



## The Influence of Managerial Competence and Learning Supervision on Madrasah Quality with the Intervening Variable of Teacher Professionalism

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### ABSTRACT :

Madrasah quality is the demand and hope of the global community in the current competitive era. Quality madrasah are in demand by many educational customers. Quality madrasah also encourage healthy competition between educational institutions, thereby creating a positive impetus to improve the quality of education. This research aims to test various theories regarding the influence of managerial competence, learning supervision, and teacher professionalism on the quality of madrasah. The research approach used is quantitative with a correlational research type. The study included 203 teachers from State Tsanawiyah Madrasahs across Blitar Regency as respondents. The research was carried out in November 2023-February 2024. Data was analyzed based on the SEM-PLS (Structural Equation Model-Partial Least Square) model using the SmartPLS 3 application program. The results of this research show the conclusions: (1) Managerial competence significantly impacts the quality of madrasahs; (2) Learning supervision has a significant impact on the quality of madrasahs; (3) Teacher professionalism significantly affects the quality of madrasahs; (4) There is a significant influence of managerial competence on the quality of madrasah through teacher professionalism; (5) Learning supervision does not exert a significant influence on the quality of madrasahs through teacher professionalism.

**Key words:** *managerial competence, learning supervision, teacher professionalism, madrasah quality*

## INTRODUCTION

Madrasah quality is the demand and hope of the global community in the current competitive era. Quality madrasah are sought after by many customers (Sumarto, S., Harahap, E. K., & Mahmud, M. Y., 2019). A quality madrasa will encourage people to compete to register to enter the madrasa (Susantika, A., & Ilham, W., 2023). The community's needs and expectations (community needs and wants) for good quality education are the main trigger factors for educational management innovation. Education and learning outcomes are considered quality if they are able to realize academic (intracurricular) and non-academic (extracurricular) excellence (Prim Masrokan Mutohar & Masduki, 2023). Educational needs are always changing along with the times, always requiring educational institutions to make improvements to improve quality, in line with the high needs and demands of society (Surya, U. 2022).

Information from the 2023 accreditation outcomes conducted by the National Accreditation Board for Schools/Madrasahs (BAN S/M) reveals that among the 5,245 educational institutions scrutinized, 2,738 schools/madrasahs (52.2%) received an A (Excellent) grade. Good) as many as 2,039 schools/madrasah (38.87%), grades C (Fair) as many as 451 schools/madrasah (8.59%), TT (Not Accredited) as many as 17 schools/madrasah (0.32%) (Decree of the Chairman of the

National Accreditation Board for Schools/Madrasahs Number: 582/BAN-SM/SK/2023 concerning Amendments to the Decree of the Chairman of the National Accreditation Board for Schools/Madrasahs Number 477/BAN-SM/SK/2023 concerning Determination of Results and Recommendations for School Accreditation/ Madrasah in 2023). The average final score of 5,245 schools/madrasah is 88 (Good). From this dataset, it can be inferred that nearly half of the schools/madrasahs slated for accreditation in 2023 are expected to attain a score below 91, with a rating of B, C, or Not Accredited. Considering that the reference for assessment in accreditation is the National Education Standards (SNP), It can be deduced that the school/madrasah falls short of meeting the minimum quality standards set by the government.

The quality and excellence of an educational institution is influenced by various variables (Kompri, 2017). In essence, improving quality also requires the role of members or the involvement of all members in the agency (Ariyanti, N. S., Supriyanto, A., & Timan, A., 2019). Enhancing managerial competence stands out as a primary factor in elevating the quality standards of madrasahs (Syamsuddhuha, S., & Ahmad, D., 2021). Effective learning supervision holds the potential to enhance educational quality by providing constructive feedback to educators, thereby fostering the advancement of teacher professionalism. (Nurhayati, N., Siraj, A., & Yaumi, M., 2020). Therefore, augmenting managerial competence, instituting effective learning supervision, and fostering teacher professionalism emerge as crucial factors in enhancing the quality of education in madrasahs.

The effectiveness of madrasah heads in managing their responsibilities significantly influences the quality of education provided (Hadiansah, D., 2020). This notion is supported by the assertion that possessing appropriate managerial qualities can enhance the effectiveness of the madrasah and cultivate a conducive learning environment (Kompri, 2017). The low managerial competence of madrasah heads can affect the performance of educational staff in madrasahs (Aristianingsih, R., Irawan, I., & Sulhan, M., 2022). A manager's good ability to carry out managerial activities in organizational management can make the organization run optimally, as well as educational institutions (Rawiya, & Nasution, P., 2023). The managerial skills of madrasah heads are crucial in enhancing the performance of teaching and educational staff (Imron, I., Purwanto, P., & Rohmadi, Y., 2021). The managerial competence of madrasah heads and a good management system can have a positive influence on student learning achievement (Kasim, I., 2020).

Learning supervision has an influence on the quality of madrasah. This is exemplified by research conducted by Nurhayati et al. and Muhammad Faisal R. et al., among others, indicating that academic supervision, particularly in learning, significantly influences the quality of education (Nurhayati, N., Siraj, A., & Yaumi, M., 2020; Syamsuddhuha, S., & Ahmad, D., 2021) Supervision of learning is instrumental in molding the caliber of madrasah education. This assertion finds support in studies by Nurhayati et al. and Muhammad Faisal R. et al., among others, which demonstrate that academic supervision, particularly regarding learning, significantly influences educational quality. (Jasmani, J., & Miyono, N., 2022).

This research aims to identify and address gaps in prior studies, leading to the formulation of five research problem statements. The problem formulation in this research encompasses five key inquiries: 1) Does managerial competence impact the quality of madrasah?; 2) Does learning supervision influence the quality of madrasah?; 3) Does teacher professionalism affect the quality of madrasah?; 4) Does managerial competence influence the quality of madrasah through teacher professionalism?; 5) Does learning supervision impact the quality of madrasah through teacher professionalism?. This research aims to offer partial insights into crucial aspects requiring

enhancement within madrasahs to elevate educational quality. Ultimately, the findings are anticipated to significantly contribute to advancing educational management quality in Indonesia.

## Methods

The research method serves as a systematic approach to gather valid data, aiming to discover, expand, and validate specific knowledge that can be utilized to comprehend, address, and anticipate problems effectively (Sugiyono, 2017). In this section the researcher explains the procedures that will be carried out in the research, including research design (approach, type and research variables), research subjects (population and research sample), research instruments (research instrument grid, validity test and reliability test), data collection sources and techniques, and data analysis.

In this research, a quantitative approach is employed, focusing on correlation research. The quantitative method utilizes a deductive-inductive approach, which begins with a theoretical framework, expert insights, and the researchers' experiential understanding. Subsequently, this information is refined into research problems and proposed solutions, aiming to validate these propositions through empirical data gathered in the field. (Agus Zaenul Fitri & Nik Haryanti, 2020). Quantitative research methods are designed to test theories, establish factual evidence, illustrate relationships between variables, offer statistical descriptions, and estimate and predict outcomes. (Ahmad Tanzeh, 2011). Correlation type research is research whose aim is to test whether or not there is an influence or relationship between variables (Willy Abdillah dan Jogyanto, 2015).

Research variables (variables) are attributes of objects or people or things that vary from one another (Darmawan & Dani, 2016). Research variables are attributes, characteristics, or values of an object, individual, or activity that exhibit variations, which researchers identify and examine to draw conclusions from in their studies (Panatut Thoifah, 2015). In this research, four variables (variables) emerged consisting of three independent variables, namely managerial competence, learning supervision, teacher professionalism, and one dependent variable, namely madrasah quality.

An independent variable, often denoted as "X," is a variable that exerts influence or serves as the cause of changes or the emergence of a dependent variable. The dependent variable, typically represented as "Y," is a variable that is influenced by or is the result of changes in the independent variable (Sugiyono, 2017). Based on these four variables (variables), they are then translated into indicators according to the theory explained by experts. All indicators on these variables were developed into statements which were realized in questionnaires or questionnaires using a Likert scale.

The research population refers to the entirety of the subjects or objects under investigation, which can encompass human beings, animals, plants, symptoms, events, values, air, attitudes towards life, or any other entities that serve as sources of data for research endeavors (Burhan Bungin, 2009; Sukardi, 2008). The population represents a generalized domain comprising objects or subjects possessing specific qualities and characteristics identified by the researcher for study and subsequent conclusion drawing (Sugiyono, 2012). The population for this study comprised teachers working at State Tsanawiyah Madrasahs across Blitar Regency, which included a total of 11 madrasahs. This information was obtained from the data provided by the Blitar Regency Ministry of Religion Office as of June 5, 2023, the total number of teachers (PNS, P3K, Non-PNS) at MTsN throughout Blitar Regency is 405 people.

The research sample represents a subset of the target population that the researcher will study to draw conclusions and make generalizations about the larger population (John W. Creswell, 2014). The research sample is a subset of the target population that the researcher examines in order to make generalizations about the broader population. (Sukardi, 2008). Samples can be a solution to limitations in research such as those related to large population sizes, time and cost efficiency, or the destructive nature of measurements (Hardani et al., 2020). In this study, proportional random sampling was employed. The research utilized the Slovin formula with a 5% margin of error. Following the calculations, the sample size determined was 203 teachers from the MTsN across Blitar Regency.

A research instrument is a tool for collecting data which is then used to measure the social phenomenon or natural phenomenon being studied (Sugiyono, 2012). This research uses non-test instruments, namely questionnaires. The statements in the questionnaire or questionnaire are explained based on theories that are appropriate and relevant to each research variable. The statements in the questionnaire or survey are assessed using a Likert scale, which is a measurement tool utilized to gauge the perceptions, opinions, and attitudes of individuals or groups toward a particular social phenomenon. (Sugiyono, 2012). The response to each statement in the questionnaire has answers ranging from "Strongly Agree" to "Strongly Disagree".

Validity testing of measurement tools needs to be carried out to avoid obtaining error data (Agus Zaenul Fitri & Nik Haryanti, 2020). The validity test is conducted through a field (empirical) validity test to assess the validity of the measurement instrument by determining the extent of correlation among its components as a whole. In this research, the validity of the instrument was assessed using the Pearson Product Moment Correlation formula., with assistance from the IBM SPSS Statistics 25 software. The validity test involved 30 teachers from Madrasah Tsanawiyah Maarif NU 2 Sutojayan, Blitar Regency, as respondents.

Reliability tests are employed to demonstrate the degree to which measurement outcomes remain relatively consistent when assessing the same aspect over multiple occasions or within different contexts (Agus Zaenul Fitri & Nik Haryanti, 2020). Test its reliability (reliability) using the Cronbach's Alpha formula. This statistic is useful for knowing whether the measurement variable created is reliable or not. It is considered reliable if the Cronbach's Alpha value  $> r$  table (0.361)  $N = 30$  (Agus Zaenul Fitri & Nik Haryanti, 2020). The reliability assessment in this research employs the Cronbach's Alpha formula, conducted using the IBM SPSS Statistics 25 software application.

Data collection is the process of obtaining (primary) data for research needs (Suprpto, A., 2005). The data that will be collected in this research is primary data. The data collection techniques in this research encompassed questionnaires, interviews, observation, and documentation. Subsequently, the gathered data underwent analysis utilizing PLS (Partial Least Square) analysis with the assistance of the Smart PLS 3 software application. The data results were then analyzed to ascertain the correlation coefficient's magnitude and determine its significance level. A positive correlation implies that as one variable increases, the other variable also tends to increase. Conversely, a negative correlation indicates that as one variable increases, the other variable tends to decrease (Asep Saepul Hamdi dan E. Bahruddin, 2014).

Partial Least Squares (PLS) analysis was employed to evaluate the hypotheses posited in this research. The Smart PLS 3 software was utilized to investigate the relationships between variables in each hypothesis. PLS, a component- or variant-based form of Structural Equation Modeling (SEM), is recognized for its robustness as it does not rely on numerous assumptions.

Notably, PLS does not require the data to follow a normal distribution, and the sample size does not need to be large. Furthermore, PLS analysis can handle constructs or variables formed with formative and reflective indicators, elucidating the presence of relationships between latent variables (Imam Ghazali, 2006). Partial Least Squares (PLS) can serve both theoretical testing and exploratory purposes. It can confirm existing theories by assessing predefined relationships between variables (theoretical testing). Additionally, PLS can identify and recommend relationships even when there is no established theoretical basis, making it suitable for exploratory analysis. SEM (software: AMOS, LISREL) is covariance based, while PLS (software: SmartPLS or VisualPLS) is variance based (Pardomuan Robinson Sihombing, 2023). The PLS measurement model consists of two models: the outer model which contains formative and reflective models and the inner model which contains structural models.

## Result

The convergent validity value evaluates the strength of the loading factor for each construct. Loading factors above 0.70 are strongly suggested for robust validity, although values below 0.60 may still be acceptable during the developmental phase of the model.

**Table 1 Indicator Loading Factor Value (Dimension)**

	Managerial Competence (X1)	Madrasah Quality (Y)	Teacher Professionalism (X3)	Learning Supervision (X2)
X1.1	0,764			
X1.1 0	0,835			
X1.2	0,725			
X1.3	0,836			
X1.4	0,859			
X1.5	0,811			
X1.6	0,893			
X1.7	0,885			
X1.8	0,823			
X1.9	0,862			
X2.1				0,936
X2.2				0,945
X2.3				0,941
X3.1			0,915	
X3.2			0,914	
X3.3			0,917	
X3.4			0,930	
Y.1		0,824		
Y.2		0,821		
Y.3		0,871		
Y.4		0,889		
Y.5		0,909		
Y.6		0,897		
Y.7		0,725		
Y.8		0,822		

The AVE (Average Variance Extracted) value signifies the proportion of variance in each indicator within a construct that is attributable to that variable rather than measurement error. A value above 0.5 for AVE suggests convergent validity. A high composite reliability value signifies strong consistency among indicators within a construct, indicating good internal reliability. Typically, the composite reliability value exceeding 0.7 reflects good internal consistency. The reliability test is further supported by the Cronbach's Alpha value, with values exceeding 0.7 considered acceptable for reliability. The R-square value, obtained for endogenous constructs, reflects the proportion of variance explained by the model. A model with an R-square value of 0.75 is classified as strong, 0.50 as moderate, and 0.25 as weak. Please refer to the table below for complete results:

**Table 2 Average Variance Extracted (AVE), Composite Reliability (CR), Cronbach's Alpha (CA), R-Square Values**

<b>Konstruk</b>	<b>Average Variance Extracted (AVE)</b>	<b>Composite Reliability (CR)</b>	<b>Cronbach's Alpha (CA)</b>	<b>R-Square</b>
<b>Managerial Competence (X1)</b>	<b>0,690</b>	<b>0,957</b>	<b>0,950</b>	<b>-</b>
<b>Learning Supervision (X2)</b>	<b>0,885</b>	<b>0,958</b>	<b>0,935</b>	<b>-</b>
<b>Teacher Professionalism (X3)</b>	<b>0,845</b>	<b>0,956</b>	<b>0,939</b>	<b>0,509</b>
<b>Madrasah Quality (Y)</b>	<b>0,717</b>	<b>0,953</b>	<b>0,943</b>	<b>0,702</b>

The GoF (Goodness of Fit) index serves as an evaluation metric for both the measurement and structural models in predicting the overall model performance. It is derived from the square root of the average communality index and average R-squares. The GoF value is categorized as small for 0.10, medium for 0.025, and large for 0.36. The GoF results are provided below.

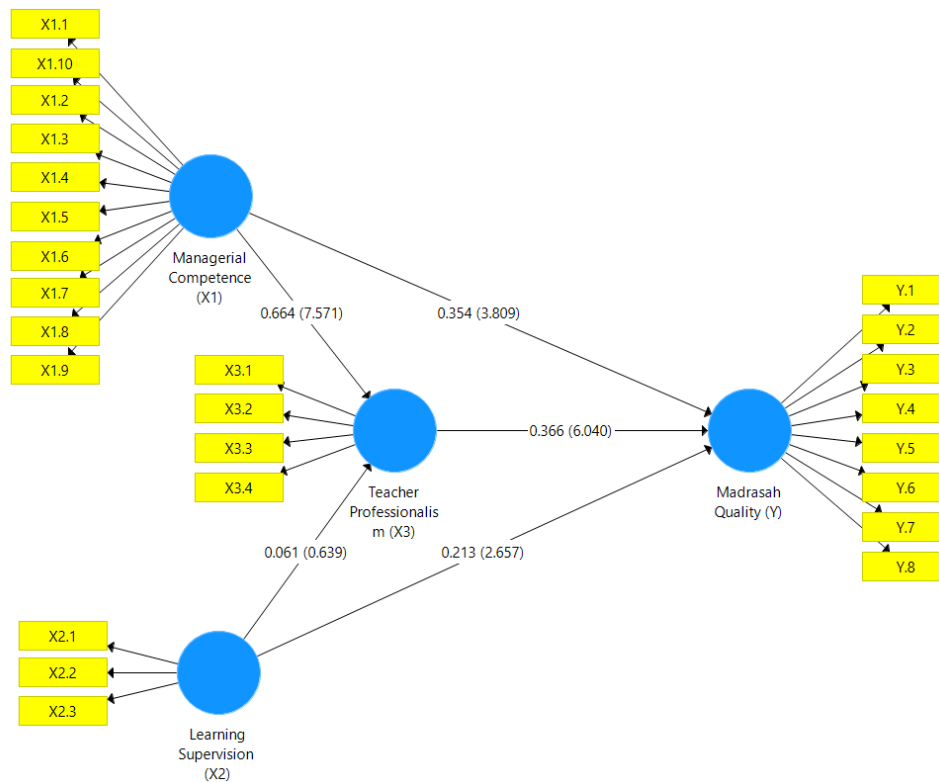
$$GoF = \sqrt{\overline{com} \times \overline{R^2}}$$

$$GoF = \sqrt{0,784 \times 0,606}$$

$$GoF = \sqrt{0,475}$$

$$GoF = 0,689$$

Hypothesis testing regarding the influence between variables is conducted using the SmartPLS 3 application program. The objective of hypothesis testing is to ascertain the significance of the influence between independent and dependent constructs and validate the hypotheses proposed. Testing is conducted at a significance level of 5%, where the null hypothesis (H0) is rejected if the t-statistic value exceeds 1.96. The t-statistic value of each construct's influence coefficient is derived using PLS Bootstrapping. The outcomes of the PLS Bootstrapping Model are illustrated in the image below:



**Figure 1 Results of the PLS Bootstrapping Model on The Influence of Managerial Competence and Learning Supervision on Madrasah Quality with Teacher Professionalism as the Mediating Variable**

## Discussion

### The Impact of Managerial Competence on the Quality of Madrasahs in MTsN across Blitar Regency

The research findings demonstrate that empirically, managerial competence exerts a positive and significant impact on the quality of madrasahs in State Tsanawiyah Madrasahs throughout Blitar Regency, with an effect size of 0.354 or 35.4%. This underscores the importance of enhancing managerial quality among madrasa heads across various aspects related to madrasa quality, aligning with the 8 National Education Standards (SNP), which encompass: 1) Graduate Competency Standards, 2) Content Standards, 3) Process Standards, 4) Assessment Standards, 5) Education Personnel Standards, 6) Facilities and Infrastructure Standards, 7) Management Standards, and 8) Financing Standards.

In line with the results mentioned earlier, a study conducted by Nurhayati, Arifuddin Siraj, and Muhammad Yaumi, titled "The Impact of Supervision and Managerial Competence of Madrasah Principals on Educational Quality in Tsanawiyah Madrasahs in Gantarang District, Bulukumba Regency," found a positive and significant correlation between managerial competence and the educational quality in madrasahs (Nurhayati, N., Siraj, A., & Yaumi, M., 2020). Consistent with the findings of the present study, Dede Hadiansah's investigation entitled "The Effect of Managerial Competence and Academic Supervision by Principals on Education Quality at the Darul Ma'arif Indramayu Modern Islamic Boarding School" similarly affirmed the positive and significant impact of managerial competence on education quality (Hadiansah, D., 2020). Several other research studies have also illustrated a positive and noteworthy correlation between managerial competence and the quality of educational institutions (Syamsuddhuha, S., & Ahmad,

D., 2021; Santosa, D. P., 2020; Azizah, N., & Egar, N., 2023), student learning achievement (Kasim, I., 2020), and teacher performance (Mutohar, P.M., & Trisnantari, H.E., 2020).

The madrasa head holds a significant leadership role and bears considerable responsibility for enhancing the quality of education within an educational institution (Krisbiyanto, A., 2019). Managerial abilities for madrasa heads are the main pillar, because of the duties and functions inherent in the position of a madrasa head. The success of a head will be measured by the extent of the leader's reliability in managing and being accountable for the process and results of each program and/or activity carried out in the madrasah he leads. Success is often compared between input and output from each activity process (Abdul Mughni, 2020). Hence, the managerial competence of the madrasa head serves as a primary determinant in gauging success in overseeing the programs and activities of the madrasa they lead, particularly in aligning inputs and outputs through diverse processes.

From the theoretical and empirical evidence provided, it's clear that managerial competence significantly and positively influences the quality of madrasas in State Tsanawiyah Madrasahs across Blitar Regency. This indicates that enhancing the managerial skills of madrasa heads can lead to improved overall madrasa quality. Therefore, it is imperative for the Ministry of Religion of Blitar Regency and madrasa heads themselves to enhance efforts aimed at increasing managerial competence. These efforts can be achieved through various policy programs oriented towards enhancing managerial competence across different aspects of madrasa quality, in line with the 8 National Education Standards (SNP). Additionally, it is essential to implement initiatives focused on further developing the managerial competence of madrasa heads to continuously enhance the quality of madrasahs.

### **The Influence of Learning Supervision on the Quality of Madrasahs in MTsN throughout Blitar Regency**

The research results indicate that practical learning supervision significantly contributes to the quality enhancement of madrasahs in State Tsanawiyah Madrasahs across Blitar Regency, with a notable effect size of 0.213 or 21.3%. This underscores the importance of enhancing the quality of learning supervision by madrasa heads, particularly in areas related to education and learning. These include graduate competency standards, learning content standards, learning process standards, as well as assessment standards for both the learning processes and outcomes. All these aspects require diligent supervision from the madrasa head to ensure effective implementation.

Aligned with the aforementioned research findings, a study conducted by Jasmani and Noor Miyono titled "The Influence of Principal Academic Supervision and Teacher Professionalism on the Quality of State Middle Schools in Rembang District, Rembang Regency" affirmed a positive and significant impact of academic supervision on school quality (Jasmani, J., & Miyono, N., 2022). Consistent with the findings of the present research, a study conducted by Amprih Anggraeni, Titik Haryanti, and I Made Sudana titled "The Influence of Academic Supervision, Teacher Motivation, and Teacher Performance on School Quality in Elementary Schools in Mranggen District, Demak Regency" also concluded academic supervision is shown to have a favorable and noteworthy effect on the quality of schooling (Anggraeni, A., Haryati, T., & Sudana, I. M., 2022). Several other research studies have also shown a positive and significant relationship between managerial competence and the effectiveness of madrasahs. (Mutohar, P.M., & Trisnantari, H.E., 2020) and quality of education (Nurhayati, N., Siraj, A., & Yaumi, M., 2020; Hadiansah, D., 2020).



Supervision is a program that aims to improve teaching because planning is very useful for educational progress, especially in the field of teaching in schools (Azizah, K., Masrokan, P., & Maunah, B., 2022). Learning supervision is an effort to encourage, organize and guide teachers continuously to become more understanding and more effective in carrying out all learning functions in school (Piet A. Sahertian, 2010). Supervision can be defined as a series of methods used by supervisors, in this case the madrasa head, to help teachers in various ways (Kurniawan, F., & Maunah, B., 2022). Supervision can be defined as the oversight conducted by an authority figure over their subordinates to ensure that they fulfill their duties and obligations adequately in alignment with the assigned tasks (Yusak Burhanuddin, 2005). Supervision entails providing support to enhance the teaching and learning environment, aiming to optimize it. This underscores that supervision involves a process of offering assistance, guidance, and/or coaching by supervisors to teachers with the goal of enhancing the learning process (Maryono, 2011). Supervision entails coaching and guidance aimed at aiding teachers and other school staff in effectively fulfilling their responsibilities. (Darmawan, D., & Mutohar, P. M., 2023). Supervisors must grasp and proficiently utilize the goals, techniques, functions, and methodologies of supervision to enhance their effectiveness, especially in fostering the professional growth of teachers (Lestari, T., Maunah, B., & Mutohar, P. M., 2022). Supervision involves efforts to aid and enhance the quality of teaching among teachers by offering individual and collective guidance and coordination, thereby fostering more effective learning experiences.

In accordance with both theoretical frameworks and empirical findings, it is evident that the learning supervision undertaken by madrasa heads directly correlates with a positive and significant enhancement in the quality of madrasas within State Tsanawiyah Madrasahs across Blitar Regency. This implies that the quality of learning supervision carried out by the madrasa head directly influences the overall quality of the madrasa. Therefore, it is imperative for efforts to enhance the quality of learning supervision by madrasa heads to be undertaken optimally, both by the Ministry of Religion of Blitar Regency and the madrasa heads themselves. These efforts should encompass various policy programs aimed at enhancing the quality of learning supervision implementation, particularly focusing on graduate competency standards, learning content standards, learning process standards, assessment standards for both learning processes and outcomes, and additional endeavors to further elevate the quality of learning supervision in order to enhance the overall quality of madrasas.

### **The Influence of Teacher Professionalism on the Quality of Madrasas in MTsN throughout Blitar Regency**

The findings of this research indicate that teacher professionalism empirically exhibits a positive and significant impact on the quality of madrasas in State Tsanawiyah Madrasahs throughout Blitar Regency, with an effect size of 0.366 or 36.6%. This underscores the importance of enhancing teacher professionalism by madrasa heads, particularly in relation to the four professional teacher competencies: pedagogical competence, personality competence, social competence, and professional competence. These skills necessitate guidance and direction from madrasa heads for implementation and improvement efforts aimed at enhancing the overall quality of madrasas.

The findings of the aforementioned research are consistent with those of a study conducted by Jasmani and Noor Miyono titled "The Influence of Principal Academic Supervision and Teacher Professionalism on the Quality of State Middle Schools in Rembang District,

Rembang Regency," which concluded that teacher professionalism has a positive and significant impact on school quality (Jasmani, J., & Miyono, N., 2022). The influence discussed in the research refers to a direct impact between teacher professionalism and school quality.

One effective strategy to enhance the quality of education is by ensuring the presence of highly skilled and competent teachers (Ninik Ria Herawati dan Binti Maunah, 2022). Teacher competency and quality learning are the main keys in developing the quality of education (Bourke, T., Ryan, M., & Ould, P., 2018; Wyss, C., Rosenberger, K., & Bühner, W., 2021). Professional teachers are an important element in creating effective learning and better students (Eliza, D., Sriandila, R., Fitri, D. A. N., & Yenti, S., 2022). Over the last few years, awareness of the need for professional teacher development, as well as ensuring quality and effective education programs has become the focus of many countries in the world of education. Teacher professional development is a continuous process to improve educational quality attainment, expand academic knowledge, hone professional skills, and improve teachers' teaching abilities (Pharis, T., Wu, E., Sullivan, S., & Moore, L., 2019). High teacher competency and quality learning constitute fundamental pillars in the endeavor to enhance the overall quality of education. Consequently, the focus on teacher professional development has garnered widespread attention globally in recent years.

Drawing from theoretical foundations and empirical observations, it can be concluded that teacher professionalism exerts a direct, positive, and substantial influence on the quality of madrasahs within State Tsanawiyah Madrasahs throughout Blitar Regency. This suggests that elevated levels of teacher professionalism correspond to enhanced madrasah quality. Therefore, it is crucial for efforts to enhance teacher professionalism by madrasah heads to be undertaken optimally, both by the Ministry of Religion of Blitar Regency and the madrasah heads themselves. These efforts should encompass various policy programs aimed at improving the quality of teacher professionalism, particularly focusing on aspects such as pedagogical competence, personality competence, social competence, professional competence, and additional endeavors to further develop the quality of teacher professionalism to enhance the overall quality of madrasahs.

### **The Effect of Managerial Competence on The Quality of Madrasahs through Teacher Professionalism in MTsN across Blitar Regency**

The empirical findings of this research demonstrate that managerial competence positively and significantly influences the quality of madrasahs through teacher professionalism in State Tsanawiyah Madrasahs throughout Blitar Regency, with an effect size of 0.243 or 24.3%. This implies that increased levels of managerial competence among madrasah heads and professionalism among teachers contribute to the advancement of higher-quality madrasahs.

In alignment with the outcomes of the present study, Mutohar and Trisnantari's research indicates that the managerial skills of principals, learning supervision, school culture, and teacher performance collectively contribute to the effectiveness of schools, albeit indirectly (Mutohar, P.M., & Trisnantari, H.E., 2020). This research demonstrates that managerial competence exerts an influence on the effectiveness or quality of madrasahs through teacher performance.

Based on the provided description, it is evident that enhancing the quality of managerial competence among madrasah heads and the professionalism of teachers is imperative. This task should be diligently pursued by the Blitar Regency Ministry of Religion and madrasah heads to ensure the continuous improvement of the quality of madrasahs in the region. These efforts can be made, among others, through managerial training for madrasah heads, implementing the Performance Assessment of Madrasah Heads (PKKM), and implementing supervision and

coaching for teachers by both madrasa supervisors and madrasa heads in the hope of further increasing teacher professionalism. The madrasa head is tasked with the responsibility of enhancing teachers' competencies, including pedagogical, personal, social, and professional capabilities (Waliudin, A. S., Mutohar, P. M., & Maunah, B., 2022). Madrasah principals, serving as both leaders and managers, have the duty and responsibility to effectively oversee the operations of schools to ensure they maintain a high standard of quality and effectiveness (Mutohar, P.M., & Trisnantari, H.E., 2020). The position of the madrasah head, being the highest authority within the institution, naturally entails the responsibility of fostering the managerial competence and professionalism of teachers. This ensures that the madrasah can effectively and efficiently achieve its goals.

### **The Influence of Learning Supervision on Madrasah Quality through Teacher Professionalism in MTsN throughout Blitar Regency**

The findings of this research indicate that empirically, learning supervision does not exhibit a significant positive effect on the quality of madrasahs through teacher professionalism in State Tsanawiyah Madrasahs throughout Blitar Regency. The results of this investigation do not at all show that teacher professionalism cannot mediate learning supervision and have a significant positive effect on madrasah quality because the correlation coefficient shows that teacher professionalism is able to mediate positively at 0.022 or 2.2% but is not included in the significant category.

In contrast to the findings mentioned earlier, research conducted by Mutohar and Trisnantari titled "The Effectiveness of Madrasah: Analysis of Managerial Skills, Learning Supervision, School Culture, and Teacher's Performance" suggests that the managerial abilities of principals, learning supervision, school culture, and teacher performance indirectly influence school effectiveness (Mutohar, P.M., & Trisnantari, H.E., 2020). This research demonstrates that learning supervision has an influence on the effectiveness or quality of madrasahs through teacher performance. These differences in findings can be caused by various things. One of them theoretically is that there are differences in theories or indicators used in describing the measurement aspects of a variable, the operationalization of indicators into instrument items, and the research locus which results in differences in respondent characteristics.

Based on the information provided, it can be concluded that empirically, learning supervision does not exhibit a significant positive effect on the quality of madrasahs through teacher professionalism in State Tsanawiyah Madrasahs throughout Blitar Regency. The lack of a positive and significant indirect effect of learning supervision variables on the quality of madrasahs through teacher professionalism does not diminish the importance of these variables. This is because learning supervision has a direct influence on other important variables, for example teacher performance (Iku, D., Niha, S. S., & Manafe, H. A., 2022; Meidiana, M., Ahmad, S., & Destiniar, D., 2020; Tarigan, R. B., Niha, S. S., & Manafe, H. A., 2022), teacher achievement motivation (Darwina, D., 2020), teacher professionalism (Putra, Surya Purnama, 2023), as well as the effectiveness of madrasahs and madrasa culture (Mutohar, P. M., & Trisnantari, H. E., 2020), and also teacher professionalism has a direct influence on other important variables, for example school quality (Jasmani, J., & Miyono, N., 2022) and student learning outcomes (Sidik, J., 2020).

### **Conclusion**

Based on the research findings and discussions presented, the following conclusions can be drawn::

1. Managerial competence significantly contributes to enhancing the quality of madrasas. Therefore, higher quality managerial competence corresponds to improved quality of madrasas in State Tsanawiyah Madrasahs throughout Blitar Regency.
2. Learning supervision exhibits a notable and positive influence on the quality of madrasas. Consequently, higher quality learning supervision correlates with improved quality of madrasas in State Tsanawiyah Madrasahs throughout Blitar Regency..
3. Teacher professionalism exhibits a significantly positive impact on the quality of madrasas. Thus, enhanced quality of teacher professionalism corresponds to improved quality of madrasas in State Tsanawiyah Madrasahs throughout Blitar Regency.
4. Managerial competence significantly contributes to the quality of madrasas by influencing teacher professionalism positively. This means that the professionalism of teachers in State Tsanawiyah Madrasahs throughout Blitar Regency is able to mediate managerial competence in improving the quality of madrasas.
5. Learning supervision does not significantly influence the quality of madrasas through teacher professionalism. This implies that the professionalism of teachers in State Madrasah Tsanawiyah throughout Blitar Regency does not serve as a mediator for learning supervision in enhancing the quality of madrasas. However, it's crucial to note that this variable remains significant, as teacher professionalism can act as a mediator for other variables in enhancing the quality of madrasas and may also mediate learning supervision in improving other important variables.

Drawing from the findings and discussions presented, several recommendations can be proposed as follows:

1. For the Head of the Office of the Ministry of Religion of Blitar Regency to prepare activity programs that are oriented towards policies to increase managerial competence, learning supervision and teacher professionalism in State Madrasah Tsanawiyah throughout Blitar Regency, so that they can further improve the quality of madrasas and other important variables related to madrasas.
2. For the Heads of State Tsanawiyah Madrasahs in Blitar Regency to pay more attention and strive to improve managerial competence, learning supervision and teacher professionalism in State Tsanawiyah Madrasahs in Blitar Regency so that they can further improve the quality of madrasas and other important variables related to madrasas.
3. For State Tsanawiyah Madrasah Teachers throughout Blitar Regency to always synergize with madrasah heads and all madrasah residents in order to further improve the managerial competence of madrasah heads, the implementation of learning supervision by the madrasah head or teachers assigned by the madrasah head, and the professionalism of the teachers themselves in the Madrasah State Tsanawiyah throughout Blitar Regency so that they can further improve the quality of madrasas and other important variables related to madrasas.
4. For future researchers to conduct research on other variables which theoretically are considered to influence the madrasa quality variable, including the mediator variables that will be used or research the same variables but at different research loci or educational levels.

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