


Madrasah head academic supervision in improving teacher performance at madrasah Tsanawiyah Negeri 1 Tangerang city

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Article Info	ABSTRACT
Keywords: Academic Supervision, Madrasah Head, Teacher Performance	This research aims to (1) understand and analyze the academic supervision of Madrasah principals in improving teacher performance at MTsN1 Tangerang City, (2) to determine the obstacles faced in implementing academic supervision of Madrasah principals to improve teacher performance at Madrasah Tsanawiyah Negeri 1 Tangerang City. The research method used was descriptive method with a qualitative approach. The data collection method is through observation, interviews and documentation. The data analysis technique includes four components, namely, data collection, data reduction, data presentation and drawing conclusions. The research results show that the academic supervision of madrasah principals in improving teacher performance at Madrasah Tsanawiyah Negeri 1 Tangerang City includes the development of syllabi, annual programs, semester programs, lesson plans and KKM which are adapted to student characteristics and relevant educational theories. The supervision model used is a clinical supervision model and artistic supervision with a directive, non-directive and collaborative approach, then the techniques used by the madrasa head are per class, scheduled and programmed techniques, as well as individual conversation techniques, group discussions and madrasa meetings. The obstacles faced in implementing academic supervision of madrasah principals at Madrasah Tsanawiyah Negeri 1 Tangerang City include time, facilities, personnel funds, as well as obstacles in the practice of implementing supervision.
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INTRODUCTION

Education is an important thing in life because education can make the nation's children intelligent and shape their character. This is in accordance with the functions and goals of National Education as stated in Law no. 20 of 2003 concerning the National Education System, namely that national education functions to develop abilities and shape character and civilization in order to educate the nation's life, aiming to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, competent, creative, independent and become democratic and responsible citizens in all fields.

Education aims to enhance the quality of human life. The level of educational success can be seen from the extent to which national education goals have been achieved well. This is in line with Republic of Indonesia Law Number 20 of 2003 concerning the National Education System which states that:

"Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, as well as skills needed by themselves, society, nation and state."

The success of education is largely determined by the competency of the madrasah head in managing the resources available in the madrasah, that the presence of the madrasah head influences the progress of the madrasah, because it is the key to the success of a madrasah (Kiptiyah, 2023). The head of the madrasah is one element of education that plays an important role in improving the quality of education. In simple words, a school principal can be explained as "a teacher who has a special role to lead a school where the teaching and learning process takes place, namely the place where teachers teach and students learn."

In general, the role and duties of a madrasah head cover five competencies as stated in the Minister of National Education Regulation Number 13 of 2007 concerning Standards for Madrasah Heads. These competencies involve aspects of personality, management, entrepreneurship, supervision, and social interactions. All these competencies must be possessed by the head of the madrasah so that he can develop madrasah educational institutions to be more effective and efficient.

The teacher's role in the implementation and success of education is very strategic. Teachers are professional staff who are tasked with planning and implementing the teaching and learning process, evaluating learning outcomes, providing guidance and training, conducting research, and providing community service. Dwikoranto (2018) explains that teachers are responsible for educating students, and are responsible for all attitudes, behaviour and in order to develop students to become people who are moral, capable, responsive, and useful for the homeland and nation.

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, formal education, basic education and secondary education. Increasing teacher performance will have an impact on increasing teacher activities, including how a teacher plans and carries out learning activities, and assesses or evaluates students' learning outcomes (Zulfakar, Lian & Fitria, 2020).

In order to increase the professionalism of teachers, the role of supervisors is very important. Academic supervision is essentially concerned with the supervisor's task of guiding teachers to improve the quality of their learning so that ultimately they can improve student learning achievement. In general, teachers still feel that the job of supervisors is to assess teacher performance, especially from an administrative perspective. Instead of providing assistance to strengthen teachers' capacity in carrying out their professional

duties. As a result of this perception, teachers feel stiff in interacting with supervisors, afraid of their superiors, do not dare to take the initiative, wait for instructions, and other bureaucratic attitudes as a result of the behaviour of madrasah supervisors and madrasah supervisors. Meanwhile, teachers who have more mastery of learning models and strategies prefer not to ask any questions or comments, because they are worried that the madrasa supervisor will feel offended, it is better to be ready to accept orders (Sagala, 2010).

The role of the supervisor is to provide guidance, direction, and demands for the teacher's teaching and learning process for improvement. This improvement step is aimed at making the teaching and learning process as well as the roles and duties of teachers more professional and as idealized as the profession. The manifestation of increasing teachers' professional abilities is an effort to help teachers who are not yet mature to become mature, those who are not yet able to manage to become able to manage, those who do not yet meet the qualifications to become qualified, those who have not yet been accredited to become accredited.

As mentioned in article 39 paragraph 2 of Law Number 20 of 2003, educators are professional staff whose job is to plan and implement learning. Carry out guidance and training, as well as carry out research and community service, especially for educators and universities (Herabuddin, 2013).

Supervision activities place primary attention on assistance that can improve teacher professional abilities. This professional ability is reflected in the teacher's ability to provide learning assistance to his students, so that there is a change in academic behaviour in his students. Supervision is also carried out by supervisors in a constructive and creative manner by encouraging teacher initiative to actively participate in creating a conducive atmosphere that can generate an atmosphere of creativity in students' learning. A supervisor in carrying out professional duties carried out by the head of a madrasah, or madrasah supervisor will be of higher quality if it is based on the principles of the supervision model.

In this regard, the position of madrasah supervisor (supervisor) becomes urgent by carrying out its functions, duties and responsibilities and is expected to be able to provide assistance and breakthrough solutions to education problems in general, and teachers in particular so that they can improve their performance and learning processes. The Ministry of National Education defines supervision as coaching given to all madrasa staff so that they can improve their ability to develop good teaching and learning situations (Asf & Mustofa, 2013).

It is realized that when teachers are committed to developing their competencies so that they can become truly professional teachers so that they are able to carry out their professional duties properly and correctly and are immediately free from problems. This is where collaboration between madrasah supervisors and teachers is very necessary to jointly look for breakthrough solutions so that gradually the problems faced will be solved.

It is important for the head of the madrasa to carry out supervision activities because this is one of the management functions or processes that must be implemented in real

terms in the madrasa. Which serves as an effort to improve and improve teacher performance. Maximum results in a madrasah are determined by the quality of academic supervision and the high dedication of the teachers at the madrasah. And one of the efforts to improve the academic quality and service spirit of teachers in a madrasah is through supervision activities carried out continuously by the madrasah head. The reality in the field in general is that the supervision function has not been carried out professionally in accordance with the nature of supervision itself.

Based on issues regarding the implementation of academic supervision of madrasah heads in improving teacher performance and the results obtained through preliminary studies on educational supervision in madrasahs in the city of Tangerang to find the background for this research, the researcher chose Madrasah Tsanawiyah Negeri 1 Tangerang City as the research object, The two institutions were chosen as research locations based on several things, namely: (1) the institution is an institution that has good achievements and teachers who excel as targets for guidance and assessment of the implementation of educational supervision, (2) supervision or supervision of the madrasah principal at Madrasah Tsanawiyah Negeri 1 Tangerang city is running as it should, but the performance of the teachers at the madrasah is not optimal.

Madrasah Tsanawiyah Negeri 1 Tangerang is one of the religion-based state Madrasahs in the city of Tangerang. Madrasah Tsanawiyah Negeri 1 Tangerang City has developed and implemented the ISO (International Organization for Standardization) quality management system with the aim of providing customer satisfaction to fulfill customer needs and expectations in accordance with customer requirements. To meet the satisfaction of students, parents and the community. Madrasah Tsanawiyah Negeri 1 Kota Tangerang is also committed to developing human resources within the organization so that they are skilled, professional and competent in order to realize the provision of high quality, international standard senior secondary education with Islamic characteristics to the service users of Madrasah Tsanawiyah Negeri 1 Tangerang City. In carrying out his duties as supervisor, the head of Madrasah Tsanawiyah Negeri 1 carries out supervision, namely through formal supervision and informal supervision. Formal supervision is carried out on a scheduled basis, that is, at least once a semester, while informal supervision is carried out at any time and is not scheduled.

The success of the Madrasah above in achieving graduation for its students in taking the national exams and madrasah exams as well as academic and non-academic achievements cannot be separated from the implementation of academic supervision of the madrasah head in improving teacher performance. Therefore, the researcher considers it necessary to examine how the academic supervision of the madrasah head improves Teacher performance at Madrasah Tsanawiyah Negeri 1 in Tangerang city.

METHODS

This type of research is descriptive qualitative research, qualitative research is research that intends to understand phenomena about what is experienced by research subjects, for example behaviour, perceptions, motivations, actions and so on, holistically and by means

of descriptions in the form of words and language , in a special natural context and using various natural methods (Moleong, 2014). This research uses a comparative descriptive method with a qualitative approach, namely describing and analysing the implementation of academic supervision by the head of the madrasah to improve teacher performance at the Madrasah Tsanawiyah Negeri 1 Tangerang city. The data sources in this study were obtained from primary data and secondary data. Primary data collection is data that is directly collected by researchers (or their officers) from the first source. Then secondary data is a data source that does not directly provide data to data collectors, for example through other people or through documents (Sumadi Suryabrata, 2006). According to the data required in this research, in collecting data the researcher used several procedures including observation, interviews and Documentation Study. Meanwhile, the technique of analysing data is the process of systematically searching and compiling data obtained from interviews, field notes and documentation, by organizing data into categories, describing it into units, synthesizing it, arranging it into patterns, choosing which ones to use. what is important and what will be learned, and make conclusions so that they are easily understood by yourself and others (Sugiyono, 2010).

RESULTS AND DISCUSSION

The scope of madrasa head academic supervision in improving teacher performance includes planning, implementation, evaluation and follow-up. This scope is realized through the medium-term work program of Madrasah Tsanawiyah Negeri 1 Tangerang City for 2023/2024–2025/2027 owned by the madrasah which includes; developing curriculum and learning, improving the quality of madrasah administration and management, improving organization and institutions, collaborating with MKKS, improving educational support facilities, improving the quality of human resources, increasing financing and financing of madrasahs, improving the quality and achievement of students, improving and developing skills, cultural habituation akhlakul kharimah, community participation, improving the environment and good madrasah culture.

1. Madrasah Principal Academic Supervision Strategy and Program in Improving Teacher Performance

In carrying out his duties as a madrasah head, he needs good strategies and programs and correctly choosing each step taken, there are many things to consider that need to be done appropriately and correctly in order to encourage creativity and improve the performance of educators in learning.

The steps and strategies to improve teacher performance are through Curriculum Development and packaged in the form of main and supporting programs. The long-term program plans for Madrasah Tsanawiyah Negeri 1 Tangerang City are:

a. Main Programs include:

- 1) Mastery and consolidation of Basic Knowledge of Science and Technology (IPTEK) and Islamic religious education as well as mastery of English and Arabic
- 2) Superior class management program by adding 2 hours of lessons after the teaching and learning activities are completed

- 3) Yellow book study program and memorization of the Al-Quran for superior programs
 - 4) Majlis ta'lim reading yellow book program (morning and evening)
- b. Supporting Activity Programs include:
- 1) Get used to polite activities in speaking and being polite in behavior.
 - 2) Increasing the professionalism of educators and education personnel through professional education and training
 - 3) Mentoring in English and Arabic conversation activities
 - 4) Study guidance and further study orientation to SMA/MAN
 - 5) Students memorize the letters in the Al-Qur'an juz 30 for three years.
 - 6) Madrasah residents get used to reading through reading culture programs.
 - 7) Madrasah involve educators and education staff in training/workshop activities organized by the Ministry of Religion or other agencies.
 - 8) Activate madrasa MGMP activities for each subject.
 - 9) Madrasah include students in competitions in the academic field (OSN, O2SN, Axiom, KSM, Science and Mathematics Olympiad, literacy competitions, essay writing competitions, etc.).
 - 10) Madrasah involve students in competitions in non-academic fields (competitions in sports, arts, scouting, Paskibra, PMR, Qiroatul Qur'an).
 - 11) Madrasah create and implement a reading culture program at least once a week.

This is also supported by the results of the interview, the head of the madrasah stated that there were several strategic steps taken to improve the performance of educators, namely

a. Creating a conducive situation and conditions in the madrasah environment

We always strive to create a conducive atmosphere in the madrasa environment so that effective learning can take place. This is a big hope for madrasah heads and all educators. When an interview was conducted, the head of the madrasah said that the main step that must be taken to improve the performance of educators is to create a conducive atmosphere in the madrasah environment. Things to do include establishing and maintaining relationships with all educators. The following is an illustration of when the madrasa head carries out class visits and monitors the madrasa environment.





As is the case with the following interview with the head of the madrasah
"Concerning the procedures for supervising teachers. I prioritize manners the most. This is important so that all elements are willing to accept me and a conducive atmosphere is created. For example, before conducting direct observations in class when supervision is being carried out, I say to the students, "I'm sorry children, I have permission to join in studying here," etc. Then we assess the process with the teacher, both the teacher's strengths and weaknesses, so we learn from each other."

b. Building good collaborative relationships

The next step taken to improve the performance of educators is to build a harmonious cooperative relationship between leaders and subordinates, in this case, namely between the head of the madrasah and the educators. The way to do this is to respect differences, to cultivate (get used to) an attitude of mutual respect. This is supported by the statement made by the head of the madrasah when he was about to carry out pre-supervision in the classroom. The head of the madrasah always gives a letter of assignment long before supervision is carried out. Then the madrasah head also discussed with the teacher.

"The teacher's response to the supervision I carry out depends on how the madrasah principal does it. For me, a polite way of communicating is the key to good supervision so that the teacher always responds well."

c. Developing professionalism through effective actions.

The next thing the head of the madrasah does is carry out his function as a supervisor and motivator for educators in carrying out their duties. There are several indicators shown by teachers so that teachers are called professionals, such as the following table. Developing professionalism through effective actions, namely:

- 1) The teacher carries out a specific, complete, self-evaluation and is supported by examples of his own experience
- 2) The teacher has a learning journal, input notes from colleagues or the results of the learning process assessment as evidence that describes his performance
- 3) Teachers utilize evidence of their performance to develop planning and implementation of further learning in the Continuous Professional Development (PKB) program

- 4) Teachers can apply CPD experience in planning, implementing, assessing learning and follow-up
- 5) Teachers conduct research, develop innovative works, participate in scientific activities (for example, seminars, conferences, etc.) and are active in implementing CPD
- 6) Teachers can utilize ICT in communicating and implementing CPD

The academic supervision strategy carried out by the head of the Tangerang City MTsN 1 madrasah and the supervisory TEAM towards teachers is related to teacher performance in the form of supervision of the learning process, including planning, implementing learning and evaluating learning.

1) Academic supervision in planning lessons

Based on interviews conducted by researchers, the head of the madrasah at MTsN1 Tangerang City checked the completeness of learning tools such as the annual program syllabus for the semester program and the lesson plans made by the teacher periodically. The following are the results of an interview with the madrasah headmaster.

"Supervision is not just created without standard guidelines. We use instruments in carrying out supervision, starting from preparation to closing. The head does not have sole power in terms of supervision but prioritizes human relations. "Before carrying out supervision, I do Pre-Supervision first, such as checking administrative documents (RPP, MAPEL, and circulars) then making an appointment with the teacher when I want to supervise, after the schedule has been determined."

The scope of academic supervision in learning planning includes several competencies that teachers must have, namely the competency to master the characteristics of students, master learning theories and principles of educational learning, and curriculum development.

Competence in mastering the characteristics of students is an important competency for a teacher, because it can be a reference for further planning, learning planning should be based on the characteristics of students. Likewise, with the competency of mastering learning theory and educational learning principles, and curriculum development is the application of the first and second competencies, before teachers develop a curriculum, teachers must have the ability to master the characteristics of students and master learning theory and educational learning principles.

This is in accordance with Kalu's (2016) statement that understanding the characteristics of students is in the good and quite good categories, teachers need to understand students through the characteristics of students related to the intellectual, emotional, moral and background aspects of students. This aims to The interaction process between students and teachers occurs, so that learning objectives are achieved as expected. Nugraha, Sidik, & Ferisa (2017) stated the importance of a

teacher in understanding learning theories that are educational for children. In this regard, learning theory needs to be understood by an educator. One research study stated that in applying behaviouristic learning theory in the learning process, the focus is more on developing student behaviour in a better direction. Behaviouristic learning theory has had a major influence on the development of education and learning theory.

Curriculum development competency contains indicators that teachers can develop learning tools that are appropriate to the curriculum, pay attention to learning objectives and select appropriate materials. Based on the statement above, it can be concluded that the scope of academic supervision in learning planning consists of the syllabus, annual program, semester program, RPP (Learning Implementation Plan) and KKM (Minimum Completeness Criteria) which are adapted to the characteristics of students and relevant educational theories.

2) Academic supervision in carrying out learning

The madrasa head at Madrasah Tsanawiyah Negeri 1 Tangerang City supervises the implementation of the teaching and learning process carried out by the teachers. In carrying out academic supervision in the implementation of learning, the head of the madrasah reviews several competencies, including:

a) The teacher's ability to plan learning, this ability includes: creating a syllabus, creating a learning implementation plan, creating semester programs, creating annual programs. In this capacity, most teachers are in accordance with applicable provisions. This is reinforced by the results of the documentation that the researchers found, that the planning components in making the RPP must meet and comply with applicable requirements, which consist of several components, namely;

Firstly, the suitability of the subject identity in the RPP, which is marked by the existence of class educational units, semesters, skill programs/programs, subjects or subject themes/sub-themes and number of meetings.

Second, the formulation of indicators, which include conformity with basic competencies, suitability of the use of operational verbs with the competencies being measured, suitability of the formulation with the knowledge aspect, suitability of the formulation with the skills aspect.

Third, the formulation of learning objectives, there is conformity with the indicators, the formulation conforms to the Audience, Behavior, Condition and Degree aspects.

Fourth, selection of teaching materials, suitability to learning objectives, suitability to student characteristics, consistency of teaching material descriptions.

Fifth, the selection of learning resources and learning media, characterized by suitability to the learning objectives, suitability to the subject matter, suitability to the scientific approach, suitability to the characteristics of the students. Udin Saubas (2015) stated that the application of the scientific approach is intended to provide students with an understanding of recognizing and understanding various

materials using a scientific approach, that information can come from anywhere, at any time, not depending on unidirectional information from the teacher. Therefore, the learning conditions that are expected to be created are directed at encouraging students to find out from various sources through observation, and not just being told.

Sixth, learning methods, characterized by suitability to learning objectives, suitability to a scientific approach and suitability to the characteristics of students.

Seventh, learning scenario, the indicators contained in it are displaying preliminary, core and closing activities clearly, suitability of activities with a scientific approach (observing, asking, collecting information, associating information, communicating), suitability with learning methods, suitability of activities with systematics/coherence material and suitability of time allocation for preliminary activities, core activities and closing activities with the scope of the material.

Eighth, authentic assessment design. Alfian, Aminah, Sarwanto (2015) stated that authentic assessment is a process of collecting, reporting and using information about student learning outcomes by applying the principles of assessment, continuous implementation, authentic, accurate and consistent evidence as accountability. public. 9 The indicators contained therein are suitability of forms, techniques and instruments with indicators of competency achievement, suitability between forms, techniques and attitude assessment instruments, suitability between forms, techniques and knowledge assessment instruments, suitability between forms, techniques and skills assessment instruments.

b) The teacher's ability to carry out educational learning, indicators of achievement can be measured by the presence of facts.

First, the teacher carries out learning activities in accordance with the design that has been completely prepared and the implementation of these activities indicates that the teacher understands the objectives.

Second, teachers carry out learning activities that aim to help students' learning process, not to test, thereby making students feel pressured.

Third, teachers communicate new information according to the age and level of learning abilities of students. M. Nasor (2014) stated that communication techniques can create harmonious relationships between teachers and students. This will motivate students to be more enthusiastic in learning which in turn students can improve their achievements. This shows that there are good communication techniques between teachers and students, and also means that each teacher can carry out their duties, responsibilities and functions in accordance with applicable laws and regulations.

Fourth, teachers address mistakes made by students as a stage of the learning process, not just mistakes that must be corrected.

Fifth, teachers carry out learning activities according to the curriculum content and relate it to the context of daily life. This is in accordance with the

statement of Elvinawati (2012) who states that contextual learning or Contextual Teaching and Learning (CTL) is learning that links subject matter to real life contexts so that students are able to apply their knowledge in everyday life. other scientific disciplines and with the real world/everyday life of students as long as a contextual approach is applied accompanied by giving mind map assignments tends to increase.

Sixth, teachers carry out varied learning activities. In Wahyuni, Wendra, & Astika (2014) explained that teachers' performance in utilizing variations in interaction patterns is that teachers are not only fixated on one-way interaction patterns which are dominated by teachers and students as recipients, but teachers vary them with other interaction patterns, namely interaction patterns. two-way such as questions and answers between teachers and students or vice versa and multi-directional when discussion activities in groups take place.

Seventh, teachers manage the class effectively without dominating so that all the time students have can be used productively. Eighth, teachers are able to adapt learning activities designed to class conditions. Ninth, teachers provide opportunities for students to ask questions, practice and interact with other students. Tenth, the teacher organizes the implementation of learning activities systematically to help the students' learning process. Eleventh, teachers use teaching aids to motivate students to achieve learning goals.

c) The teacher's ability to assess and evaluate learning, achievement indicators can be measured by facts. First, the teacher develops an assessment tool that is in accordance with the learning objectives to achieve certain competencies as written in the RPP. Second, the teacher carries out assessments using various techniques and types of assessment, in addition to the formal assessments carried out by madrasas, and announces the results and implications to students, regarding the level of understanding of the learning material that has been and will be studied. Third, the teacher analyzes the assessment results to identify basic topics or competencies. Fourth, the teacher utilizes input from students and reflects on it to improve further learning, and can prove it through notes and journals. Fifth, the teacher uses the assessment results as material for preparing the learning plan that will be carried out next. The assessment and evaluation that has been carried out by the teacher is then followed up with the development of student potential as in the table below.

Nurma Izzati (2015) also explains that the teacher's job is as a facilitator so that when studying in class he is obliged to help and facilitate all students' needs, including achieving learning completeness and maximizing their students' personal potential, both groups of students who have achieved learning completeness and groups of students. who have not yet achieved complete learning. One program that can be created and provided to facilitate these two groups of students is to implement a remedial program for groups of students who have not yet achieved

learning completion and provide enrichment programs for groups of students who have achieved learning completion.

3) Academic supervision in evaluating learning

The Head of Madrasah through the Deputy Head of Madrasah for Curriculum provides planning for conducting learning evaluations which includes:

- a. Summative evaluation is carried out every 6 months, namely when semester exams are held.
- b. Formative evaluation is given to every teacher at Madrasah Tsanawiyah Negeri 1 Tangerang city after carrying out the teaching and learning process and is handed over entirely to the teacher.
- c. Evaluation results report, namely every time a summative or formative evaluation is carried out, the results are reported to the Madrasah Head through the Deputy Madrasah Head for Curriculum. This was stated by the Head of Tsanawiyah Negeri 1 Tangerang city.
- d. Implementation of improvement programs, where this activity is carried out if students have not reached the minimum competency criteria that must be obtained.

CONCLUSION

Academic supervision of madrasah principals in improving teacher performance at Madrasah Tsanawiyah Negeri 1 Tangerang City is formally carried out once or twice a year, but non-formal academic supervision is carried out every day, especially guidance or coaching for teachers, this supervision includes syllabus development, annual programs, semester programs, RPP and KKM which are adjusted to the characteristics of students and relevant educational theories. The supervision model used is a clinical supervision model and artistic supervision with a directive approach, a non-directive approach, and a collaborative approach which is adapted to the situation and conditions of the teacher being supervised. The techniques used by madrasah heads are classroom, scheduled and programmed techniques, as well as individual conversation techniques, group discussions and madrasah meetings. The obstacles faced in carrying out academic supervision of madrasah principals at Madrasah Tsanawiyah Negeri 1 Tangerang City include time, facilities, personnel funds, as well as obstacles in the practice of implementing supervision. In general, these constraints are also influenced by several factors both internal and external. Internal factors include intellectual ability and personality, teaching motivation, concern of the madrasa head, as well as discipline and presence of teachers. External factors include, the situation and conditions of the madrasah, the collaboration formed between teachers and infrastructure.

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