

Implementation of Madrasah Head Supervision in Increasing Teacher Work Productivity

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Abstract

This study aims to find out: Supervision of Madrasah Heads at MTs Baytul Mukarromah, Work Productivity of Teachers at MTs Baytul Mukarromah, Implementation of Supervision of Madrasah Heads in Increasing Teacher Work Productivity at MTs Baytul Mukarromah. To obtain data from these problems, the author uses qualitative field research methods with data collection techniques, namely observation, interviews and documentation. The results of the study show that the supervision of the head of the madrasah at MTs Baytul Mukarromah is good. This is in accordance with the analysis of interview data that the existence of supervision in madrassas is good and very meaningful because it has an important role so that the madrassas can be monotonous. And the productivity of the teacher's work, each teacher in the field of study understands exactly what we have to do, sometimes how to understand that I am not just walking in the place, which means that there must be improvements and improvements to achieve the so-called educational goals themselves. As well as the method used in supervising the teacher's work by making observations.

Keywords: Supervision, Teacher Work Productivity

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INTRODUCTION

Education is one of the conscious efforts made to improve human resources. Since being born into the world, almost every human being has been introduced to education even in a simple form by their parents and carried out education until the end of their lives. One of the educational facilities that aims to improve the quality of human resources is schools.

The success of education in schools is largely determined by the success of the principal in managing and empowering all school residents, including teachers and staff. Schools always want teachers to carry out their duties optimally and contribute all their abilities to the benefit of the school, as long as they work better than yesterday, and tomorrow is better than today. In this case, increasing teachers' work productivity can be done through the supervision of the principal. (Maryono, 2011)

Basically, supervision is an integral part of the entire educational administration process which is aimed primarily at developing the effectiveness of the performance of school personnel in relation to the main tasks of education. In other words, supervision is seen as a sub-system, supervision is inseparable from the administrative system which also involves non-teachers, including school principals, teachers and administrative officers. However, the emphasis of supervision is the improvement and development of teacher performance that takes place in handling students. Through improving and developing teacher performance, it is hoped that the teaching process can develop, ultimately having an impact on the effectiveness of the learning process. (Wahyudi, 2009)

Supervision can actually be carried out by a school principal who fights as a supervisor, but in the modern educational organization system a special supervisor is needed who is more independent, and can increase objectivity in coaching and carrying out his duties. If supervision is carried out by the principal, then he must be able to carry out various supervision and control is a control so that educational activities in schools are directed to the goals that have been set. (Mulyasa, 2015) This is the principal who has a high desire to carry out supervision in a better direction.

The desire of the principal to devote more time to the problem of teacher development to improve the quality of learning, is a real need, the awareness that at this time efforts to improve the quality must be a priority and a learning need because it faces the development of increasingly rapid progress. (Suhardan, 2010)

In addition, the implementation of fast-paced changes encourages teachers to constantly learn to adapt to the needs of science and technology as well as community mobility. (Piet A, 2010) This is what encourages the increase in teacher productivity in carrying out their duties.

Teacher work productivity can be interpreted as the ability of teachers to produce more work than the usual size that is common. This shows that a teacher is said to have high productivity if he is able to perform his main task better, more perfectly, more in accordance with the material and abilities of the students, so that the process carried out can lead to the achievement of educational goals. (Duski, 2013)

So it can be said that productive teachers are an important component in order to improve the quality of education provided, because teachers who do not have high productivity will not have the ability to carry out effective and efficient learning.

Technically, productivity is a comparison between the results achieved and the overall resources used. Labor productivity is a comparison between the results achieved with the labor market per unit of time and as a benchmark if the expansion and activity of the attitude of the resources used during productivity is by comparing the amount produced with each resource used. So, work productivity is a measure that shows the consideration between inputs and outputs or in other words measuring efficiency requires identification of performance outcomes. (Yusuf, 2015) This definition emphasizes the comparison between inputs and outputs that teachers do at work.

Based on initial observations at MTs Baytul Mukarromah, it can be seen that the implementation of supervision by the chairman of the foundation is quite good. It's just that teachers at MTs Baytul Mukarromah in this case the implementation of duties in education have different characteristics and behaviors, there are teachers who are not responsible with their duties and there are also teachers who are irresponsible such as always arriving late in the teaching and learning process, not complying with the rules and not complying with orders, then the teacher's work is low and there are also teachers who are not on time in carrying out their duties so that the results of their work are few. In this case, the author intends to know more about the implementation of the supervision of the chairman of the Foundation in increasing the work productivity of teachers.

METHOD

The method used in this study is qualitative field research using data analysis and using observation and interviews in the field, (Huberman, 1992) This research took place at MTs Baitul Mukarromah which is a first level secondary education institution located on Jl. Poros Wellalange, Bulu Tempe Village, West Tanete Riattang District, Bone Regency, South Sulawesi Province. The subject in this study is the head of MTs Baitul Mukarromah. The deadline is June 28, 2022. The types of data are Primary Data and Secondary Data. The instruments used by the researcher in collecting data were observation guidelines, interview guidelines, and documentation. (Lexi, 2004) The research procedure includes four stages, namely the planning stage, the data collection stage (observation, interview and documentation), the data analysis stage and the reporting stage. Meanwhile, data analysis uses four stages, namely data collection, data reduction, data presentation and drawing conclusions. (Scott, 2015) In this study, the researcher tries to understand how the implementation of supervision of madrasah heads in increasing teacher work productivity.

RESULTS AND DISCUSSION

Supervision and Productivity

Educational supervision is one of the important factors as an effort to improve the quality of education through activities carried out by education supervisors, in this case education supervisors in formal education units. Supervisors supervise and provide assistance to school principals, teachers and students in overcoming problems faced during the education process.

Supervision intends to develop a better learning and teaching situation. What is meant by a learning and teaching situation is a situation where there is a process of interaction between teachers and students in an effort to achieve the specified learning goals. (Wahyudi, 2009).

Supervision is the guidance given to all school staff so that they can improve their ability to develop a better teaching and learning situation. (Suryasubroto, 2010) Supervision is the assistance provided by the supervisor to teachers (subordinates) so that they experience maximum and integral growth both professionally and personally. Here, supervision is

expected to have a full development impact, both the personal development of teachers and their professional development.

The term "productivity" comes from the English word Productivity, which means the ability to produce something. While work means the activity of doing something that is done to achieve a livelihood. The same thing was stated by Hadari that productivity can be interpreted as a comparison between the results obtained (output) and the number of work resources used as inputs. (Duski, 2013)

In the Encyclopedia Britannic in 1982:27 it was stated that productivity in economics means the ratio of the results achieved to the sacrifices made to produce something. Meanwhile, the National Productivity Board (NPB) Singapore formulates productivity as an attitude of mind that has the spirit to make improvements.

In general, productivity means a comparison between the results achieved (output) and the total resources used (inputs), which is related to a productive mental attitude, including attitudes: spirit, motivating, disciplined, creative, innovative, dynamic, professional, and with a fighting spirit. The level of productivity achieved is an indicator of efficiency and economic progress for the size of a nation, industry and educational program. (Mulyasa, 2009)

Work productivity is the ability to produce more work than the usual size that has become common. According to the National Productivity Council in 1983, it reveals that: Productivity contains a mental attitude that always has a view: the quality of life today must be better than yesterday and tomorrow better than today.

In general, productivity contains a comparison between the yield and the overall resources used. The comparison changes from time to time because it is influenced by education level, work discipline, skills, work attitude, motivation, work environment and others.

Implementation of Madrasah Head Supervision

The success rate of supervision at MTs Baytul Mukarromah is indeed done twice a year, including the seventh and ninth months, the results are that we have been able to provide briefings and prepare early administration that will be carried out in the teaching and learning process has a good impact and is very meaningful in madrassas supervision has an

important role because if there is no supervision in MTs Baytul Mukarromah then the madrasahs can be monotonous.

In the supervision at MTs Baytul Mukarromah there are no clear problems, only positive values are visible and there are no problems, the teaching and learning process is still ongoing, we will continue to carry out supervision because this is indeed a routine and obligation of MTs Baytul Mukarromah wherever it is necessary to carry out supervision. Obstacles in supervision are almost non-existent, just a matter of time. When activities are intense, sometimes supervision is a little delayed. This means that supervision at MTs Baytul Mukarromah is required to carry out supervision twice a year.

Teacher productivity at MTs Baytul Mukarromah is good with the core goal of supervision to improve the quality of the teacher himself, to understand very well that I am a teacher then each teacher in the field of study understands exactly what to do, sometimes how to understand that I am not just walking in the place, which means that there must be improvement and there are improvements to achieve the so-called educational goals themselves.

Supervision in increasing the productivity of teachers' work at MTs Baytul Mukarromah requires meetings and even monthly meetings, evaluation of what we have done so far, especially at MTs Baytul Mukarromah because of the presence of a director to provide extraordinary inputs, especially the founder of the MTs Baytul Mukarromah foundation, the method used in supervising the work of teachers by making observations, where we hold a meeting of teachers to see that then there is a method of face-to-face lectures. If we are in the room we note the deficiencies that need to be corrected, and if there are deficiencies, they will be followed up. (Jamaluddin, 2022)

CONCLUSION

From the results and discussion above, the author can conclude that the supervision of the head of the Baytul Mukarromah madrasah is good and very meaningful because it has an important role so that the madrasah can be monotonous. And the productivity of the teacher's work, each teacher in the field of study understands exactly what we have to do, sometimes how to understand that I am not just walking in the place, which means that there must be improvements and improvements to achieve the so-called educational goals

themselves. As well as the method used in supervising the teacher's work by making observations.

Based on the results of the research obtained, behavior has a good implementation on teacher work productivity. So in the future, it is hoped that all parties related to MTs Baytul Mukarromah should always maintain an increase in their work productivity so that all activities carried out can be carried out properly because it is known that in an education an increase in work productivity is needed. The author realizes that there are still many shortcomings in the writing of this journal, so the author asks for criticism and suggestions from readers. And it is hoped that it can be useful, especially for the writer and generally for readers so that it can be used as it should.

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