



## Evaluation of the Supervisor Supervision Program in the Performance Quality of Madrasah Principals at MTsN 2 South Bengkulu

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**Abstract:** The supervisory program for overseeing the performance of madrasah principals still appears to be challenging; the program does not yet seem fully structured, sustainable, or well-aligned with stakeholders. The purpose of this study is to evaluate the supervisors' supervision program in improving the quality of madrasah principals' performance at MTsN 2 South Bengkulu. This research uses a qualitative descriptive method with the CIPP evaluation model approach (Context, Input, Process, Product). The research subjects include madrasah supervisors, madrasah principals, vice principals, and senior teachers. The research results show that: (1) The context of the supervisors' supervision program has provided guidance and coaching to madrasah principals in preparing programs and managing the madrasah; (2) The program inputs include supervisory oversight, limited number of supervisors, facilities and infrastructure, as well as information technology support, which become the main obstacles, in addition to human resources whose capacity still needs improvement; (3) The process of supervision has covered management functions such as planning, implementation, monitoring, and evaluation, although the frequency of supervision is still low and follow-up on supervision results has not been optimal; (4) As for the product, the supervisors' supervision program has made a positive contribution to improving the managerial competence of madrasah principals, although the results achieved are not yet optimal and improvements in the implementation of supervision as well as collaboration among stakeholders are still needed. Thus, it can be concluded that the evaluation of the supervisors' supervision program can improve the quality of the performance of madrasah principals. Therefore, it is recommended that, in order to enhance the performance quality of madrasah principals, the evaluation of the supervisors' supervision program in madrasahs should be strengthened.

**Keywords:** Supervisory Supervision Program Evaluation, Madrasah Principal Performance.

**Abstrak:** Program supervisi untuk mengawasi kinerja kepala madrasah masih tampak menantang; program tersebut belum sepenuhnya terstruktur, berkelanjutan, atau selaras dengan pemangku kepentingan. Tujuan penelitian ini adalah untuk mengevaluasi program supervisi pengawas dalam meningkatkan kualitas kinerja kepala madrasah di MTsN 2 Bengkulu Selatan. Penelitian ini menggunakan metode deskriptif kualitatif dengan pendekatan model evaluasi CIPP (Konteks, Masukan, Proses, Produk). Subjek penelitian meliputi pengawas madrasah, kepala madrasah, wakil kepala madrasah, dan guru senior. Hasil penelitian menunjukkan bahwa: (1) Konteks program supervisi pengawas telah memberikan bimbingan dan pelatihan kepada kepala madrasah dalam mempersiapkan program dan mengelola madrasah; (2) Masukan program meliputi supervisi pengawas, jumlah pengawas yang terbatas, fasilitas dan infrastruktur, serta dukungan teknologi informasi, yang menjadi kendala utama, selain sumber daya manusia yang kapasitasnya masih perlu



ditingkatkan; (3) Proses supervisi telah mencakup fungsi manajemen seperti perencanaan, pelaksanaan, pemantauan, dan evaluasi, meskipun frekuensi supervisi masih rendah dan tindak lanjut terhadap hasil supervisi belum optimal; (4) Adapun produknya, program supervisi pengawas telah memberikan kontribusi positif dalam meningkatkan kompetensi manajerial kepala madrasah, meskipun hasil yang dicapai belum optimal dan perbaikan dalam pelaksanaan supervisi serta kolaborasi antar pemangku kepentingan masih diperlukan. Dengan demikian, dapat disimpulkan bahwa evaluasi program supervisi pengawas dapat meningkatkan kualitas kinerja kepala madrasah. Oleh karena itu, disarankan agar, untuk meningkatkan kualitas kinerja kepala madrasah, evaluasi program supervisi pengawas di madrasah harus diperkuat.

**Kata kunci: Evaluasi Program Supervisi Pengawas, Kinerja Kepala Madrasah.**

## Introduction

The performance of madrasah principals is one of the key factors in determining the quality and effectiveness of education in madrasahs. As Zubaidah et al. (2022) explain, the performance of madrasah principals is the implementation of their roles as leaders, administrators, and mediators responsible for teaching and learning activities in madrasahs.<sup>1</sup> The performance of madrasah principals greatly affects teacher productivity and can be measured by how madrasah principals carry out these roles. Pipin (2023) also explains that madrasah principals not only serve as administrative leaders but also as educators, managers, supervisors, innovators, and motivators responsible for realizing the vision, mission, and goals of the educational institutions they lead.<sup>2</sup> In line with Pipin's statement, Ellita et al. (2022) argue that in efforts to improve the quality of education, the role of madrasah principals is very strategic because they function not only

as of administrative leaders but also as drivers of change and innovation in the madrasah environment change and innovation in the madrasah environment.<sup>3</sup> In addition, Pitriyani (2023) emphasizes that madrasah principals, apart from being educators, also have an important role in the implementation of education and teaching in madrasahs.<sup>4</sup> Thus, it can be concluded that the performance of madrasah principals influences the supervisory program of supervisors.

The supervisor supervision program is a very important quality control mechanism because through supervision, madrasah principals are encouraged to continuously make improvements and innovations in managing all resources available in the madrasah. As stated by Damayanti (2021), an effective madrasah supervisor supervision program is an important instrument in developing the professionalism of madrasah

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<sup>1</sup> Zubaidah and others, 'Optimalisasi Supervisi Kepala Madrasah Terhadap Peningkatan Motivasi Kerja Guru Di Madrasah Tsanawiyah Negeri 2 Pidie Jaya', *Jurnal An-Nizom*, 7.1 (2022), 112–21.

<sup>2</sup> Pipin Pitriyani, 'Peran Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru Di Madrasah Ibtidaiyah Jayasari', *Jurnal Global Futuristik*, 1.1 (2023), 21–26 <<https://doi.org/10.59996/globalistik.v1i1.13>>.

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<sup>3</sup> Ellita Putri, Andi Warisno, and Suci Hartati, 'Ma Hidayatul Mubtadiin Jati Agung', *UNISAN JOURNAL : Jurnal Manajemen & Pendidikan Islam*, 01.04 (2022), 83–90.

<sup>4</sup> Khairiah Khairiah, 'Peran Kepemimpinan Dalam Upaya Peningkatan Kompetensi Guru', *AT-TA'LIM Media Informasi Pendidikan Islam*, 19.1 (2020), 91–110 <<https://doi.org/10.29300/atmipi.v19.i1.3685>>.



principals.<sup>5</sup> This assumption is based on research by Darling-Hammond et al. (2019), which shows that structured and continuous professional development for school principals is positively correlated with improved school performance.<sup>6</sup> Asmendri's (2018) research shows that a systematic and continuous madrasah supervisor supervision program can increase the competence of madrasah principals by 36.7% in one academic year.<sup>7</sup> As stipulated in the Minister of Religious Affairs Regulation (PMA) No. 12 of 2012, madrasah supervisors are tasked with providing input, guidance, and conducting evaluations of the implementation of the madrasah principal's duties, including in the managerial and professional aspects of the madrasah principal. Khairiah (2021) explains that supervisor supervision is a process of coaching, monitoring, and assessment carried out by supervisors on the quality of madrasah principals' performance.<sup>8</sup> To ensure the quality of madrasah principals' performance, it is necessary to evaluate the supervision program using the CIPP (Context, Input, Process, Product) model as an effective

method for assessing the success of the program in comprehensively improving the competence of madrasah principals.<sup>9</sup> This model assesses the aspects of policy context, availability of human resources, suitability of the implementation process, and the final results of the supervision program.

Effective supervision emphasizes planning, implementation, and follow-up, as well as involving collaboration between madrasah principals, teachers, and supervisors to improve the quality of education.<sup>10</sup>

However, the reality in the field shows something different, as Hasanah and Kristiawan (2022) state that the supervisory program in madrasahs has not functioned and played an optimal role in improving the performance of madrasah principals, as indicated by the low quality of leadership, learning management, and madrasah culture.<sup>11</sup> This includes the performance of the principal at MTsN 2 South Bengkulu, which has not been optimal because the supervision has not been effective. As indicated by the initial observations conducted by the researcher, the madrasah principal has not been optimal in supervising teachers, and the principal has difficulty raising accreditation based on the 8 National Education Standards. This is because the implementation of the supervisor supervision program has not been optimal, the

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<sup>5</sup> Damayanti, W. (2021). Supervisi pengawas madrasah dalam peningkatan kinerja kepala madrasah di Indonesia: Kajian meta-analisis. *Jurnal Administrasi Pendidikan*, 28(1), 86-98.

<sup>6</sup> Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr, M. T., & Cohen, C. (2019). *Preparing school leaders for a changing world: Lessons from exemplary leadership development programs*. Stanford University, Stanford Educational Leadership Institute.

<sup>7</sup> Asmendri, A. (2018). Peningkatan kompetensi kepala madrasah melalui supervisi pengawas di Sumatera Barat. *Al-Fikrah: Jurnal Manajemen Pendidikan*, 6(1), 1-18.

<sup>8</sup> Khairiah, K. (2021). Kinerja Guru Dalam Perspektif Budaya Organisasi, Kepemimpinan Dan Motivasi Kerja.

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<sup>9</sup> Aos Kuswandi, Yeti Sulfiati, and Ibnu Muthi, 'Evaluasi Program Supervisi Akademik Pengawas Madrasah Dalam Upaya Meningkatkan Kompetensi Profesional Guru Madrasah Aliyah', *JAMP: Jurnal Administrasi Dan Manajemen Pendidikan*, 5.4 (2022), 300-308 <<https://doi.org/10.17977/um027v5i42022p300>>.

<sup>10</sup> D I Mts and Negeri Ogan, '(Print ISSN 2528-1402, Online ISSN 2549-5593)', 4.1 (2020), 143-51.



supervision program has not been fully structured and sustainable, such as the limited number of supervisors, the lack of synergy between stakeholders, and obstacles in the process of socializing and reporting the results of supervision. As a result, the guidance and monitoring of the performance of the madrasah principal has not been optimal. Based on the above problems, the author is interested in evaluating and analyzing in more depth the evaluation of the supervisor supervision program in an effort to improve the quality of the performance of the Head of Madrasah at MTsN 2 South Bengkulu.

The purpose of this study is to evaluate the supervisor supervision program in terms of the quality of madrasah principal performance at MTsN 2 South Bengkulu, using the CIPP (Context, Input, Process, and Product) evaluation model.<sup>11</sup> To facilitate the achievement of these objectives, the author formulated the following three questions: (1) What is the context of the Evaluation of the Supervisory Program in Improving the Performance Quality of Madrasah Principals at MTsN 2 South Bengkulu? (2) What are the inputs of the Evaluation of the Supervisory Program in Improving the Performance Quality of Madrasah Principals at MTsN 2 South Bengkulu? (3) How does the process of implementing the Supervisory Program Evaluation improve the performance quality of the Madrasah principal at MTsN 2 South Bengkulu; and (4) How do the results of the Supervisory Program Evaluation improve the performance quality of the Madrasah

principal at MTsN 2 South Bengkulu. These four questions are discussed in the discussion section.

This paper is based on the argument that the importance of evaluating supervisory programs in Indonesia, especially in madrasahs, includes challenges such as poor quality of learning, teacher discipline, and educational administration, limited learning facilities, and ever-evolving curriculum demands. This situation also occurs at Madrasah Tsanawiyah Negeri 2 Bengkulu Selatan, where the supervisor supervision program policy does not yet fully support a significant improvement in the performance of madrasah principals. Similar findings also occur in various madrasahs, Abdul (2023), where supervisor supervision has not been fully able to optimally improve the managerial competence of madrasah principals. Therefore, evaluation of the supervisor supervision program is very important to identify supporting and inhibiting factors and formulate appropriate strategies to improve the effectiveness of supervision in an effort to improve the quality of madrasah principal performance.

## Methodology

This study discusses the evaluation of the supervisor supervision program in improving the performance of madrasah principals at MTsn 2 South Bengkulu using a descriptive qualitative method with an evaluative research approach. The qualitative approach was chosen because it allows researchers to gain an in-depth understanding of the phenomenon, explore meaning, and interpret data holistically. Meanwhile, evaluative research was used to assess the effectiveness of the supervisory program in improving the performance of madrasah principals. Data analysis used the CIPP (Context, Input,

<sup>11</sup> Shamsa Aziz, Munazza Mahmood, and Zahra Rehman, 'Implementation of CIPP Model for Quality Evaluation at School Level: A Case Study', *Journal of Education and Educational Development*, 5.1 (2018), 189 <<https://doi.org/10.22555/joeed.v5i1.1553>>.



Process, and Product) evaluation model.<sup>12</sup> Context evaluation assesses needs, problems, and objectives. Input evaluation refers to assessing alternative approaches, action plans, staff plans, and financing. Process evaluation refers to assessing the implementation of the established plan. Product evaluation refers to assessing the results achieved, and this evaluation can be divided into assessments of impact, effectiveness, sustainability, and adaptability.<sup>13</sup>

The subjects of this study consisted of: (1) two supervisors of the MTsN 2 South Bengkulu madrasah; (2) one principal of the MTsN 2 South Bengkulu madrasah; (3) three vice principals; and (4) five senior teachers who were subject coordinators. The total number of research subjects was 11 people, selected using purposive sampling based on their direct involvement in the supervision program.

Data collection techniques were gathered through three main techniques: (1) Observation, conducted by observing the implementation of the supervision program by supervisors and the performance of the madrasah principal in managing the madrasah; (2) Interviews, conducted with madrasah supervisors, madrasah principals, deputy principals, and teachers to obtain in-depth information related to the implementation of the supervision program and its impact on the performance of madrasah principals; and (3) Documentation, conducted by collecting documents related to the supervision program, supervision results, and performance evaluations of

madrasah principals.

Data analysis was carried out in several steps in accordance with Miles and Huberman's theory: (1) Data Reduction, summarizing and selecting relevant information from the results of interviews, observations, and documents to focus on important matters; (2) Data Presentation, the reduced data is presented in narrative form, charts, and relationships between categories to facilitate understanding and further analysis; and (3) Drawing Conclusions and Verification, researchers draw conclusions based on data analysis and conduct verification by connecting theory and practice in the field.<sup>14</sup>

## Discussion

The CIPP model was applied to evaluate the supervisor supervision program in improving the performance quality of madrasah principals at MTsN 2 South Bengkulu. The advantage of the CIPP model is that it provides a holistic view of each element to evaluate the context, input, process, and product from every angle, so that the evaluation can be carried out systematically.<sup>15</sup> The purpose of this program evaluation is to review the achievement of supervision objectives and to help provide alternative solutions in decision-making.<sup>16</sup>

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<sup>14</sup> M. Huberman (1990), 'Linkage Between Researchers and Practitioners: A Qualitative Study', *American Educational Research Journal*, 27(2), 363–391 <https://doi.org/10.3102/00028312027002363> >.

<sup>15</sup> Machali, I., & Hidayat, A. (2022). Model Evaluasi Program Pendidikan: Studi Analisis Model CIPP. *At-Tajdid: Jurnal Pendidikan dan Pemikiran Islam*, 6(01), 64-78. <https://doi.org/10.24127/att.v6i01.2014>

<sup>16</sup> Rahmah, S. (2020). Pengawas Sekolah Penentu Kualitas Pendidikan. *Jurnal Pendidikan dan*

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<sup>12</sup> Aziz, Mahmood, and Rehman.

<sup>13</sup> Khairiah, K. (2019). *Dari Ruang Kelas: Evaluasi Kelembagaan Pendidikan Islam Program Studi manajemen Pendidikan Islam Pascasarjana IAIN Bengkulu*.



Thus, the purpose of evaluation is not merely to prove, but more to improve.

### Context of the Supervisory Program for Supervisors in the Performance Quality of Madrasah Principals

The performance quality of the Head of Madrasah Tsanawiyah Negeri (MTsN) 2 South Bengkulu is a very important topic for evaluation because the performance quality of the madrasah head determines the quality of madrasah education. The quality of madrasah principal performance is also determined by the supervisor supervision program. Based on the results of observations and in-depth interviews with the madrasah principal, vice principal, and several senior teachers at MTsN 2 South Bengkulu, it was found that the supervisor supervision program for madrasah principals in carrying out various managerial tasks, ranging from curriculum management, learning supervision, to the development of teaching staff in general, was good. However, there are still several problems in the performance of madrasah principals, such as the discontinuity of internal supervision, limitations in the development of educational innovation programs, and a lack of coordination with external parties. This situation indicates the need for an evaluation of the supervisor's supervision program to improve the leadership capabilities of madrasah principals on an ongoing basis.

The supervisor supervision program is important because it can improve the quality of madrasah principals' performance. As shown by the results of research by Sari and Wahyudi (2021), a structured and sustainable

supervisor supervision program can improve the managerial abilities of school principals by up to 78%.<sup>17</sup> In line with the results of a study by Wenesdi C. et al. (2021), which shows that supervisor supervision contributes significantly to improving the quality of madrasah principals' instructional leadership.<sup>18</sup> Thus, a systematic supervisor supervision program can optimize the role of madrasah principals as supervisors, managers, and educational leaders.

An actual issue in the current national education context is that the performance of madrasah principals has become increasingly strategic with the implementation of the Merdeka Curriculum and the digitization of learning. An actual issue that has arisen is the need for madrasah principals to adapt to a more flexible and student-centered educational paradigm shift. In addition, the increasingly strict requirements for madrasah accreditation require madrasah principals to have comprehensive competencies in managing educational institutions. This phenomenon highlights the importance of evaluating the supervisor supervision program as an instrument for developing leadership capacity that is responsive to the dynamics of contemporary education.

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<sup>17</sup> Sari, I. P., & Wahyudi, 'Supervisi Akademik Pengawas Dalam Meningkatkan Kinerja Kepala Sekolah Di Kabupaten Lampung', *Jurnal Kepemimpinan Pendidikan*, 2021, pp. 14(3), 187–203.

<sup>18</sup> Candra Wesnedi, Lias Hasibuan, and Kemas Imron Rosadi, 'Efektifitas Supervisi Pengawas Madrasah Di Kementerian Agama Provinsi Kepri Perspektif Kontemporer', *Palapa*, 9.2 (2021), 304–18 <<https://doi.org/10.36088/palapa.v9i2.1355>>.



### Input for the Supervisor Supervision Program in Madrasah Principal Performance

The evaluation of the supervisor supervision program input in the quality of madrasah principal performance includes: planning, implementation, finance, human resources (HR), and infrastructure. *First*, the planning evaluation is carried out in terms of the number of visits and visit materials. *Second*, the implementation of the supervisor supervision program is carried out in terms of the frequency of supervision visits and managerial guidance and curriculum guidance. *Third*, finances or funding for official travel/transportation and office supplies. *Fourth*, human resources (HR). Supervisors have master's degrees and have undergone supervision training and passed the Ministry of Religious Affairs' supervisor test. The supervision instruments used include madrasah principal performance observation sheets, work program assessment forms, and education policy implementation evaluation rubrics. *Fifth*, supervisory facilities and infrastructure such as computers or laptops, digitization, and supervisory tools. The results of the supervision program on the performance of madrasah principals are of sufficient quality. However, there are still some limitations in the frequency of supervisory visits, which ideally should be carried out at least once a month but in practice only take place 2-3 times per semester, whereas ideally supervision should be carried out at least 6 times a year. Information technology support for documentation and reporting of supervision is also still limited, so the continuous supervision process is not yet optimal.

The results of the evaluation of the supervision program at the input level can improve the quality of madrasah principal performance. As shown by Prastowo's (2019) research, an optimal supervision program can affect the quality of leadership performance and teacher professionalism.<sup>19</sup> Supported by Sugiyono's (2021) research, which shows that the effectiveness of educational supervision can affect performance quality, and often occurs when educational supervision is ineffective, limited human resources and inadequate planning influence the weak performance culture within it.<sup>20</sup> Moleong's (2017) research also found that supervision as a tool for coaching and performance assessment needs to be more structured, in line with research that emphasizes the importance of consistent and sustainable supervision programs.<sup>21</sup> Thus, the evaluation of the supervisor supervision program is important in improving the performance quality of madrasah principals.

A contemporary issue related to the input of the supervisor supervision program is the need to integrate digital technology into the supervision process to improve efficiency and accuracy. The use of online supervision applications and education management information systems is a requirement in the era of education digitalization.<sup>22</sup> In addition,

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<sup>19</sup> A Prastowo, *Pengembangan Bahan Ajar Tematik: Teori Dan Praktik* (Yogyakarta: Diva Press, 2019).

<sup>20</sup> Sugiyono (2021), *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*. Bandung: Alfabeta.

<sup>21</sup> L.J. Moleong, 'Metodologi Penelitian Kualitatif' (Bandung: PT Remaja Rosdakarya., 2017).

<sup>22</sup> Khairiah Khairiah, 'Digitalization, Webometrics, and Its Impact on Higher Education Quality During the COVID-19 Pandemic', *Evolutionary Studies in Imaginative Culture*, 8.2



the issue of standardizing madrasah supervisor competencies in accordance with the latest Minister of Religious Affairs Regulation regarding qualification and competency standards for supervisors is the main focus of the development of supervision program input.<sup>23</sup> Another challenge is the harmonization between supervisor supervision and the madrasah internal quality assurance system currently being developed by the Ministry of Religious Affairs as part of the reform of Islamic education governance.<sup>24</sup>

### The Supervisory Program Process in Madrasah Principal Performance

The implementation process of supervisor supervision at MTsN 2 Bengkulu Selatan follows the stages of planning, implementation, and evaluation. In the planning stage, supervisors develop an annual supervision program that is aligned with the madrasah's work program and performance targets. Supervision is implemented through regular visits, direct observation of the madrasah principal's managerial activities, and reflective discussions on the achievement of performance targets. The supervision process also involves reviewing administrative documents, evaluating work programs, and providing constructive feedback. However, in practice, there are still obstacles such as inconsistent supervision schedules due to the supervisors' busy

schedules in handling several madrasahs at once, as well as a lack of systematic documentation of the results of the supervision carried out.

The implementation process of the supervisor supervision program affects the quality of madrasah principals' performance. As found in the research by Fallya Putri Utami, et al (2025), which examined the implementation of madrasah supervisor competency standards, including managerial supervision involving the planning, implementation, and evaluation of supervisory activities to improve the managerial competence of madrasah principals. Supervision is carried out using a participatory and collaborative approach, but faces obstacles such as high workloads and limited resources.<sup>25</sup>

A current issue in the supervisory process is the adaptation to virtual supervision models. The implementation of information technology-based supervision allows for more intensive monitoring but also poses challenges in terms of personal interaction and direct observation.<sup>26</sup> In addition, the issue of integrating supervision with the education quality assurance system and madrasah accreditation is a focus of development.<sup>27</sup> Current trends also point toward more participatory and empowering supervision, in line with the transformational leadership paradigm in the context of Islamic education, which emphasizes continuous capacity building and educational innovation.<sup>28</sup>

(2024), 802–15

<<https://doi.org/10.70082/esiculture.vi.732>>.

<sup>23</sup> Okta Riski Tata Negara1 and others, 'Optimalisasi Supervisi Kepemimpinan Dalam Meningkatkan Profesionalitas Guru Madrasah Aliyah Di Bengkulu', *Al-Khair Journal : Management, Education.*, 4.1 (2024), 95–103 <<https://doi.org/10.30998/sap.v6i1.9357>>.

<sup>24</sup> Abdul Aziz.

<sup>25</sup> Universitas Gadjah Mada, 'ISTIMEWA YOGYAKARTA Skripsi', 06 (2015), 232–57.

<sup>26</sup> Zubaidah and others.

<sup>27</sup> Negara1 and others.

<sup>28</sup> Abdul Aziz.



## Products of the Supervisor Supervision Program in Madrasah Principal Performance

An evaluation of the supervisor program's impact on improving the performance of madrasah principals at MTsN 2 South Bengkulu shows that there has been an increase in the managerial competence of madrasah principals in various aspects. Madrasah principals showed improvement in: (1) More systematic madrasah program planning; (2) More effective organization; (3) More structured program implementation; and (4) More regular evaluation and monitoring. This improvement can be seen from the madrasah's administrative documents, which are now better organized, such as the madrasah principal's work program, the madrasah's strategic plan, and a more comprehensive internal evaluation system ( ). The supervision program also had a positive impact on improving the leadership competencies of madrasah principals. Madrasah principals demonstrated improved abilities in: (1) Motivating teachers and staff; (2) Building effective communication; (3) Resolving internal conflicts; and (4) Developing a positive work culture. This was reflected in increased job satisfaction among teachers and madrasah staff and the creation of a more conducive working climate in the madrasah environment. Despite its positive impact, the supervision program still faces various obstacles and challenges. The main obstacles include: (1) Limited time for follow-up on supervision results; (2) Lack of variety in supervision methods; (3) Limited supporting resources; and (4) Suboptimal coordination with other stakeholders.

Evaluation of the madrasah principal supervision program can produce madrasah principals who are qualified, competent, and

professional in carrying out their main duties and responsibilities as managers in schools. As a result of research by Asmendri et al. (2023), it was found that the availability of supervisory program products, such as written documents containing plans, instruments, and schedules to improve performance and quality in the madrasah environment, increased teacher professionalism, madrasah management, and the quality of educational personnel performance.<sup>29</sup> Produk utama dari program supervise pengawas meliputi dokumen perencanaan, instrument evaluasi, laporan hasil, dan dokumen tindak lanjut. Produk program supervise berfungsi sebagai bukti pelaksanaan dan dasar untuk perbaikan berkelanjutan.<sup>30</sup> The main products of the supervisory program include planning documents, evaluation instruments, result reports, and follow-up documents. The supervisory program products serve as evidence of implementation and a basis for continuous improvement

The challenge for the supervisory program products in the future is how to increase the effectiveness of the supervision program so that it can have a more optimal impact on improving the performance quality of madrasah principals. A contemporary issue related to the results of supervisor supervision is the need to develop madrasah principal performance indicators that are more adaptive to the dynamics of 21st-

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<sup>29</sup> Asmendri Asmendri and others, 'The Roles of Principals in Teacher Competency Development for Students' Morale Improvement', *Journal of Higher Education Theory and Practice*, 23.11 (2023), 125-37 <<https://doi.org/10.33423/jhetp.v23i11.6223>>.

<sup>30</sup> Wesnedi, Hasibuan, and Rosadi.



century education.<sup>31</sup> The focus of evaluation is not only on administrative and managerial aspects, but also on the ability of madrasah principals to lead digital transformation and learning innovation.<sup>32</sup> Another challenge is the development of a continuous monitoring and evaluation system that can provide real-time feedback on the performance of madrasah principals.<sup>33</sup> The issue of program sustainability is also a concern, given the need for long-term policy support and adequate resource allocation to ensure the continuity and improvement of the quality of the supervisory program in the future.

## Conclusion

The results of the study show that through the evaluation of the supervisor supervision program in an effort to improve the performance quality of madrasah principals at MTsN 2 South Bengkulu using the CIPP (Context, Input, Process, Product) model, several important points can be drawn (1) Context Evaluation The supervisor supervision program at MTsN 2 South Bengkulu is very relevant to the need to improve the quality of madrasah principal leadership. National education policies,

especially the implementation of the Merdeka Curriculum and increasingly strict accreditation requirements, demand more intensive and continuous supervision. However, there are several challenges in implementing internal supervision, developing educational innovation programs, and collaborating with external parties. (2) Input evaluation is related to existing human resources with supervisors who have master's degrees and have undergone supervision training from the Ministry of Religious Affairs. The existing supervision tools are quite comprehensive, including observation sheets, assessment formats, and evaluation rubrics. However, there is a significant limitation in the frequency of supervision visits, which only take place 2-3 times per semester, whereas they should be conducted at least 6 times a year. Information technology support for documentation and monitoring is also still limited. (3) Process evaluation, from the supervision implementation process, has been carried out through structured stages, namely planning, implementation, and evaluation. Supervision is carried out through regular visits, direct observation, and reflective discussions. The approach used is participatory and collaborative. However, its implementation faces problems in the form of schedule instability caused by the high workload of supervisors in handling several madrasahs at once, as well as a lack of systematic documentation of the results of supervision. (4) Product evaluation: in terms of product, this supervision program has had a positive impact on improving the performance of madrasah principals, although there are also supporting and inhibiting factors, because the final results of the work are of course influenced by resources and the environment that interact

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<sup>31</sup>Khairiah and others, 'Challenges to Professional Teacher Development through Workplace Culture Management', *International Journal of Evaluation and Research in Education*, 13.2 (2024), 714–22 <<https://doi.org/10.11591/ijere.v13i2.25666>>.

<sup>32</sup>Khairiah, 'Digitalization, Webometrics, and Its Impact on Higher Education Quality During the COVID-19 Pandemic'.

<sup>33</sup>Khairiah Khairiah and others, 'Delegitimization of Leadership in Overcoming Difficulties in Online Learning during the COVID-19 Pandemic', *World Journal on Educational Technology: Current Issues*, 14.3 (2022), 726–39 <<https://doi.org/10.18844/wjet.v14i3.7209>>.



together to achieve the madrasah's vision and mission. If the results of a performance can be achieved or exceed expectations, both in terms of quality and quantity, then the results can be said to be satisfactory. In general, these supervisor supervision programs can be said to have been achieved, although not optimally, so improvements in their implementation are needed

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