



Evaluation of the Madrasah Head Supervision Program in Improving the Quality of Teacher Performance in MTsN 2 South Bengkulu

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Abstrac: The quality of teacher performance is still considered low because the principal's supervision program has not been optimally implemented. This study aims to evaluate the madrasa principal's supervision program in improving teacher performance quality at MTsN 2 South Bengkulu. It uses a descriptive qualitative method with the CIPP (Context, Input, Process, Product) evaluation model approach. Data were collected through observation, interviews, and documentation. The research results show that in the context of the madrasah principal's supervision program, at the input level there are differences in teachers' pedagogical competencies. At the process level, there are irregularities in the implementation of curriculum-based learning, as well as a lack of innovation in teaching methods. As for the output of the supervision program, teachers are able to carry out the learning process, develop RPS and RPP programs, and create innovations to improve education quality, supported by adequate tools to enhance teacher performance quality. Thus, the evaluation of the madrasah principal's supervision program can improve the quality of teacher performance. Therefore, it is recommended that to improve teacher performance quality, the madrasah principal's supervision at MTsN 2 South Bengkulu should be strengthened, even though several technical and cultural challenges still exist. This evaluation provides strategic recommendations for more sustainable and systematic supervision optimization in the future.

Keywords: Evaluation, Principal's Supervision Program, Teacher Performance Quality, MTsN 2 Bengkulu Selatan.

Abstrak: Kualitas kinerja guru masih tergolong rendah, karena program supervise kepala madrasah belum optimal dilaksanakan. Penelitian ini bertujuan untuk mengevaluasi program supervisi kepala madrasah dalam meningkatkan kualitas kinerja guru di MTsN 2 Bengkulu Selatan. Menggunakan metode kualitatif deskriptif dengan pendekatan model evaluasi CIPP (*Context, Input, Process, Product*). Pengumpulan data melalui observasi, wawancara dan dokumentasi. Hasil penelitian menunjukkan bahwa konteks program supervise kepala madrasah, pada tingkat input program terdapat perbedaan kompetensi pedagogik antar guru, tingkat proses pelaksanaan program terjadi ketidakteraturan dalam pelaksanaan pembelajaran berbasis kurikulum, serta kurangnya inovasi dalam metode mengajar, produk program supervisi kepala madrasah guru dapat melaksanakan proses pembelajaran, menyusun program RPS, RPP, membuat inovasi dalam meningkatkan mutu pendidikan, didukung dengan perangkat yang memadai dalam meningkatkan kualitas kinerja guru. Dengan demikian evaluasi program supervise kepala madrasah dapat meningkatkan kualitas kinerja guru. Oleh karena itu, dapat disarankan. Untuk meningkatkan kualitas kinerja guru, maka tingkatkanlah supervise kepala madrasah di MTsN 2 Bengkulu Selatan meskipun masih terdapat beberapa hambatan teknis dan kultural. Evaluasi ini memberikan rekomendasi strategis untuk optimalisasi supervisi yang lebih berkelanjutan dan sistematis di masa depan.

Kata kunci: Evaluasi, Program Supervisi Kepala Madrasah, Kualitas Kinerja Guru, MTsN 2 Bengkulu Selatan.



Introduction

The supervision program is a very interesting study to discuss because superscience can improve the quality of teacher performance. As Umariah (2021) explained, supervision programs play an important role in managerial practice and educational leadership. Managerial supervision is part of the *controlling* function, while in leadership supervision is the activity of a leader (head of madrasah) in carrying out his leadership role. The meaning of supervision is still cognate with inspection, inspection, supervision, and inspection.¹ Supervision can also be interpreted as activities carried out by superiors (head of madrasah) towards people under their responsibility (teachers).² The madrasah head supervision program involves a series of activities that include planning, implementation, and evaluation of learning carried out by teachers.³ The Head of the Madrasah as a supervisor plays an important role in providing direction and support to teachers in carrying out their professional duties.⁴ In addition, good supervision is expected to create a more directed work

atmosphere and motivate teachers to continue to develop in increasing their potential. The supervision carried out by the head of the madrasah makes the supervision activities more intensive because the head of the madrasah must really know the various needs of the teacher.⁵ Systematically recognized supervision can help teachers identify strengths and weaknesses in their lessons and provide solutions for continuous improvement.⁶ The supervision of the head of the madrasah is very helpful for teacher professionals in an effort to improve the quality of teacher performance or improve teacher professionalism.⁷ Thus, a systematic, effective and planned supervision program can improve the quality of teacher performance in madrasahs.

The quality of teacher performance is pedagogic, personality, social, and professional abilities which are reflected in the teacher's ability to plan, implement, and evaluate learning, as well as build good relationships with students and fellow

¹ Umarih, 'Journal of MADINASIKA Management and Teacher Training THE ROLE OF PRINCIPAL SUPERVISION IN IMPROVING THE PERFORMANCE OF HIGH SCHOOL TEACHERS', *The Role of Principal Supervision in Improving the Performance of High School Teachers*, 2.2 (2021), 104–13.

² Okta Riski Tata Negara¹ and others, 'Optimizing Leadership Supervision in Improving the Professionalism of Madrasah Aliyah Teachers in Bengkulu', *Al-Khair Journal: Management, Education.*, 4.1 (2024), 95–103 <<https://doi.org/10.30998/sap.v6i1.9357>>.

³ Yunita Endra Megiati and Noor Komari Pratiwi, 'Teachers' Perception of Madrasah Head's Leadership Supervision on Teacher Performance', *SAP (Educational Article Arrangement)*, 6.1 (2021) <<https://doi.org/10.30998/sap.v6i1.9357>>.

⁴ Reni Cahaya and Miftahir Rizqa, 'The Role of Education Supervision in Improving the Quality of Education', *Indonesian Journal of Teaching and Learning (INTEL)*, 4 (2024), 128–35 <<https://doi.org/10.56855/intel.v3i3.1091>>.

⁵ Zaidan and others, 'School Principals' Efforts to Improve Teacher Performance Through Academic Supervision at SD Negeri 1 Kangkung OKU Timur', *AL-FAHIM: Journal of Islamic Education Management*, 3.1 (2021), 104–16.

⁶ Abdul Aziz, 'Madrasah Supervisor Supervision on Optimizing the Performance of Madrasah Heads', *Journal Innovation In Education*, 1.4 (2023), 260–66 <<https://doi.org/10.59841/inoved.v1i4.841>>.

⁷ Piet A. Sahertian, "*The Basic Concept and Techniques of Educational Supervision*", (Jakarta Reneka Cipta, 2000), p. Sec. 17.



colleagues.⁸ First, pedagogic skills, such as being able to prepare learning plans, carry out learning well, create educational communication, and provide appropriate reinforcement.⁹ Second, personality skills, such as showing patience, enthusiasm, empathy, and a lifelong love of learning.¹⁰ Third, social skills, such as building good interpersonal relationships, getting to know students personally, not comparing students with each other, and being able to collaborate with other parties. Fourth, professional skills, such as continuing to develop themselves through activities such as research, scientific papers, and participating in professional development so that teaching skills remain relevant.¹¹ The quality of teacher performance also includes the preparation of learning implementation plans (RPP), strategies for explaining the material so that it is easy for students to understand, providing integrated guidance, creating a conducive learning environment, and self-development through activities such as research or scientific papers.¹² Thus, the quality of teacher performance can be improved through the evaluation of the madrasah head supervision program.

However, even though the supervision program has been implemented, there are still

challenges in measuring the extent to which the supervision has a sustainable impact on improving teacher performance. This program also focuses on the overall development of teacher competencies both in pedagogic, professional, social and personality aspects. The supervision that has been carried out is to find out whether the program is really effective in improving the quality of teacher performance in MTsN 2 South Bengkulu. This evaluation is important to identify weaknesses in the implementation of supervision and formulate recommendations for future program improvement.¹³ Thus, this supervision evaluation can make a positive contribution to improving the quality of education at MTsN 2 South Bengkulu and support the development of better madrasahs in the future.

This study aims to evaluate the implementation of the supervision program of madrasah heads in MTsN 2 South Bengkulu in improving the quality of teacher performance. This evaluation covers various aspects, including the effectiveness of supervision on teacher performance, obstacles faced in the implementation of supervision. To facilitate the achievement of these goals, the researcher formulated 4 questions as follows; (1) What is the context of the evaluation of the

⁸ Magdalena Ina and others, 'Analysis of Teacher Competency in the Process of Implementing Learning Evaluation at SDN Peninggilan 05', *Nusantara : Journal of Education and Social Sciences*, 2 (2020), 262–75.

⁹ Bakri Anwar, 'Pedagogic Competence as a Learning Agent', *Shaut Al Arabiyyah*, 6.2 (2019), 114 <<https://doi.org/10.24252/saa.v6i2.7129>>.

¹⁰ "A Teacher's Competency Test and Performance Assessment", *Competency Testing and Teacher Performance Assessment*, 2013.

¹¹ Rosni Rosni, 'Teachers' Competence in Improving the Quality of Learning in Elementary

Schools', *EDUCATIO Journal: Indonesian Education Journal*, 7.2 (2021), 113 <<https://doi.org/10.29210/1202121176>>.

¹² SITI AISYAH, 'Efforts to Improve Teachers' Competence in Preparing Daily Learning Program Plans Through Continuous Guidance at Kindergarten Negeri Pembina 2 Jambi City', *Journal of Literacy*, 2.2 (2019), 17 <<https://doi.org/10.47783/literasiologi.v2i2.46>>.

¹³ Supriadi, "*Manajemen Pendidikan*", (Jakarta: PT Rineka Cipta, 2012), p. 56.



supervision program of the head of the madrasah in improving the quality of teachers in MTsN 2 South Bengkulu; (2) How is the input of the supervision program of the head of the madrasah in improving teacher performance in MTsN 2 South Bengkulu; (3) How is the evaluation process of the madrasah head program in improving the quality of teacher performance in MTsN 2 South Bengkulu; (4) What are the results or impact of the supervision evaluation of madrasah heads in improving teacher performance in MTsN 2 South Bengkulu. The four questions are answered and evaluated in the following discussion section.

Methodology

The research on the theme of evaluation of the supervision program of madrasah heads in improving the quality of teacher performance in MTsN 2 South Bengkulu was carried out for several reasons. *First*, this research aims to improve the quality of teacher performance by ensuring that teachers have optimal performance in teaching and educating students. *Second*, this study aims to evaluate the supervision program of madrasah heads in improving teacher performance. *Third*, by conducting this evaluation, it is hoped that it can help teachers improve their professionalism in carrying out the main tasks of teaching and educating students. *Fourth*, this research can also help increase the accountability of madrasah heads and teachers in carrying out their duties and functions.

Evaluation of the supervision program of madrasah heads in improving the quality of

teacher performance in MTsN 2 South Bengkulu using a descriptive qualitative method. The qualitative approach was chosen because it allows researchers to gain an in-depth understanding of phenomena, explore meaning, and identify data holistically (Creswell, 2022). This type of evaluative research was used to assess the effectiveness of the evaluation of the supervision program of madrasah heads in improving teacher performance in MTsN 2 South Bengkulu. The evaluation model used is the CIPP (Context, input, Process, Product) Model developed by Stufflebeam. This model was chosen so that researchers can comprehensively evaluate the program starting from the context of implementation, available inputs, implementation processes to the results achieved (Kurniawan, 2022).¹⁴ In addition, the CIPP model for researchers can provide recommendations for improvement based on the results of the evaluation.

The main data obtained from this study are the heads of administration, waka-waka and teachers of subjects (minimum 5 subjects). Data collection techniques are in the form of observation, interviews, literature studies, and internet media. This study uses primary and scunder-based data sources. Primary data was obtained through interviews and data sources obtained from literature, journals and articles, while scaffolding data was already available in madrasahs. Data analysis is carried out using several steps including data collection, data reduction, data dissipation and drawing conclusions, similar to Huberman's theory.¹⁵

¹⁴ Adrian Kurniawan and others, "Learning Evaluation", Rosdakarya Youth, 2022

¹⁵ Michael Huberman, 'Linkage Between Researchers and Practitioners: A Qualitative Study',

American Educational Research Journal, 27.2 (1990), 363–91
<<https://doi.org/10.3102/00028312027002363>>.



Discussion

The results of the evaluation of the CIPP model in the use of information technology in PJOK learning at MTsN 2 Bengkulu City through four stages, namely; (1) the context of the madrasah head supervision program in the quality of teacher performance in MTsN 2 South Bengkulu; (2) input of the madrasah head supervision program in the quality of teacher performance in MTsN 2 South Bengkulu; (3) the process of supervising the madrasah head in the quality of teacher performance at MTsN 2 South Bengkulu; and (4) the product of the madrasah head supervision program in the quality of teacher performance at MTsN 2 South Bengkulu.

The Context of the Madrasah Head Supervision Program in the Quality of Teacher Performance

The context in this evaluation refers to the background, needs, and problems underlying the need for the implementation of the supervision program at MTsN 2 South Bengkulu. Based on the results of interviews with the head of the madrasah and several subject teachers, it is known that there are significant challenges in efforts to improve the quality of learning. One of them is the difference in pedagogic competence between teachers, irregularities in the implementation of curriculum-based learning, and lack of innovation in teaching methods. MTsN 2 South Bengkulu as one of the state madrasahs that has an important role in organizing quality

Islamic-based education in the area. With a large number of students and a diversity of students' socioeconomic backgrounds, an even and professional quality of teaching is needed. Therefore, the head of the madrasah needs to carry out intensive supervision to ensure that all teachers carry out their duties with the set standards.

This supervision program was initiated in response to the increasing demands of higher quality of education and efforts to meet national education standards (SNPs). The results of the research supported by Zubaidah et al., show that the madrasah head supervision program aims to answer the needs of improving the quality of teachers in mastering learning technology, differentiation approaches, and authentic assessments.¹⁶ This context evaluation also shows that the supervision of madrasah heads is a real need that has a strong basis to be implemented systematically and sustainably.¹⁷

Input of Madrasah Head Supervision Program in Teacher Performance Quality

The input component in the CIPP evaluation is related to the resources, strategies, and readiness possessed to support the implementation of the supervision program. Based on observations and document studies, it is known that the head of the madrasah at MTsN 2 South Bengkulu has prepared a number of supervision instruments and tools, including academic supervision handbooks, classroom observation instruments, and periodic supervision implementation schedules.¹⁸ In

¹⁶ Zubaidah and others, 'Optimizing the Supervision of Madrasah Heads to Increase Teachers' Work Motivation at Madrasah Tsanawiyah Negeri 2 Pidie Jaya', *An-Nizom Journal*, 7.1 (2022), 112–21.

¹⁷ M.Pd Dr. Hj. Khairiah, *TEACHER PERFORMANCE IN THE PERSPECTIVE OF*

ORGANIZATIONAL CULTURE, LEADERSHIP AND WORK MOTIVATION, 2020.

¹⁸ Afifatun, S. (2022). Implementation of Academic Supervision with a Democratic Approach in Improving Teacher Professionalism. *Ar-Rusyd: Journal of Islamic Religious Education*, 1(2), 141-155.



addition to these devices, the head of the madrasah also received support from the curriculum director and the madrasah development team. They assist in the teacher training process, planning competency improvement programs, and compiling teacher performance indicators. The program also engages senior teachers to mentor teachers who are younger or who have not yet reached the expected performance standards. Another input is the readiness of human resources, both from the side of the head of the madrasah as the main supervisor and from the side of the teacher who is the object of supervision. The results of the interviews showed that most teachers received supervision well and considered it part of professional coaching. However, there are also obstacles such as tight teaching schedules, resistance to criticism, and limitations in the use of technology by some senior teachers.¹⁹ In addition, in terms of facility support, madrasahs have provided teachers' discussion rooms, adequate internet networks, and computer devices that can be used to compile learning tools. The availability of sufficient inputs is an important foundation in supporting the success of the supervision program that is being carried out.

The results of the evaluation of the input of the madrasah head supervision

program can improve the quality of teacher performance. As Khairiah (2020) explained, a well-designed supervise program can improve the quality of teacher performance through programmatic monitoring, coaching and evaluation.²⁰ Supervision focuses on improving teacher professionalism, especially in the learning process, by providing support, guidance, and constructive feedback to improve pedagogic competence and professional competence.²¹ One of them is academic supervision. That is, the academic supervision carried out is more focused on helping teachers' skills in the learning process in madrasahs.²² Thus, to improve teacher performance, it is necessary to supervise the head of the madrasah, so as to assist teachers in carrying out their duties and functions in the madrasah.

Madrasah Head Program Process in Teacher Performance Quality

The process component in the CIPP model evaluates the level of program implementation, including procedures, activities, and the involvement of all parties in the supervision process. At MTsN 2 South Bengkulu, the process of implementing supervision is carried out in several systematic stages, namely the planning, implementation, and follow-up stages. *First*, the planning stage

¹⁹ Solehah, N., & Nasucha, J. A. (2025). IMPLEMENTATION OF CLINICAL SUPERVISION OF MADRASAH HEADS IN IMPROVING TEACHER PROFESSIONALISM AT MAN 1 MOJOKERTO. *Al-Furqan: Journal of Religion, Social, and Culture*, 4(1), 1-24.

²⁰ Khairiah Khairiah, 'The Role of Leadership in Efforts to Improve Teacher Competence', *AT-TALIM Islamic Education Information Media*, 19.1 (2020), 91-110
<<https://doi.org/10.29300/atmipi.v19.i1.3685>>.

²¹ Eva Fathyah, Nana Danapriatna, and Ibnu Muthi, 'EVALUATION OF THE SUPERVISION PROGRAM OF MADRASAH SUPERVISORS IN STATE TSANAWIYAH IN BEKASI CITY', 1.3 (2022), 94-102.

²² Khairiah Zaleha, Ismail; Ismail, Shafinar; Khairiah, 'Introduction Teachers Are an Important Component That Is Very Interesting and Strategic to Study , Because Teachers Play an Important Role in Education . As Khairiah (2020) Explains That Teachers Are the Spearhead of Education and Determine the Quality', *Al Khair; Journal Management Education*, 2024, 16-29.



begins with the preparation of a supervision schedule, the grouping of teachers based on subjects and teaching experience, and the determination of the focus of supervision. The main focus of supervision in the last school year was the increased use of active learning methods and the integration of technology in learning. *Second*, the implementation stage is carried out with direct observation into the classroom by the head of the madrasah or the supervision team. This process involves observing teacher-student interaction, using learning media, delivering materials, and classroom management. The results of the observations were then discussed in individual feedback sessions. Teachers are given space to reflect on their learning process and receive input for improvement. *Third*, At the follow-up stage, the head of the madrasah together with the curriculum director prepared coaching programs such as workshops on the development of lesson plans, training on the use of digital platforms, and *lesson studies*. This process shows that supervision does not stop at observation, but continues with assistance and strengthening competence.

The results of this evaluation show that the implementation of the madrasah head program can improve the quality of teacher performance. The results of this study are supported by the results of research by Yiyin Susanti, et al., (2022) showing that the implementation of supervision by madrasah heads such as increasing teacher discipline,

refreshing learning process services by teachers in terms of providing increasingly conducive classroom management materials, methods and strategies, and improving the results of assessment and evaluation of student achievements. The implementation of academic supervision of madrasah heads can produce quality and superior products, increased student achievements, healthy state of teacher psychologists, and good responses from teachers.²³ The implementation of evaluations is carried out by the head of the madrasah periodically by determining the schedule and time of the evaluation, namely at the end of the odd semester and the end of the semester of the school year after all stages of the program are carried out in full and comprehensively.²⁴ The implementation of supervision includes; (1) monitoring the learning process; (2) teachers observe each other during the learning process, discuss the results and provide each other with input (feedback); (3) understanding of improving the quality of learning; and (4) knowledge development and application of learning methods and media by utilizing technology.²⁵ Follow-up academic supervision includes providing input and coaching, asking teachers to improve planning and following in training. So that effective supervision plays an important role in improving teacher performance in the learning process and effective supervision helps teachers develop a better understanding of learning evaluation.

²³ Yiyin Susanti¹ Ryan Rahmawati² and Indah Ayu Nuraini³, 'IMPLEMENTATION OF ACADEMIC SUPERVISION OF MADRASAH HEADS AS AN EFFORT TO IMPROVE THE QUALITY OF TEACHER PERFORMANCE IN MAN 2 PONOROGO', *Darussalam Journal; Journal of Islamic Legal Education, Communication and Thought*, XIV.1 (2022), 1–21.

²⁴ Mustaqim; Anita² Hasan, 'The Implementation of Academic Supervision in

Improving Teacher Competence and Performance at Ma Al Ishlah Natar and Ma Mathlaul Anwar Cinta Mulya', *AT-TAJDID: Journal of Islamic Education and Thought*, 06, 2022, 85–97.

²⁵ Hamdi Rudji² Ahmad Sunaedi¹, 'Academic Supervision of Principals in Improving Teacher Performance at Madrasah Aliyah Negeri Tolitoli 1,2', *Journal of Educational Management and Islamic Leadership*, 02.02 (2023), 1–17.



The actual issue of the madrasah head supervision process in its implementation is still challenging, for example the lack of supervision time due to the administrative burden of the madrasah head or the absence of teachers at the time of scheduled supervision. The actual issue that is very urgent to find a solution is the low quality of education at all levels. The low quality of education in madrassas is caused by various factors, such as inadequate madrasah facilities, low quality of teacher performance, poor teacher welfare, lack of met educational needs, and high education costs.²⁶

Madrasah Head Supervision Products in the Quality of Teacher Performance

The results or impacts of the madrasah head supervision program can be seen from positive changes in teacher performance and improvement in the quality of learning in the classroom.²⁷ Based on the results of interviews and documentation of the results of the supervision, there is an increase in more systematic and innovative learning planning. Teachers begin to implement active learning methods such as group discussions, role-play, and project-based approaches.

In addition, the results of the evaluation showed an increase in the use of

learning technology. Teachers are starting to leverage digital media such as Google Classroom, learning videos, and interactive quiz apps to increase student participation. Learning activities become more engaging and encourage active student engagement.²⁸ The product of the program looks like a growing reflective culture among teachers. Many teachers have begun to get used to doing reflection after teaching, both individually and in discussion groups with fellow teachers.²⁹ This is proof that the supervision program not only emphasizes evaluative aspects, but also transformative. From the student side, there is an increase in learning participation and learning outcomes. Academic data shows an increase in the average score of students in several core subjects such as Bahasa Indonesia, Mathematics, and Science. This shows that improving the quality of teacher performance contributes directly to improving the quality of student learning outcomes.

The actual issue of the madrasah head supervision program is that the program is not completely evenly distributed. Some teachers still show stagnant performance, especially teachers who have not been optimal in participating in advanced training or who have

²⁶ Baraz Yoechva Alfaiz, 'OPTIMIZATION OF TEACHER PERFORMANCE ASSESSMENT IN IMPROVING THE QUALITY OF MADRASAH LEARNING', *Alfaiz: Optimizing Teacher Performance Assessment in Improving the Quality of Madrasah Learning*, 8.1 (2024), 10–20.

²⁷ Susanti, Y., Rahmawati, R., & Nuraini, I. A. (2022). The implementation of academic supervision of the head of the madrasah is an effort to improve the quality of teacher performance at MAN 2 Ponorogo. *Darussalam Journal: Journal of Education, Communication and Islamic Legal Thought*, 14(1), 1–21.

²⁸ Efendi, N., & Sholeh, M. I. (2023). Education management in improving the quality of learning. *Academicus: Journal of Teaching and Learning*, 2(2), 68–85.

²⁹ Aos Kuswandi, Yeti Sulfiati, and Ibnu Muthi, 'Evaluation of the Academic Supervision Program of Madrasah Supervisors in an Effort to Improve the Professional Competence of Madrasah Aliyah Teachers', *JAMP : Journal of Education Administration and Management*, 5.4 (2022), 300–308
<<https://doi.org/10.17977/um027v5i42022p300>>.



not been open to change.³⁰ Therefore, the evaluation of this product provides recommendations on the need for continuous coaching, awarding outstanding teachers, and increasing the capacity of madrasah heads as instructional leaders in madrasas.

Conclusion

The evaluation of the supervision program for madrasah heads at MTsN 2 South Bengkulu using the CIPP model shows that this program is designed and implemented well to improve the quality of teacher performance. From the context aspect, there is a real need to improve the quality of teaching. In the input aspect, there are tools, human resources, and facilities that support the implementation of supervision. The supervision process is carried out systematically and participatory, with effective observation and follow-up stages. The results of this program show that there is an improvement in the quality of learning planning and implementation, the use of technology, and student learning outcomes. However, the success of this program still requires improvement in several aspects, such as strengthening teacher commitment, increasing the frequency of supervision, and continuous training support. Thus, the supervision program of the head of the madrasah can be a strategic instrument in improving the quality of teacher performance as professionals in education at MTsN 2 South Bengkulu.

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³⁰ Aty Susanti and Udin Syaefuddin Sa'ud, 'The Effectiveness of Teacher Professionalism Development Management', *Journal of Educational*



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