

Managerial Supervision and Performance of School/Madrasah Principals in Improving Education Quality

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Abstract: Referring to Regulation of Minister of Education 12 of 2007 and Minister of Religion Regulation 2 of 2012 regulating technical managerial supervision in schools and madrasah. This study aims to introduce types of managerial supervision and look at the efforts of school and madrasa principals in carrying out good and correct performance. This study uses a qualitative method with the type of literature study that relies on bibliographic sources such as books and scientific articles that are relevant to the subject matter. The results of this study show that managerial supervision has a basic concept, namely a definitive description, basic goals, principles and techniques in improving quality referring to Regulation of Minister of Education 12 of 2007 and Minister of Religion Regulation 2 of 2012. Meanwhile, the performance of school/madrasah principals is seen from the basic objectives. the assessment must be carried out through the methods and procedures for carrying out the main functional assessment, the main functional elements and the performance index of the principal of the school/madrasah.

Keywords: Managerial Supervision, School/Madrasah, Principal's Performance

A. Introduction

Critical new thoughts and ideas in the form of creating educational innovations are really needed in today's "21st century". Given the demands that arise on the surface of the centralization of education. So, every element, starting from society, practitioners, students and others in general, hopes that there will always be new conceptualists to find new patterns of constructive education management in Indonesia. The new pattern of management in the field of "equity" education development seems to be implemented immediately by the heads of institutions in order to improve the quality of human resources. Therefore, in this case, those who have the most interest in sustainable development in the field of education are basically in the body of the "institutional" school leaders (Syafaruddin, 2003).

The highest leadership in a school institution is the head of the school/madrasah, therefore the leadership of the "principal" is required to have the ability and understanding and competence related to his duties in the institution (Astarini, 2016). One of them is compiling a supervision program that is able to improve the

quality of the institution. Supervision is a number of activities that coordinate the performance of school principals in managing institutions to improve quality in learning. Supervision also has interests in pursuing and improving the professional abilities of teachers, which will ultimately have implications for improving the quality and results of a teaching and learning (Suhardan, 2010).

The principal is also authorized to carry out activities to improve the skills of a teacher. School/Madrasah principals in carrying out their duties and performance also seem to be inseparable from supervisory activities at school (Rohmatika, 2016). In order to increase teacher interest in teaching, namely activities whose form and nature are still within the scope of leadership in managing learning, so that the wheels of planning school learning go well (Suhardan, 2010). Supervision carried out by the highest leadership of the institution, namely the principal as a supervisory professional given to his teachers demands an increase in the quality of learning as a coach with the time, he wants more than the circumstances he is in (Suhardan, 2010). As a leader in the school, he runs the school by influencing all the elements that are part of the smooth running of the entire school activity program. So that all school affairs are organized and managed administratively with full hope for the government to improve integrity in education.

B. Methods

This study uses a qualitative approach with a literature study method that relies on reference sources in the form of books, online KBBI (Indonesian Big Dictionary) and articles in scientific journals related to the substance of the “subject matter” of the problem. Reading the thinking data of academic practitioners using a critical constructive approach and interpretation of the substance with content analysis.

C. Results and Discussion

Managerial Supervision in Improving the Quality of Education

The term supervision comes from two words, namely “super” and “vision”. In Webster’s New Word Dictionary the term super means “Higher in rank or position than, superior to (superintendent), greater or better than others”. Whereas in the same book the word vision means “the ability to perceive something not actually visible, as through mental acumen or keen foresight”. This means that a supervisor is a professional, when he carries out his duties, he acts on the basis of scientific principles to improve the quality of education (Webster, 1991). To carry out supervision, it is necessary to have the advantage of being able to see sharply the problems of improving the quality of education, using sensitivity to understand them and not just using ordinary eye sight, because what is observed is not a

concrete problem that appears, but requires psychological insight and sensitivity (Iskandar et al., 2019).

In general, supervision activities can be divided into two types, namely: managerial supervision and academic supervision. Managerial supervision is carried out for all technical school/madrasah administrative activities, while academic supervision is more directed at improving the quality of learning (Iskandar & Putri, 2020; Marwan, 2022; Usman, 2016). In the statement of the Directorate of Education Personnel in 2009 Managerial supervision is related to aspects of madrasa management where the basis of direct attention is increasing the efficiency and effectiveness of madrasah which include planning, coordination, implementation, assessment, development of educational human resource competencies (HR) and other resources.

Managerial supervision has an interest in improving the quality of madrasah, this in terms of managerial administrative management. According to him, administrative or managerial supervision is essential focus on the supervisor's observations in administrative aspects that function as a support (Supporting) and facilitating the implementation of madrasah management and learning. Therefore, supervisors as educational staff and human resources in madrasah are required to be competent in their duties (Syafaruddin, 2003). This is because the good quality of madrasah arises because of personality and quality administrative management. In accordance with Arifin's meaning that quality education is inseparable from the rules of tarbiyah which involve a re-actualization of a process of nurturing, nurturing, caring for, improving, managing the lives of madrasa residents with the mission of developing and improving quality. Thus, the role of the madrasa supervisor is very supportive of the progress of the madrasa, because without an expert (professional) supervisor it is impossible for a madrasa to run well and be of good quality (Zulkarnain et al., 2022).

As for the focus points of managerial supervision, there are 7 (seven) managerial supervision component rooms referred to within the Ministry of National Education in 2008, namely: 1) Curriculum and learning management, 2) Student Affairs, 3) Facilities and infrastructure, 4) Personnel, 5) Finance, 6) School relations with the community, and 7) Special services. The seven components above are considered central to Aedi if the goal is quality in madrasah. In his perspective, the seven components above need to be managed, monitored, fostered and supervised in order to achieve school /madrasah goals to meet national education standards (Iskandar & Putri, 2020; Syafaruddin, 2003; Syamsuddin, 2018).

In another narrative Imron has a slightly different classification regarding managerial supervision, according to which managerial supervision which is directly related to increasing the efficiency and effectiveness of schools includes: (1) planning,

coordination, (3) implementation, (3) assessment, (5) competency development for school principals and other staff. While the goal is to assist school principals and other school staff in managing education, namely: (1) curriculum management, (2) student management, (3) management of infrastructure/equipment facilities, (4) management of school and community relations, (5) financial administration, (6) personnel management, (7) management of school culture and environment, and (8) other administrative aspects in order to improve the quality of education (Imron, 2003).

Speaking in the same context, the managerial supervision that is carried out has a principle. Where the principle of managerial supervision becomes a basic structure and commitment of supervisors in carrying out their duties. Selamet classified it as 10 (ten) principles of supervisory managerial supervision that must be carried out, including: First, in supervision, the supervisor must distance himself from authoritarianism, where he acts as a superior and the school principal/teacher as a subordinate. Second Supervision is basically carried out in order to help the school/madrasah to carry out their duties effectively better and of higher quality, so that the expected goals can be achieved optimally. The three Supervision must have objective, democratic, systematic, creative, growth and productivity centered on research and analysis of the entire teaching and learning environment on identification and professional problem solving.

The four supervisions must be able to create harmonious human relations. Human relations that must be created must be open, friendly, and informal. The five Supervision must be carried out continuously. Supervision is not a part-time task that is only carried out occasionally if there is an opportunity. Sixth supervision must be democratic. Supervisors may not dominate the implementation of supervision. The pressure point for democratic supervision is active and cooperative. Seventh the supervision program must be integral. In every educational organization there are various behavioral systems with the same goal, namely educational goals. The eight supervisions must be comprehensive. The supervision program must cover the entire. Nine supervisions must be constructive. Supervision is not one time to find faults. The tenth supervision must be objective. In compiling, implementing, and evaluating, the success of the supervision program (Imron, 2003; Robbins, 2010; Syafaruddin, 2003).

Observing the explanation above that the principle of managerial supervision is the achievement of managerial standards school / madrasah supervisors must carry out their functions in accordance with agreed rules and need to uphold predetermined managerial principles. For supervisors, this effort does not only comply with existing formal legalities, but at the same time fosters quality human resources (school/madrasah residents) and strives for the term Arifin Education for

Sustainable Development, abbreviated as EfSD or Education for Sustainable Development.

Performance of Managerial Supervision for Madrasah Ibtidaiyah Supervisors

Performance departs from Indonesian with the basic word “work” which translates words from foreign languages, namely achievement. Meanwhile, according to (Moghavvemi et al., 2018) performance is “Performance refers to the degree of accomplishment of the tasks that make up an individual is fulfilling the requirements of a job.” meaning that performance refers to the degree of completion of tasks that complement one’s work. This reflects how good a person is in carrying out the demands of a job.

Supervision means to see and review. Can also be interpreted as a task to detect a problem. In terminology, supervision in Bright’s narrative is an activity that coordinates, stimulates and directs the development of educational staff. Meanwhile (Iskandar & Machali, 2020) said supervision is to improve the quality of the teaching power of school residents with the help of supervision. While managerial means leadership skills to organize, manage and improve.

The main program in supervision is to provide academic supervision and managerial supervision. Supervision, namely a series of activities in fostering, planning and also assisting school principals, teachers and school employees in carrying out their work assignments effectively.

In addition to the main tasks that are the urgency of a supervisor, then the Regulation of the Minister of Religion of the Republic of Indonesia Number 2 of 2012 concerning supervisors for madrasah and supervisors for Islamic religious education in schools stipulates the qualifications of supervisors and competency standards for school/madrasah supervisors as follows:

Madrasah supervisors and PAI supervisors at schools have the following qualifications:

- a. Minimum education S1 or diploma IV from an accredited tertiary institution
- b. Status as a teacher certification educator at madrasah and schools
- c. Have teaching experience of at least 8 (eight) years as a Madrasa Teacher or PAI Teacher in Schools
- d. Has a minimum rank of institution, class III/C class
- e. Have competence as a supervisor as evidenced by a certification of supervisory competence.
- f. Age as high as 55 (fifty-five years)
- g. Have a list of assessments of work implementation for each element of at least

good value in the last 2 (two) years:

- h. Never been involved in and was sentenced to moderate and severe disciplinary punishment while serving as a civil servant

Furthermore, in supporting professional standards, supervisors must have personality competencies, managerial supervision competencies, academic supervision competencies, educational evaluation competencies, research and development competencies and social competencies. Such competencies must be owned by a supervisor, especially in managerial supervision competencies. Given the competence of managerial supervision which will deal directly with the head of the madrasa/school as the leader who is responsible for all the progress of the madrasa. The managerial supervision competencies listed in the Regulation of the Minister of Religion of the Republic of Indonesia Number 2 of 2012 concerning supervisors of madrasah and supervisors of Islamic religious education in schools are as follows:

Table 1. Managerial Supervision Competence

No	Managerial Supervision Competence
1.	Mastering the methods, techniques and principles of supervision in order to improve the quality of madrasah Education
2.	Develop an oversight program based on vision-mission- goals and educational programs in Madrasah
3.	Develop work methods and instruments needed to carry out main tasks and supervisory functions in Madrasah
4.	Compile reports on the results of supervision and follow up on them for the improvement of the next supervision program in Madrasah
5.	Fostering school principals in the management and administration of education units based on the management of improving the quality of education in Madrasah
6.	Fostering Madrasa heads and teachers
7.	Encouraging school principals to reflect on the results they have achieved to find strengths and weaknesses in carrying out their main duties in Madrasah
8.	Understand the implementation of national education standards and their use to assist Madrasah heads in preparing for Madrasah accreditation.

Furthermore, for the performance of managerial oversight, you can refer to the Guidelines for the Implementation of the Duties of School/Madrasah Supervisors, the Directorate of Education Personnel in 2009 in (Rohmatika, 2016) it is stated that school/madrasah supervisors play the role of: (1) collaborators and negotiators in the process of planning, coordinating, developing school management , (2) assessors in identifying weaknesses and analyzing school potential, (3) school quality development information center, and (4) evaluators of the meaning of supervision results. Looking at the performance indicators for school/madrasah supervisors above, it can be seen that in general the duties of supervisors in managerial supervision have supervisory standards which refer to the Regulation of the Minister of National Education Number 12 of 2007 concerning Standards for School/Madrasah

Superintendents that concretely the madrasa supervisor must carry out his duties as explained in the following figure:

Table 2. Managerial Supervision Program Standards

Task details	Managerial Oversight (School/Madrasah Administration and Management)
Inspecting/Supervision	1. Implementation of the school curriculum
	2. Implementation of school administration
	3. Performance of school principals and school staff
	4. Progress in the implementation of education in schools
	5. School collaboration with the community
Advising	6. Principals in managing education
	7. Principals in implementing educational innovations
	8. The principal in improving the professional ability of the principal
	9. Advise school staff in carrying out school administration tasks
Monitoring	10. Principal and staff in school welfare
	11. Implementation of the curriculum
	12. School administration
	13. School management
	14. school progress
	15. Development of school human resources
	16. Administration of school exams
Coordinating	17. Implementation of new student admissions
	18. Coordinate the improvement of the quality of school human resources
	19. Implementation of innovation in schools
	20. Coordinate school accreditation
	21. Coordinate educational resource activities
Reporting	22. Principal performance
	23. School staff performance
	24. Education quality standards
	25. Educational innovation

The indicators for implementing managerial supervision depart from Regulation of Minister of Education No. 12 of 2007 and Minister of Religion Regulation No. 2 of 2012 which were developed according to the needs of madrasahs. In its implementation, it includes 17 performance indicators, namely: (1) Guidance of madrasah heads; (2) having supervisory instruments; (3) monitoring of SNP; (4) Program for assessing the performance of madrasah heads; (5) training of madrasah heads in KKKS/KKKM; (6) training of madrasah heads to compile madrasa program; (7) monitoring the curriculum with the development of the 2013 curriculum; (8) UN and US monitoring; (9) monitoring PSB and extra-curricular; (10) assessing the performance of madrasa principals; (11) coaching preparation for accreditation; (12) implementing educational innovations; (13) monitoring administration madrasah; (14) managing administrative procedures; (15) monitoring infrastructure; (16) madrasah research guidance; (17) helping to formulate the vision

and mission of the madrasah.

After planning managerial supervision, the supervisor then carries out a managerial supervision program in accordance with predetermined instructions and principles. The supervisor in his role looks objectively at the madrasah he fosters. Paying attention to the shortcomings and mistakes of the madrasa administration. Universally implementation is divided into 6 namely measuring actions, measuring actions from agreed standards, correcting deviations, investigating what is being done, comparing results and agreeing on results.

Principle/Madrasah Performance: Objectives and Assessment Elements That Must Be Achieved in Quality Improvement

One of the basic concept goals in assessing the performance of school principals is essentially measuring the results of the achievements that have been made by the school leadership (principal). Then after the measurement is complete, the results of a performance will be used as feedback as well as improvements to become lessons and observations for future leaders. Furthermore, a result of the achievement of the school principal's performance will be used as "legalized document" data as a reference for data or tools in following up decision-making, promotion, achievement (award), transfer of position or position to punishment.

Based on the explanation above, the supervisor's objectives in considering a performance appraisal are as follows:

1. Generate data related to the implementation of the core program, its function is to find out how far the supervisor is carrying out his duties and is responsible for all plans and programs implemented.
2. Knowing the determination of the principal's involvement in the quality of his performance which is based on the existence of, for example, awards, institutional achievements and promotion of institutions that deserve appreciation.
3. Determine programs to improve the professionalism of school leaders/principals in their actualization to increase the productivity of quality institutions.
4. Carry out programs that are expected to be able to have feedback for self-development, career development, scientific skills, create works and initiatives in the professionalism of a school leader/principal.

The next assessment is to measure the performance of school principals in the development and governance of institutions with other parties in implementing cooperation plans whose aim is to increase the quality of school principal performance. In this case the assessment is also seen from learning leadership in the

context of implementation in schools by the principal, learning leadership consists of the following indicators:

Table 3. Indicators of Learning Leadership Indicators that Must be Achieved by School Principals

Indicators of Learning Leadership indicators that must be achieved by school principals
Collective implementation/action must be carried out in accordance with the vision and mission
Accommodate a concept of the formulation of goals to achieve high standardization in school achievement
Developing schools/madrasah in an effort to become learning organizations
Creating a school/madrasah culture and climate that is conducive and innovative
Be an example of an inspiring leader
Facilitate collaboration in the context of collaborating with school members
Manage optimally and develop a learning curriculum in accordance with the stated vision and mission

Meanwhile, what was developed by the Ministry of National Education (2010) refers to Regulation of Minister of Education No. 28 of 2010, where the components of the assessment are seen from the aspect of the social ethics of the school principal to see the extent to which the social personality of school leaders as leaders accommodates the course of the vision and mission. namely as follows:

Table 4. Indicators of the Principal's Personality Indicators that Must be Achieved

Indicators of the principal's personality indicators that must be achieved
Have a high ethical culture such as discipline, authority, courtesy, morality, virtuous and egalitarian
Carrying out the main duties and functions by upholding a culture that is honest, reliable, consistent, quality and sincere in carrying out responsibilities
Have a transparent attitude as a functional principal of the school
Being a role model also has positive emotional control in leading
Participate in community social activities
Have a caring heart for any interests
Reconstructing school/madrasah relationships with external institutions in order to enrich new information and ideas that can be actualized in schools/madrasah

The indicators above serve as a reference and performance evaluation for school principals in pursuing the progress of "modernization" of the madrasah/school institution they lead, therefore in producing professional principals with integrity they must have the above references. The highest institution in carrying out the actualization of "a process" of education is undeniably the foremost school institution. In the broad view that schools will also provide space for knowledge in learning. In this case, the "principal" should have an important role in planning the teaching program. Until the time when the program is running properly and correctly.

According to Wahyudi (2009) in their role the principal must do the following:

1. Participate in learning as much as a minimum of 91%.
2. Provide direction to all teachers in order to carry out learning with an evaluative minimum of 91%.
3. Planning to plan teaching programs in the field of developing curriculum quality, paying attention to class conditions, pedagogy, to assessing feedback on teaching and learning activities at least 75%.
4. Inform educators regarding issues, regulations and the latest developments to improve up-to-date learning practices in daily teaching as much as 64%.
5. Resource governance 60%.
6. Planning to set expectations and goals effectively 55%.
7. Caring for the learning environment and improving the quality of learning by 50%.

It is essential to understand that the principal plays a crucial role in shaping the agenda and guiding teaching activities. It is this central role of the school principal that is expected to be able to build and develop the quality of learning. Then in other assessment procedures the performance of the school principal is seen from the procedure components, namely:

1. Input Assessment, namely the competence carried out by the principal in carrying out his work. And the orientation of the assessment is seen from the individual object characteristics of the principal himself.
2. Process Assessment, namely an assessment that focuses on the procedural implementation of work on all the performance of institutional leaders or principals where the orientation boils down to the function and commitment of the principal.
3. Output Assessment is to see how far the principal's main work program has been to the achievements of the main function activities that have been carried out. The hope is that there will be a change in quality for the better in the performance of school members such as staff, teachers and others.

Seeing how vital the strategic achievements of school leaders are with the aim of fostering all of their performance, based on the research framework of efforts that must be achieved next, leaders must improve effective organizational implementation. Paying attention to the socio-political culture in the internal and external institutions he leads in accordance with all the goals expected of the school, namely improving the quality of learning, caring for all educational progress and serving all the needs of the community in educating all the life of the nation. This also influences the realization of achieving effective results in carrying out the leadership of school institutions.

Table 5. Assessment of School/Madrasah Principals with Recapitulation and Performance Indicators to be Achieved in the Context of Improving Quality

No	Main Function	Key Functional Elements	Performance Index
1.	Governance/managerial Function	9	38
2.	Implementation of Supervision	3	12
	Amount	12	50

Furthermore, the performance assessment of school/madrasah principals is through measurement with 12 main functional elements and 50 indicator achievement values that must be implemented. This needs to be known so that school/madrasah institutional leaders are able to carry out their responsibilities as supervisors. El tab as follows:

Table 6. 12 Main Functional Component Elements and 50 Indicator Achievement Values That Must Be Implemented

No	Key Functional Elements	Achievement Value Indicators Must Be Implemented
1.	Conceptualize the school/madrasah plan at its level.	<ol style="list-style-type: none"> 1. Development of RKJM and RKTS/RKAS by combining internal and external programs on an evaluative basis that goes according to the completeness of the SNP carried out by the school principal. 2. Formulation of the vision and mission to construct the implementation of the RKJM and RKTS/RKAS carried out by the school principal. 3. The existence of a policy in achieving institutional goals with qualified indicators by the principal. 4. make the completeness of the strategy in accordance with the evaluation agenda by the school principal.
2.	Optimization of all school/madrasah resources.	<ol style="list-style-type: none"> 1. Interdisciplinary in the use of time to work for school principals. 2. Pay attention to every Institutional entrepreneurship by considering all stability. 3. Utilization of school/madrasah resource efficiency by the school principal. 4. As an educated citizen, the principal should be a role model for his institution.
3.	Managing school/madrasah institutions productively in accordance with the prevailing organizational structure.	<ol style="list-style-type: none"> 1. Development of updates for each school/madrasah program plan to enhance institutional integrity. 2. Excellent and skilled to initiate institutional work teams so as to increase the achievement of performance productivity. 3. The implementation of learning management is in accordance with the updates and updates that are developing. 4. Have the ability to strive for increased achievement as well as conduct training that increases academic potential in schools.
4.	Creating a creative and innovative school/madrasa atmosphere/environment.	<ol style="list-style-type: none"> 1. It is expected that the principal has a concept to improve quality in academic and non-academic achievements. 2. Paying attention to the completeness of infrastructure facilities in order to stimulate the potential of students who are creative and innovative. 3. Pay attention to facilities to launch productive activities at school.

		4. Provide opportunities for students to be able to take part in competitions internally and externally at schools/madrasah
5. Optimization of school/madrasah residents such as teachers, staff and others.		1. It is hoped that school/madrasah principals will be able to create programs that encourage development for educators 2. Create a mentoring program for school/madrasah human resources to improve scientific integrity 3. Creating competency development and conceptualizing quality improvement plans for administrative employees 4. Monitoring and assessing the development of school/madrasah residents after all training programs have been implemented
6. Management of the quality of old students and new students.		1. Developing student competencies also manages student acceptance plans. 2. Create self-potential power programs for students. 3. Planning an agenda for developing self-potential habituation from instilling values also facilitates this. 4. Optimizing the development of work, potential and achievements among educators, staff to students.
7. Management of curriculum and teaching activities refers to the direction of National education.		1. It is expected that school principals must be able to actualize the principles in the latest "K13" curriculum as an effort to implement curriculum updates. 2. Implementation of a guaranteed academic system as well as measurable control of the curriculum. 3. Increasing the integrity and effectiveness of the performance of educators and other teams concerned with learning. 4. Constructing learning services so that educators can easily transfer their knowledge to students. 5. Collaborate and combine competency development to improve the integrity of the academic climate.
8. Management of School/Madarasah Human Resources (HR) with principles that prioritize effectiveness as well as efficiency		1. Guaranteed administrative management through a growing digital system. 2. Complete the infrastructure with effective management. 3. Managing the school/madrasah citizen administration system with quality coaching. 4. Prioritizing transparency, efficiency and
9. Evaluate every program design and plan that has been implemented in order to see the progress of meeting the standardization of supervision.		1. Preparation of all improvements in the form of enrichment, questions, remedial in collaboration with educators. 2. Re-checking the implementation of follow-up recommendations initiated by school/madrasah principals and teachers. 3. Initiate development programs in fostering educators to see the pros and cons of supervising. 4. Collect data to become evidence and a treasury of tools for reforming and improving the school/madrasah principal supervision program

D. Conclusion

The results of this study show that managerial supervision has a basic concept, namely a definitive description, basic objectives, principles and techniques in improving quality which refer to Regulation of Minister of Education No. 12 of 2007 and Minister of Religion Regulation No. 2 of 2012 which contains managerial

supervisors whose role is: (1) collaborators and negotiators in the process of planning, coordinating, developing school management, (2) assessors in identifying weaknesses and analyzing school potential, (3) information centers for school quality development, and (4) evaluators of the meaning of supervision results. While the performance of school/madrasah principals is seen from the basic objectives of the assessment which must be pursued through the methods and procedures for implementing the main functional assessments, the main functional elements and the school/madrasah principal performance index.

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