimensions, namely: (1) personality
competence; (2) academic
supervision competence; (3)
managerial supervision competence;
(4) educational evaluation
competencies; (5) development
research competencies; and (6) social
competence.

Madrasah supervisors in
carrying out their duties as academic
supervisors should ideally be role
models and examples of teachers,
because the presence of madrasa
supervisors in the midst of the
teacher becomes an inspiration for
teachers to overcome various
problems related to their main tasks.
In reality, there are still many
madrasa supervisors in carrying out
this task not yet optimal and have not
impacted on improving the quality of
the learning process.

Mukhtar and Iskandar (2009: 39)
said that the implementation of
academic supervision by supervisors
in schools / madrasas has not been
effective so that they have not
provided adequate contributions to
improve the quality of learning
services, the main reason being
based on two things: first the
supervisor's workload is too heavy,
both backgrounds their education is
not in accordance with the
supervised field of study. As a result,
in the field some teachers feel the
presence of supervisors in their midst
cannot help improve and overcome
the difficulties of teachers in carrying
out the teaching tasks they face.
Even in practice supervisors often
emphasize the teacher's
administrative responsibilities. This
means that in carrying out academic
supervision the supervisor only
checks the completeness of the
teacher's teaching administration.
This condition certainly requires the
care of all parties.

Academic supervision
should also be carried out based on
objective data, facts and information
and supported by the principles of
collaboration and the relationship
between the madrasa supervisors and
teachers by upholding each other's
self-esteem and dignity. Because the
atmosphere and relationships that are
built intimate and warm on the basis
of mutual respect and respect can
create a sense of security and
comfort for all parties involved in
academic supervision activities so as
to achieve a common goal in
improving the quality of the learning
process. The results of this study
remind that the form of supervision
that is in demand by teachers is
contemporary supervision that
emphasizes more on aspects of the
learning process, monitors how
teaching activities, and ensures how
to use maximum learning time.

The solutions that are being
made to solve the problem of lack of
academic supervision competencies
and other problems are by optimizing
and enhancing madrasah supervisor
training activities with a focus on
goals, materials and strategies that
have not been touched much
according to the needs of madrasah
supervisors, including (1) syllabus
development and madrasah
supervisor training curriculum; (2)
development of teaching materials to
improve academic supervision
competencies; (3) development of
competency tests and mapping of
supervisor competencies; (4)
increase training for trainers (training
of trainers) to improve the quality of supervisor training; (5) development of a school supervisor's performance appraisal system and mapping; and (6) the development of madrasah supervisory sustainable professional development policies; and (7) an induction program for novice madrasa supervisors.

The competencies that must be possessed by school / madrasah supervisors and teachers correlate between one another and both from the substance and hierarchy. In substance, each competency of school / madrasah supervisors and teachers has the same essence, while the hierarchy of school / madrasah supervisors has a higher position than teachers. Thus the school supervisor has a role to improve teacher competency, and finally the teacher has a role to improve competencies that must be possessed by students.

The cycle of supervisory relationships with teachers shows how important the position and role of madrasah supervisors is in improving the quality of education in schools / madrasas. Of course, if there are still problems related to the competence of school / madrasah supervisors, it will have the impact of teacher and student competencies. This will also have an impact on efforts to improve the quality of education in schools / madrasas.

Thus the level of performance of school / madrasah supervisors in carrying out the main tasks of academic supervision is highly dependent on the knowledge, skills and attitudes possessed by the school / madrasah supervisors, comprehensively by referring to the demands and the need to improve the competence of madrasah supervisors.

Sagala, (2012: 138) defines school / madrasah supervisors as professional education personnel who are given full duties, responsibilities and authority by authorized officials to conduct guidance and supervision in the academic field (technical education) and managerial fields (school management). Therefore, school supervisors are very instrumental in providing information on the quality of education and governance of schools / madrasahs that they develop which will then be a reference for local governments in improving the quality of education in their regions.

Mustofa, (2012: 5) suggests that school / madrasah supervisors or education unit supervisors are someone who carries out supervision tasks not inspections and also someone who carries out controls. Therefore, school / madrasah supervisors are called education supervisors who have meaningful guidance.

Based on government’s rule RB No. 21 of 2010, activities carried out by supervisors, both academic supervision and managerial supervision, activities that must be carried out by school supervisors include:

a. Arranging supervisory work programs for each semester and every year at the school they are building.

b. Carry out assessments, processing and analyzing data on student learning / guidance and teacher abilities.
c. Collecting and processing data on educational resources, learning processes, school environments that influence the development of student learning outcomes.

d. Carry out a comprehensive analysis of the results of the analysis of various factors of educational resources as material for school innovation.

e. Provide guidance, assistance and guidance to the teacher about the learning process / quality guidance to improve the quality of the process and the results of student learning / guidance.

f. Carry out an assessment and monitoring of the delivery of education in the target schools starting from new student admissions, implementation of learning, implementation of examinations to the release of graduates / granting of diplomas.

g. Preparing reports on the results of supervision in the target schools and reporting them to the education office, school committee and other stakeholders.

h. Carry out an assessment of the results of supervision of all schools as study material to establish the supervisory program for the next semester.

i. Provide assessment material to schools in the context of school accreditation.

j. Providing advice and consideration to the school in solving problems faced by schools in relation to the administration of education.

The ten activities above are interrelated with each other so that it becomes a series of work activities for school supervisors to carry out supervisory duties. Beginning with the preparation of the supervisory program, it ends with reporting and follow-up on the results of supervision in the period of one semester.

There are several characteristics that can be seen that someone is able to work well (Hadari Nawawi, 2005: 42), among others:

1) Work ideals. Work Idealism is a lifestyle that is triggered by aspiration to achieve the ideal or perfect work. This kind of lifestyle is shown, among others, through high motivation towards higher achievement. This can be seen from the motivation of supervisors to monitor teachers. In this study will be described the idealism of the supervisor of Islamic Religion.

2) Work Creativity. Work creativity is a person's ability to create a way that can increase productivity and work performance. This ability is demonstrated by efforts to get good quality education and promote national education.

3) Work consistency. Work consistency is an attitude that is always based on compliance with provisions. So what has been determined is what will be done. Because this study concerns the mentality of work in the supervisor of Islamic Education as part of Indonesian human resources, the provisions referred to are provisions for carrying out their duties as supervisors of PAI. In this study will be described their consistency in carrying out their
work as a supervisor of Islamic Education.

Based on the explanation, what is meant by supervisor performance is the work achieved by the supervisor in carrying out the main tasks, functions and responsibilities in fostering the religious teachers he leads. The results of these assessments are a reflection of their competence. This definition shows that the performance of supervisors is shown by the work in concrete, observable and measurable forms of quality and quantity. The supervisor's performance in this paper is measured in three aspects: (a) behavior in carrying out tasks, namely the behavior of school supervisors when carrying out managerial functions, (b) how to carry out tasks in achieving work results that are reflected in his commitment as a reflection of his personality competencies and social competencies, and (c) results from his work which is reflected in the change in the performance of the school he leads. The three aspects above become the realm of school supervisor performance appraisal developed in this paper.

Performance is the ability of an individual to do a job, so that the performance of his work can be seen in achieving goals. Thus, performance can be interpreted as a person's ability from his work, so that the goals set previously are achieved. Teaching experience is one of the factors that determine success in education. The teaching experience in this case is the lapse of being a teacher. The duration of the task as a teacher will provide a different experience between one teacher and another teacher. The longer he serves as a teacher, the more experience he has, so that a teacher who has a long working period will not be the same as a new teacher.

In this case the teaching experience or working period can be grouped into three, namely:
1) The new teaching experience is between 1-5 years
2) Medium teaching experience which is between 7-15 years
3) Old teaching experience that is 15 years and above

According to Mansur Muslich (2007) "Understanding Teaching Experience is the working period of the teacher in carrying out the duties as an educator in certain education units in accordance with the letter of assignment from the authorized institution". Physical evidence of this component can be in the form of a decree or a valid statement from the competent authority.

Indicators of teaching experience that influence work experience. According to Basu Swasta and Ibnu Sukotjo (1998), as follows:
1) Following education and training, education and training that is owned by the teacher determines the results achieved. Education and good practice owned by the teacher will avoid mistakes in work.
2) Working period The work period is a factor that supports the work process, the longer the time in work, a teacher will be able to measure his ability to work better.

Madrasah supervisor education background refers to
teacher qualifications, because supervisors come from teachers and have a professional teacher certificate. Law Number 14 of 2005 concerning teachers and lecturers Article 1 paragraph 9 states that: Academic qualification is a diploma of academic education that must be owned by the teacher or lecturer in accordance with the type, level and formal education unit at the assignment. Syaiful Sagala stated that the qualifications for school / madrasah supervisors are academic requirements that must be fulfilled to be appointed as a school supervisor. Academic qualification is used as the basis for recruitment and selection of prospective supervisors. Education and training is an effort to develop apparatus resources, especially for enhancing professionalism related to administrative skills and management skills (leadership).

Notoatmodjo (2010: 4), that to improve the quality of abilities related to work ability, thinking and skills, education and training are most needed. According to Ranupandojo and Husman (2011: 4) education is an activity effort to increase a person’s general knowledge including in theory to decide issues related to achieving goals. While training is an activity to improve work ability through practical knowledge and its application in achieving the goal.

The conceptual framework that becomes the research constellation for the measurement of the effect of independent variables on the dependent variable, includes the following explanation:

1) $r_{Y1X1}$ is a structural parameter that is a measurement model for $X1$ to $Y1$ relationships
2) $r_{Y1X2}$ is a structural parameter that is a measurement model for $X2$ to $Y1$ relationships
3) $r_{Y1X3}$ is a structural parameter that is a measurement model for $X3$ to $Y1$ relationships

Research methods

This study uses qualitative and quantitative approaches, namely research that is used to examine certain populations and samples and use data collection with research instruments that aim to test the hypothesis that has been set. This research includes explanatory research, namely research that aims to analyze the relationships between one variable with another variable or how one variable influences other variables, namely:

1) Qualitative Research, which focuses on the performance of the supervisor and the cause is the teaching experience, formal education and TRAINING that has been followed
2) Quantitative Research, using Chi Square analysis

Sugiyono (2009: 61) states that research variables in quantitative research can be divided into two types, namely:

1. Independent variables (independent variables). The independent variable is a variable that influences or causes changes or the emergence of the dependent variable. The independent variable ($X$) in this study is teaching experience, formal
education and TRAINING that has been followed by supervisors.

2. Dependent variable (dependent variable). Dependent variables are variables that are affected or that are due to the existence of independent variables. The dependent variable (Y) in this study is the performance of madrasah supervisors.

The population in this study were all supervisors found in the Ministry of Religion of Makassar City, totaling 26 principals who were assigned and fostered in both state and private madrassas, but for the State Islamic Madrasahs the number of supervisors was 3 (three) intended for 3 (three) Madrasah Aliyah In the city of Makassar, that is the sample in this study as Data Sources of the Ministry of Religion of Makassar City. Data collection methods used in field research (Field Research), by collecting data by conducting direct research on the object under study through three techniques, namely questionnaire, observation, and documentation.

Data analysis is used to test the truth of the hypothesis proposed, the analysis is through data processing that will seek influence between independent variables namely Teaching Experience (X1), Supervisor Formal Education (X2), and supervisory TRAINING (X3), and with the dependent variable Performance of Supervisor (Y) by searching through the Chi Square Test.

To answer about whether or not the influence of Teaching Experience (X1), Supervisor Formal Education (X2), and supervisory TRAINING (X3), on Supervisor Performance (Y) is used data analysis:

1. Data Validation Test Data validity is the level of reliability and validity of the measuring instrument used. The instrument is said to be valid means showing the measuring instrument used to get the data valid or can be used to measure what should be measured. Thus, a valid instrument is an instrument that is really right to measure what you want to measure.

2. Reability Test, reliability testing is useful to determine whether the instrument in this case the questionnaire can be used more than once, at least by the same respondent will produce consistent data.

3. Chi-square test, which is a study that aims to analyze the forecasting value of the relationship between the independent variable and the dependent variable or Chi-square test is testing the hypothesis about the comparison between the frequency of observation / what actually happened / actual with the frequency of expectations / expectations

The purpose of testing the hypothesis in this study, chi-square test statistic is used, with SPSS version 22. To interpret the relationship between variables, one is given criteria as follows:

**Relationship of Teaching Experience to Supervisor Performance.**

Based on the data on the description of the research variables, the purpose of testing hypotheses,
the relationship of teaching experience to performance. Based on the data, there is a column-to-row relationship, meaning that there are 3 people whose teaching experience is 10 years of performance at the level of 50% - 75%, 4 people whose teaching experience is 10 years of performance of 75-100%, then 3 people have 15 years of teaching experience. % - 75%, 7 people have 15 years of teaching experience with a performance of 75-100%, and 2 people with 20 years of teaching experience with 50% - 75% performance, 7 people with 15 years of teaching experience with a performance of 75-100%. Asymp showed significant 0.673 > (α = 0.05), and the results of the chi square of 0.360 were interpreted as sufficient correlation (0.30 - 0.59) so that the alternative hypothesis was accepted, meaning that there was a significant relationship between educational background and supervisory performance.

Relationship to Educational Background with Supervisor Performance

Based on the data in the description of the research variables above, then for the purpose of testing hypotheses, the relationship of educational background to performance. Based on the data, there is a column-to-row relationship, meaning that there are 6 people with an S1 education background whose performance is at the level of 50% - 75%, 6 people with an undergraduate education background of 75 - 100%, then 2 people with an S2 education background 50% - 75%, 12 people with an educational background S2 performance 75 - 100%. Asymp was seen as significant 0.049 = (α = 0.05), and the results of the chi square of 0.555 were interpreted as sufficient correlation (0.30 - 0.59) so that the alternative hypothesis was accepted meaning that there was a positive but not significant relationship between education and training (TRAINING) with supervisor performance.

Relationship of Teaching Experience to Performance of Madrasah Supervisors in Makassar City

Teaching experience is one of the factors that determine success
in education. The teaching experience in this case is the period of work while being a teacher. The length of work as a teacher will provide a different experience between one teacher and another. The longer he serves as a teacher, the more experience he has, so that a teacher who has a long working period will not be the same as a new teacher. A teacher who has teaching experience and a relatively long teaching period, will have a level of ability or work performance as a high supervisor. To measure the level of work experience of a supervisor can be seen from: 1) length of time / work period, 2) level of knowledge and skills possessed, and 3) mastery of work and equipment (Foster, 2001). Supervisors who have long served in the world of education must be more professional than supervisors who have served for several years. Teaching experience is something that is owned by a supervisor in providing knowledge or skills or skills to students in order to achieve learning goals. The forms of teaching experience include: (a) long being a teaching staff, (b) upgrading experience, (c) attending education and training, (d) seminars, and other experiences during the teaching. For a teacher teaching experience is absolutely necessary, because the teacher has a very important role in determining the quality of teaching given.

Relation of verse Al Quran surah An Najm verse 39 concerning the relationship of teaching experience to performance, meaning: And that a human being has nothing other than what he has endeavored. This verse shows that work experience (teaching) is needed by a supervisor to consistently carry out his main tasks and functions so as to produce maximum performance. According to Suyatno (2008), the period of work or teaching experience counted since the person concerned worked as a teacher both as a civil servant and non-civil servant. For non PNS teachers there must be physical evidence that the person is teaching at the school. According to Widoyoko (2005) "The teaching experience is essentially a summary of one's understanding of the things experienced in teaching, so that the things experienced are mastered, both about knowledge, skills and values that are integrated with them.

Relationship of Educational Background to the Performance of Madrasah Supervisors in Makassar City

The supervisor of education at the Makassar city ministry of religion has a good educational background and is very influential simultaneously on the performance of supervisors. It can be explained that educational background is one of the supporting factors for supervisor performance. related to maintaining and increasing the existing level of education, in order to achieve maximum supervisory performance and in accordance with the objectives of the Makassar Ministry of Religion.

Education is a form of investment in human resources. Educational background also influences the performance of education supervisors and is an
important component of supervisory performance appraisal. In the concept of Islamic management, the relationship of educational background to performance is written in the Qur’an Al-Ahqaaf verse 19, meaning: And for each of them the degree according to what they have done and so that Allah suffices for them (retaliation) they are not being harmed. From this verse that Allah will surely reward every human deed based on what they have done. This means that if someone does a good job and shows good performance for his organization, he will get good results from his work and will benefit his organization. A lesson can be learned from the verse that every human being who works will get a reply that is in accordance with what he does. Like Allah SWT will increase the degree of those who work.

Said Ketut Ratna Dewi (2016), in his research entitled The Effect of Education Level and Work Motivation on Employee Performance at PT Sinar Niaga Sejahtera Singaraja Branch, the results of his research found that there was a positive influence on the level of education and work motivation on employee performance and level of education on employee performance. M. Asbulah (2016), in his research entitled The Effect of Work Experience and Training on the Performance of TAMA JAGAKARSA University Lecturers, giving similarities and differences to this dissertation research, the equation lies in the educational background variables and the difference lies in the other variables and indicators build these variables.

**Relationship between Training on Performance of Madrasah Supervisors in Makassar City**

Good performance will not arise just like that, one way to achieve good performance is by following education and training. According to Sjafri, quoted by Supiatni (2011), the need for education and training (DIKLAT) is another factor that influences performance. According to Jehanzeb and Bashir (2013), education and training programs have benefits for supervisors. These benefits include career competition, supervisor satisfaction, and supervisory performance.

According to Saksono (2007: 115) the ability and ability of employees or workers who are brought from birth will develop perfectly when equipped with knowledge through learning and training. Employees who are not talented can develop if they get the same opportunity to take part in an education and training program organized by an organization or company. One of the important tasks of an employment manager is to implement a training program in accordance with the education or ability of employees or workers.

Training programs should be carefully planned and in accordance with the needs of the organization at present and in the future. Education supervisors who get a good training program will improve their ability to complete work. Research conducted by Moses (2011) suggests that the relationship between education and training with supervisor performance has a very
high relationship. The type of training, training materials and training implementation time will improve the performance of supervisors if given well. Training and Education is a means of obtaining knowledge and skills that affect the performance of supervisors. Labbase (2010) found that education and training has a significant influence on career development. Ardana, et al. (2012: 93) states that one of the objectives of human resource development is a career, through the development of skills, skills and work performance of employees to be better, so that the opportunities for employees to improve their careers are even greater.

The link between education and training on performance in Islamic management is explained in the Qur'an surah Ar Ra'd verse 1, meaning: For humans there are angels who always follow him in turn, in front and behind him, they guard him by the command of Allah. Verily Allah does not change the state of a people so that they change the conditions that are in themselves. and if God wants evil against a people, then no one can reject it; and there is no protector for them except Him. Broadly speaking, from the verses of Al-Qur'an above, shows that how important knowledge and skills must be possessed by a person, because God will not change the situation of a people as long as they themselves change the conditions that exist in themselves. The importance of education and training as described above is not only beneficial for the supervisors concerned but also the benefits for

the ministry of religion, especially the city of Makassar. Because with the increasing ability or skills of supervisors, the performance of supervisors also increases.

Conclusion
1. The teaching experience is not significant to the performance of supervisors but the teaching experience still has a relationship to the performance of supervisors even with weak interpretations. This fact is caused because the supervisor in carrying out his supervisory duties does not understand that the teaching experience for a supervisor is something very valuable. Teaching is not just a technology and art, but it is also a skill. Teaching as a skill is the actualization of theoretical science into the interaction of the teaching and learning process. Teaching skills are of many kinds, and it needs to be owned and mastered in order to carry out the interaction of the teaching and learning process effectively and efficiently. Theoretical mastery will be better if it is equipped with teaching experience.

2. Educational background provides a positive and significant relationship to the performance of supervisors with sufficient correlation interpretation, this fact shows that a supervisor understands the importance of an educational qualification that will support his performance. With a view that educational background is a level or special education level that must be taken as the requirement to obtain an expertise
or ability to occupy the position of supervisor.
3. Education and Training provides a positive but insignificant relationship to the performance of supervisors with sufficient correlation interpretation, this fact is due to the fact that an supervisor understands that education and training are activities that prioritize knowledge, skills and an attitude of a supervisor to carry out their duties in order to achieve effective and efficient goals.

References


