



International Conference on Islam, Law, and Society (INCOILS)  
Conference Proceedings 2023

**Madrasah Head as Supervisor in Improving the Quality of Learning in  
Min 9 Blitar**

**Nur Kholifah Akrom<sup>1</sup>, Sulistyorini<sup>2</sup>**

<sup>1</sup>UIN Sayyid Ali Rahmatullah, <sup>2</sup>UIN Sayyid Ali Rahmatullah

<sup>1</sup>nurkholifahak.11@gmail.com, <sup>2</sup>sulistyorini21@yahoo.com

**ABSTRACT:**

This study describes the head of the madrasah in his role as a supervisor to improve the quality of learning at MIN 9 Blitar. Supervisors act as coordinators, consultants, group leaders, and evaluators. The quality of learning is in accordance with the standards of the educational process including planning, implementing, evaluating learning. Therefore, the objectives of this study include: (1) the madrasah head as a supervisor in planning learning at MIN 9 Blitar, (2) the madrasah head as a supervisor in implementing learning at MIN 9 Blitar, (3) the madrasah head as a supervisor in learning assessment at MIN 9 Blitar. The research method uses qualitative research with a descriptive approach. Data collection techniques are carried out by observation, interviews, and documentation. Data analysis techniques use the Spradley model with the stages of domain analysis, taxonomy, componential, and analysis of cultural themes. The results and discussion of the research show that: supervisors by the head of the madrasah are carried out by, (1) coordinating the formulation of the syllabus, lesson plans, RTL and parents of students; (2) supervising administration, learning, clinical, and coordinating with agencies outside the madrasah; (3) coordinating and monitoring the Semester End Assessment, Year End Assessment, and coordinating with teachers. Thus, the conclusion given is that the head of the madrasa at MIN 9 Blitar is proven to have played an active role in improving the quality of learning with suggestions for conducting observational supervision of the entire class so that they know the development of the overall learning process of students.

**Keywords:** *madrasah head, supervisor, learning quality*

## INTRODUCTION

Along with the development of the times which require people to participate and be involved in it, various institutional units have to adapt to this, as well as Islamic educational institutions. In practice, an Islamic educational institution must be able to answer the challenges of today's developments. This is because education is a form of effort to improve a country's human resources.<sup>1</sup> In this effort, continuous improvement must of course be carried out in order to increase the quality of learning whose final output is to improve the quality of education in Indonesia.

This continuous improvement is carried out by members of Islamic Education institutions in madrasahs, including madrasa heads, educators, education staff and students. In their respective roles, a madrasah head should be able to bring changes to his madrasah according to the times. This is because a madrasa head has the main role as the brain or mastermind of the wayang he

---

<sup>1</sup>Prim Masrokan Mutohar and H. Masduki, *Visionary Leadership Strategi Membangun Brand Image Dan Daya Saing Perguruan Tinggi*, ed. Hikmah Eva Trisnantari, 1st ed. (Malang: Deazha Prima Nusantara, 2023).

runs. Thus, it is consistent that good, strong and transformative leadership will encourage the entire organization (madrasah) to carry out the entire process in a quality manner within the institution.<sup>2</sup>

A madrasah head, in his role of providing guidance to teachers (supervision) and managerial skills, in fact has a lot of influence on the quality of the madrasa, especially on student learning outcomes.<sup>3</sup> Supervision itself becomes an important thing in improving the quality of learning in madrasahs. As a learning leader, the madrasa head should set high benchmarks or expectations for the quality of teacher and student performance, understand the teaching program well, often appear to observe teachers teaching in class and provide feedback in the form of improving learning problems for teachers in class.<sup>4</sup> Therefore, the head of the madrasah is the first person responsible for the learning process at the madrasah.

Supervision, which comes from the word supervision itself, has the meaning of supervision.<sup>5</sup> The person who carries out supervision is called a supervisor or overseer. The head of the madrasah as a supervisor means that the head of the madrasah has the function of supervisor, controller, coach, director and role model for educators and education staff.<sup>6</sup> According to Ben Harris in his book *Personnel Administration in Education*, the role of the madrasa head as supervisor is: (1) director of teaching, starting from curriculum development, providing materials to software development; (2) program coordinator includes organizing teaching; (3) technical consultant in the form of providing assistance with a problem; (4) trainers, including providing in-service training; (5) program designer, and; (6) evaluator of programs.<sup>7</sup> Thus, the role of the madrasa head as a supervisor can be a benchmark in improving the quality of learning in madrasahs.

The role of the madrasa head above is essentially none other than to improve the quality of education which will include the quality of learning in the madrasa. This is in accordance with Government Regulation Number 4 of 2022 concerning National Education Standards, and one of the standards that must be developed is process standards. Process standards are national education standards relating to the implementation of learning in educational units to achieve

---

<sup>2</sup>Agus Zaenul Fitri, *Sistem Penjaminan Mutu Pendidikan*, 1st ed. (Malang: Madani, 2022).

<sup>3</sup>Diyan Nur Rakhmah et al., *Model Penguatan Kepala Sekolah Dan Pengawas Sekolah Dalam Meningkatkan Mutu Sekolah*, 1st ed. (Jakarta: Pusat Penelitian Kebijakan Pendidikan dan Kebudayaan, Badan Penelitian dan Pengembangan, Kementerian Pendidikan dan Kebudayaan, 2019).

<sup>4</sup>Sulistiyorini, "Urgensi Kepala Sekolah Sebagai Pemimpin Pembelajaran Dalam Mencapai Sekolah Berprestasi Pada Era Digital," *Jurnal Dinamika Penelitian Media Komunikasi Sosial Keagamaan* 22, no. 2 (2022), <https://ejournal.uinsatu.ac.id/index.php/dinamika/article/view/7252/2198>.

<sup>5</sup>N.A. Ametembun, *Supervisi Pendidikan* (Bandung: Suri Bandung, 1981).

<sup>6</sup>Ishak Talibo and Abdul Kadir Husain, "Peran Kepala Madrasah Sebagai Supervisor Akademik" 1, no. 2 (2021): 80–94, <https://ejournal.iain-manado.ac.id/index.php/jmpi/index>.

<sup>7</sup>Ben M. Harris et al., *Personnel Administration in Education* (USA: Allyn and Bacon, INC, 1979).

graduate competency. Process standards include planning the learning process, implementing the learning process, assessing learning outcomes for the implementation of an effective and efficient learning process. This research is at MIN 9 Blitar because it has A (Excellent) accreditation. Furthermore, the achievements made by the head of MIN 9 Blitar successively from 2019 to 2022 as the head of an outstanding madrasa were the main reason for researchers to use it as the location for this research.

The previous research that examined madrasa heads in improving the quality of learning, namely research by Azizah and Apdilla in 2021 which discussed the role of madrasa heads as supervisors in improving teacher performance at MA Roudlotul Ulum Mojoduwur Jombang, namely as leaders, consultants and motivators. The results of the research show that the daily performance of teachers starting from the activity aspect in carrying out their duties and the quality in carrying out their duties at MA Roudlotul Ulum Mojoduwur Jombang is good and in accordance with procedures.<sup>8</sup> Furthermore, Talibo and Husain's research discusses the role of the madrasah head as an academic supervisor at MTs Nurut Taqwa Manado with the aim of finding out the implementation of supervision by the madrasah head on teacher performance along with the obstacles in terms of planning, implementation, results and feedback, as well as follow-up to academic supervision. The results of the research show that these four stages were proven to be implemented by the head of the madrasah, but the implementation was still maximized in fulfilling the learning tools and minimal in the observation stage of the learning process itself.<sup>9</sup> Therefore, this research will interpret the madrasa head as a supervisor in improving the quality of learning starting from the planning, implementation and assessment of the learning process at MIN 9 Blitar.

## Methods

This research uses a type of qualitative research where humans become a research tool. That humans (researchers) with the help of other people are the main data collection tool. According to Moleong, qualitative research is research aimed at understanding the phenomena experienced by research subjects, for example behavior, perceptions, motivations, actions, etc., holistically and by means of descriptions in the form of words and language, in a special, natural context. and by utilizing natural methods.<sup>10</sup> This research uses a descriptive approach. This research was conducted at Madrasah Ibtidaiyah Negeri (MIN) 9 Blitar, East Java Province. This location was chosen because MIN 9 Blitar is an A-accredited superior madrasah with a number of students reaching thousands and often winning academic and non-academic competitions. This of

---

<sup>8</sup>Mar Azizah and Miranda Nur Apdila, "Peran Kepala Madrasah Sebagai Supervisor Dalam Peningkatan Kinerja Guru" 1 (2021): 73–84, <https://ca.jurnalikhac.ac.id/index.php/cjotl/article/download/90/60>.

<sup>9</sup>Talibo and Husain, "Peran Kepala Madrasah Sebagai Supervisor Akademik."

<sup>10</sup>Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2018).

course cannot be separated from the role of a madrasa head in managing the madrasa, especially in improving the quality of learning in it.

Data collection techniques in this research used observation, interview and documentation techniques. The data was obtained by conducting observations at MIN 9 Blitar, then interviewing the madrasa head as key informant and educators as informants, as well as documentation in the form of madrasa documents and archives. Meanwhile, the data analysis technique uses the Spradley model or ethnographic data analysis technique by determining a key informant who is an authoritative informant who is trusted to be able to open the door for the researcher to enter the research object. Next, the researcher conducted interviews with the informants and then recorded the results of the interviews. This research process starts from the broad, then focuses, and expands again. The stages of data analysis are domain analysis, taxonomy, component analysis and cultural theme analysis.<sup>11</sup>

## Result

The results and discussion in this research are based on observations, interviews and documentation which then obtained data regarding the madrasa head as a supervisor in improving the quality of learning at MIN 9 Blitar. The quality of learning is divided into three stages, starting from planning, implementation, to assessing the learning process by the head of MIN 9 Blitar. The results of this research are as follows.

Madrasah Ibtidaiyah Negeri (MIN) 9 Blitar is a madrasa with A accreditation and was founded in 1970. MIN 9 Blitar is an institution that can be studied and researched to determine the role of the madrasa head as a supervisor in improving the quality of learning. MIN 9 Blitar is known as a superior and favorite primary level madrasa in the city and district of Blitar. This is in accordance with its achievements in attracting the public and in the field of achievement. MIN 9 Blitar itself in 2022 has been recorded as the Grand Champion of Healthy Madrasas in Blitar Regency. Therefore, the progress of a madrasa cannot be separated from the intervention of a madrasa head as a milestone. In the 2022/2023 academic year, MIN 9 Blitar was recorded as having a total of 944 students with each class level consisting of five groups (A-E). There are 40 teaching staff and 8 educational staff with the following qualifications.

**Table 1.** Qualifications of Educators and Education Personnel MIN 9 Blitar

	Education	Status	
--	-----------	--------	--

<sup>11</sup>Sugiyono, *Metode Penelitian Kualitatif* (Bandung: Alfabeta, 2008).

Position	SMTA	Diploma	Bachelor	Postgraduate	PNS	Honorary	Total
<b>Teacher</b>	-	-	<b>30</b>	<b>10</b>	<b>35</b>	<b>5</b>	<b>40</b>
<b>Administrative Employee</b>	<b>2</b>	-	<b>1</b>	-	-	<b>3</b>	<b>3</b>
<b>Security/Cleaning</b>	<b>2</b>	-	-	-	-	<b>3</b>	<b>3</b>

The head of MIN 9 Blitar in his efforts to improve the quality of madrasah learning can be seen from the superior program initiated by the madrasah, namely "Healthy, Religious and Literacy Madrasahs". The Head of Min 9 Blitar as supervisor in realizing the superior madrasah program tries to create a good work culture and environment. The work culture includes:

1. Understanding the meaning of work
2. Attitude towards work or what is done
3. Attitude towards the work environment
4. Attitude towards time
5. Attitude towards the tools used for work
6. Work ethic
7. Behavior when working or making decisions.

The environmental culture of this madrasa includes the adiwiyata or environmental education program which emphasizes the following habits:

1. Clean and healthy behavior in dressing.
2. Clean behavior in each class environment.
3. The habit of picking up rubbish in the Madrasah environment and putting it in the rubbish bin according to its type.
4. Care about energy use
5. Care about biodiversity
6. Habit of using water according to needs and
7. Implement the term "SIKESI" (flush, urinate, flush) in the bathroom.
8. The habit of washing your hands before and after eating.
9. The habit of choosing healthy food in daily life or around where he is/plays.

The successive achievements of the head of MIN 9 Blitar were second place in the competition for outstanding madrasa heads at the Ministry of Religion District level. Blitar in 2019, First Place in the competition for outstanding madrasa heads at the Ministry of Religion

level for Blitar Regency in 2022 and Favorite Champion for outstanding madrasa heads at the National level in 2022.

## **Discussion**

### **1. Madrasah Head as Supervisor in Learning Planning**

Based on the results of observations, interviews and documentation in the field, the head of MIN 9 Blitar in learning planning held a meeting at the beginning of the school year to discuss learning planning, namely the formulation of the syllabus and lesson plans, as well as evaluations from the previous school year, meaning that in this meeting discussed teachers' problems in teaching and successful achievements. Next, the results of the meeting are poured into a follow-up plan and then teachers are divided into teacher working groups in each class according to their talents and abilities. The Head of MIN 9 Blitar in his role as supervisor serves as program coordinator where he distributes tasks to each teacher in accordance with specified guidelines. This is of course in line with the opinion that if the results of the teaching and learning process are not as desired, then the madrasa head needs to approach it wisely, starting with casual conversations to asking their opinion about the learning process and learning outcomes of students and efforts to improve them.<sup>12</sup>

Apart from that, the learning planning process at MIN 9 Blitar also involves parents of students in their efforts to improve the quality of learning for children or students. In this case, a WhatsApp group was formed for the student guardians' association in each class with the aim of conveying complaints and wishes and hopes from parents for their children's future learning process. The role of the head of MIN 9 Blitar himself is as coordinator through the role of teacher or homeroom teacher with the students' parents.

This statement is in line with Shulhan in his book, which states that the role of the madrasa head must also be to collaborate with parents and community members, respond to the interests and needs of diverse communities, and mobilize community resources.<sup>13</sup> So that in its implementation it will result in good cooperation based on trust and strong support from both parties between madrasah institutions and stakeholders.

### **2. Madrasah Head as Supervisor in Implementing Learning**

Based on the results of observations, interviews and documentation in the field, the head of MIN 9 Blitar in the implementation of learning took part as a supervisor where in its

---

<sup>12</sup>Sulistiyorini, *Manajemen Kepemimpinan Kepala Sekolah Dalam Pengembangan Sekolah Dasar*, 1st ed. (Malang: Inara Publisher, 2021).

<sup>13</sup>Muwahid Shulhan, *Supervisi Pendidikan (Teori Dan Terapan Dalam Mengembangkan Sumber Daya Guru)* (Surabaya: Acima Publishing, 2012).

implementation the head of MIN 9 Blitar carried out two types of supervision, namely administrative supervision and learning supervision. Administrative supervision includes the provision of specified instruments and their completeness. This supervision is carried out twice during one semester, at the beginning and at the end. As for learning supervision, it is carried out by the head of MIN 9 Blitar carrying out monitoring and observations in several classes that are appropriate for supervision or improvement. This is because the large number of groups at each class level means that learning supervision is not running optimally. The statement above contradicts what Prasojo and Sudiyono said in that a good learning process is carried out by starting to check the completeness of the learning equipment, then observing the learning process, to carrying out learning assessments using observation instruments.<sup>14</sup>

The school principal must also be able to ensure that there is a conducive school environment because a conducive environment will enable the people in it to utilize and develop their potential as optimally as possible.<sup>15</sup> In this case, the principal of MIN 9 Blitar collaborated with the local health center to make posters regarding the dangers of smoking, proper hand washing and drug abuse. Collaboration was also carried out with the regional police to provide material for this ceremony regarding juvenile delinquency. It is clear that the head of MIN 9 Blitar, apart from being a supervisor, is able to create good cooperation and mutualism in an effort to improve the quality of his learning.

The Head of MIN 9 Blitar also played a role in motivating his students and providing inspiration through coaching during the Monday morning ceremony. In giving orders, giving instructions, encouraging work enthusiasm, enforcing discipline, the head of MIN 9 Blitar provides an example directly to madrasa members to implement the rules that apply both in terms of appearance, neatly dressed and also attendance. This has been proven so that madrasa residents automatically follow and implement the madrasa rules and regulations. If someone does not comply with the rules, the action of the head of MIN 9 Blitar is to remind them directly with one's eyes, but if they cannot, they will be brought to the madrasah forum during the monthly meeting. The action of the head of MIN 9 Blitar in giving a direct warning confirms that the head of the madrasah in his role as supervisor also holds individual meetings with teachers regarding the problems they face as well as constructive clinical forms of reprimand.<sup>16</sup>

### **3. Madrasah Head as Supervisor in Learning Assessment**

---

<sup>14</sup>Talibo and Husain, "Peran Kepala Madrasah Sebagai Supervisor Akademik."

<sup>15</sup>Shulhan, *Supervisi Pendidikan (Teori Dan Terapan Dalam Mengembangkan Sumber Daya Guru)*.

<sup>16</sup>M. Ngalim Purwanto, *Administrasi Dan Supervisi Pendidikan*, ed. Tjun Surjaman, 17th ed. (Bandung: PT Remaja Rosdakarya, 2007).

Based on the results of observations, interviews and documentation in the field, the head of MIN 9 Blitar in learning assessment includes a follow-up process of administrative supervision and learning supervision carried out, namely the final output in the form of end-of-semester assessment and end-of-year assessment. The role of the head of MIN 9 Blitar in this assessment process is to organize, monitor, supervise and provide solutions to the evaluation that has been carried out. For example, in learning practice there are several fourth grade students who cannot read well. In this case, the head of MIN 9 Blitar adopted a policy to provide intensive training independently by teachers to students through the *calistung* extracurricular program (reading, writing, arithmetic) on Saturdays every 10.30 – 12.00 WIB.

This is in accordance with Purwanto's words, that according to his function as a supervisor, the head of the madrasah is working together with the teachers to develop, search for and use teaching methods that are more in line with the demands of the current curriculum.<sup>17</sup> MIN 9 Blitar itself for its curriculum. Some still use K13, namely for grades 2, 3, 5 and 6. Meanwhile for grades 1 and 4 they use the latest curriculum, namely the independent learning curriculum. Therefore, for the problem above, the solution is to hold a *calistung* program which is included in extracurricular activities in order to minimize negative perspectives towards students who receive the *calistung* program.

## **Conclusion**

From the results of research that has been conducted regarding madrasah heads as supervisors in improving the quality of learning at MIN 9 Blitar, a conclusion can be drawn that madrasah heads in their role as supervisors to improve the quality of learning include three stages, namely: (1) learning planning, namely as coordinator in the formulation of the syllabus and lesson plans, follow-up plans and collaboration with parents of students, (2) implementation of learning, namely that the head of MIN 9 Blitar plays a role in supervising administration and learning, collaborating with external agencies and clinical supervision. (3) learning assessment, namely the head of MIN 9 Blitar organizes and monitors and year end assessment processes and collaborates with teachers to create programs according to the applicable curriculum, namely using the *calistung* method.

The results of this research are recommended to madrasa heads to always maintain the activities that have been carried out to improve the progress of madrasas both in the quality of learning and the quality of other education. In implementing the learning process, it is recommended that the head of the madrasah participate by observing or direct observation in each

---

<sup>17</sup>Purwanto.



class so that students' development in the learning process, as well as the teacher's teaching methods, can be properly supervised whether they are in accordance with current guidelines and developments or not. This is because in the results of observations and interviews, the madrasa head only made observations in limited classes. Learning supervision can be carried out not only by the head of the madrasah but can also bring in Islamic education supervisors. Suggestions are also addressed to teachers to always participate actively in improving the learning process in madrasahs, both in planning, implementing and assessing learning by providing input to the head of the madrasah regarding his role and responsibilities in the learning process so that improving the quality of learning in madrasahs will be able to run effectively.

## **Bibliography**

- Ametembun, N.A. *Supervisi Pendidikan*. Bandung: Suri Bandung, 1981.
- Azizah, Mar, and Miranda Nur Apdila. "Peran Kepala Madrasah Sebagai Supervisor Dalam Peningkatan Kinerja Guru" 1 (2021): 73–84.  
<https://ca.jurnalikhac.ac.id/index.php/cjotl/article/download/90/60>.
- Fitri, Agus Zaenul. *Sistem Penjaminan Mutu Pendidikan*. 1st ed. Malang: Madani, 2022.
- Harris, Ben M., Kenneth E. McIntyre, Vance C. Littleton JR., and Daniel F. Long. *Personnel Administration in Education*. USA: Allyn and Bacon, INC, 1979.
- Lexy J. Moleong. *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya, 2018.
- Mutohar, Prim Masrokan, and H. Masduki. *Visionary Leadership Strategi Membangun Brand Image Dan Daya Saing Perguruan Tinggi*. Edited by Hikmah Eva Trisnantari. 1st ed. Malang: Deazha Prima Nusantara, 2023.
- Purwanto, M. Ngalm. *Administrasi Dan Supervisi Pendidikan*. Edited by Tjun Surjaman. 17th ed. Bandung: PT Remaja Rosdakarya, 2007.
- Rakhmah, Diyan Nur, H.M Idris Noor, Ida Kintamani Dewi Hermawan, and Irsyad Zamjani. *Model Penguatan Kepala Sekolah Dan Pengawas Sekolah Dalam Meningkatkan Mutu Sekolah*. 1st ed. Jakarta: Pusat Penelitian Kebijakan Pendidikan dan Kebudayaan, Badan Penelitian dan Pengembangan, Kementerian Pendidikan dan Kebudayaan, 2019.
- Shulhan, Muwahid. *Supervisi Pendidikan (Teori Dan Terapan Dalam Mengembangkan Sumber Daya Guru)*. Surabaya: Acima Publishing, 2012.
- Sugiyono. *Metode Penelitian Kualitatif*. Bandung: Alfabeta, 2008.
- Sulistiyorini. *Manajemen Kepemimpinan Kepala Sekolah Dalam Pengembangan Sekolah Dasar*. 1st ed. Malang: Inara Publisher, 2021.
- . "Urgensi Kepala Sekolah Sebagai Pemimpin Pembelajaran Dalam Mencapai Sekolah

Berprestasi Pada Era Digital.” *Jurnal Dinamika Penelitian Media Komunikasi Sosial Keagamaan* 22, no. 2 (2022). <https://ejournal.uinsatu.ac.id/index.php/dinamika/article/view/7252/2198>.

Talibo, Ishak, and Abdul Kadir Husain. “Peran Kepala Madrasah Sebagai Supervisor Akademik” 1, no. 2 (2021): 80–94. <https://ejournal.iain-manado.ac.id/index.php/jmpi/index>.