



## Implementation of Education Supervision at Binjai MTSN School

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### Abstract

Supervision is a process that is often carried out in every educational institution. In this case, a research process was carried out at MTsN Binjai with the aim of seeing how the process of implementing supervision carried out by the head of MTSN Binjai on teachers. The methodology used in this study was descriptive qualitative research by conducting a process of observation and interviews at MTsN Binjai. . The results of the research process said that the supervision implementation process carried out by the head of MTSN Binjai was carried out well in accordance with established procedures. In addition, the head of MTSN Binjai also has a firmness in carrying out an implementation of supervision of teachers so that teachers can improve their abilities and performance in the teaching and learning process.

Keywords: Implementation, Supervision, Education

### Introduction

Educational supervision is a very important thing to do to improve the quality of education. The quality of education is closely related to the professionalism of teachers in dealing with problems that exist in the world of education both at present and in the future. Based on this, education is an important factor because education is one of the determinants of the quality of human resources (Human Resources), where humans can develop their personality by developing their potential in accordance with the values that exist in society.

In an effort to improve the quality of educational resources, teachers are a component of human resources that must be fostered and developed continuously. The teacher's job is related to efforts to educate the nation's life in all its aspects, both spiritual and emotional, intellectual, physical, and other aspects. In addition, the effects of fast-paced change encourage teachers to continuously learn to adapt to science and technology as well as community

mobility. Teachers need help from fellow teachers who have advantages or experienced teachers to exchange knowledge in increasing the potential of students. Teachers also need the help of the principal as a teacher mentor to work properly in the learning process of their students. Therefore, in an educational institution it is necessary to carry out supervision. "Supervision can also be interpreted as a two-way interactional process that requires both the student and the supervisor to consciously engage each other within the spirit of professionalism, respect, collegiality and open-mindedness. mindedness", which means supervision can also be interpreted as a two-way interaction process that requires students and supervisors to consciously engage one another in a spirit of professionalism, respect, togetherness and an open mind. The principal in carrying out his duties must involve the entire school community he leads.

One of the efforts to increase effective learning in schools is the role of the principal in supervising learning, because the success or failure of teaching

programs in schools is largely determined by the principal as a leader. Leadership is a very important factor in influencing organizational performance, because leadership is the main activity where organizational goals can be achieved. Leadership is one of the problems that arise along with human awareness of the importance of living in groups to achieve common goals. Leadership factors include aspects of the quality of managers and team leaders in providing encouragement, enthusiasm, direction, and work support to subordinates. The principal as a leader must have the ability to have a constructive influence on all education personnel which is carried out cooperatively to achieve the vision, mission, and goals of education.

Supervision of the principal will have a positive impact on the psychology of teachers. The satisfaction that teachers get with the supervision of the principal will trigger enthusiasm teachers in carrying out their obligations, so that learning will run well. The success of the school is the success of the principal in leading his subordinates. Schools are complex organizations, therefore principals must be able to coordinate all activities in schools, including teacher activities in preparing learning, starting from lesson plans, media, and teaching aids. The success of the learning process is heavily influenced by the principal, teachers, and students. Therefore, the learning process needs to be optimized with supervision and guidance from the principal.

## THEORITICAL REVIEW

### Definition of Supervision

The word supervision comes from English supervision which consists of two words, namely super and vision. Which implies looking carefully at the work as a whole. And the person who supervises is called a supervisor in charge of supervising school administrators. Therefore, educational supervision or school supervision is assumed as an effort to improve the quality of education and teaching in schools. Which is supported by elements such as teachers, facilities and infrastructure, curriculum, teaching and assessment systems. Supervisors have the duty and responsibility to pay attention to the development of these elements on an ongoing basis.

Supervision is one of the strategies to ensure that all steps in the implementation process and all components of educational outcomes that will be achieved meet the target. Supervision is also said to be a management strategy consisting of a series of activities to ensure that the quality expected in the planning, implementation and evaluation processes can be achieved to the maximum.

Supervision in the field of education is a process of mentoring from competent parties to teachers and other school personnel who directly handle student learning to improve teaching and learning situations so that students can learn effectively with increased learning achievement.

Supervision can also be interpreted as an effort to stimulate, coordinate and guide the continuous growth of school teachers, both individually and collectively so that they understand better, and are more effective in realizing all teaching functions, so that they are able and more competent to participate in modern democratic societies. . Ngilim Purwanto said that "Supervision is a coaching activity planned to assist teachers and other school staff in doing their job effectively."

Therefore supervision is an aid in developing a better learning situation. That is, an educational supervisor or supervisor not only supervises, but also provides continuous assistance to those who are supervised or supervised to achieve educational goals or the goals of an institution or subject in general, taking into account learning administration equipment, student activity, the process of learning activities. , assessment or evaluation of student learning outcomes in accordance with the expected goals. And in the process of providing this assistance, attention is also paid to the development of the curriculum implemented and the conditions under supervision, so in supervising it is necessary to have humanization by the supervisor to the supervised.

Likewise, in the implementation of supervision, attention must be paid to what is meant by supervision. Supervision or commonly referred to as supervision are two terms that are translated from one of the management functions, namely controlling. There are two different views on the meaning of these two terms. On the one hand, there are those who argue that these two terms have the same meaning and approach. While on the other hand there are those who say the term supervision is more authoritarian or directive, From these definitions, the writer concludes that supervision is all assistance and direction from school leaders, which is aimed at developing the leadership of teachers and other school personnel in achieving educational goals. It is an encouragement, guidance, and opportunity for the growth of the skills and abilities of teachers, such as guidance in the business and implementation of reforms in education and teaching, the selection of learning tools and better teaching methods, better methods of assessment. systematic process of the entire teaching process and so on, where the principal as supervisor plays the main role as the executor of supervision in education,

because in the hands of the principal there is a mandate and responsibility for the school he leads.

### Supervision Purpose

The purpose of supervision is to develop a better teaching and learning situation through coaching and improving the teaching profession. Peter F. Oliva in his book *Supervision for Today's school* says "the supervisor exercises various roles within one of three domains: instructional, curricular, and staff development". It can be understood that the purpose of supervision in general is to improve the quality of learning and the quality of teachers.

Carrying out a task or activity without knowing clearly the goals and objectives to be achieved means waste, futile actions, even many people are trapped in the activities they do and are busy every day but do not know what the results are, even though directing all activities to achieve goals and objectives. achieving a goal is very important for everyone, including education supervisors/supervisors.

The following will briefly describe the objectives of educational supervision, namely:

1. Helping teachers in developing the teaching and learning process
2. Helping teachers translate the curriculum into the teaching and learning process
3. Helping teachers develop school staff.

In general, the objectives of educational supervision are: Helping teachers see the goals of education, guiding the practice of teaching and learning, developing learning resources using teaching methods, meeting student learning needs, assessing student learning progress, fostering work morale, adapting to the community and fostering schools.

By looking at the context of the sentence above through the definition of the purpose of educational supervision, it is not much different as stated by Nur Alim who said the objectives of educational supervision were:

For the development of a better teaching and learning situation which in turn will make the achievement of educational goals more effective, namely the formation of the personality of students (students) as a whole and maximally, these efforts are taken through efforts to provide teaching and learning assistance so that the professional competence of teachers can grow and develop or in other words that the purpose of teaching supervision is to help teachers develop their competencies and abilities in achieving the planned teaching goals for students.

So, through educational supervision, it is hoped that the quality of learning carried out by teachers will increase. In the guidebook for the implementation of educational supervision by the Ministry of Religion of

the Republic of Indonesia, the objectives of educational supervision are also stated which reads:

The purpose of educational supervision is the improvement and development of the teaching and learning process, in total, this means that the purpose of supervision is not only to improve the quality of teaching teachers, but also to foster the growth of the teaching profession in a broad sense, including in the provision of facilities, leadership services and human development. Good relations with all parties involved.

Based on the formulation of the objectives above, the supervision activities are basically directed at the following matters:

1. Generate and stimulate the spirit of teachers and school staff in their respective processes well
2. Develop and search for new teaching and learning methods in a better and more appropriate learning process
3. Develop good and harmonious cooperation between teachers and students, teachers with fellow teachers, teachers with the Principal and school staff who are in the school environment concerned
4. Strive to improve the quality of insight and knowledge of teachers and school staff by conducting regular coaching in the form of workshops, seminars in service training, up grading, and so on.

Everything mentioned above is intended to provide excellent service to personnel who are under the responsibility of and the powers of the supervisors concerned. Mulyasa stated what was quoted in his opinion that Ametembun aims for educational supervision as follows:

- a. Fostering principals and teachers to better understand the true goals of education and the role of schools in realizing these goals
- b. Enhancing the ability of principals and teachers to prepare their students to become more effective members of society
- c. Helping Principals and teachers make critical diagnoses of their activities and teaching and learning difficulties, and helping them plan improvements
- d. Increase the awareness of the Principal and teachers and other school members on a democratic and comprehensive way of working, as well as increase the willingness to help
- e. Enlarging the enthusiasm of teachers and increasing achievement motivation to optimize performance to the fullest in their profession
- f. Helping school principals to popularize the development of educational programs in schools to the community
- g. Protect supervised people against unreasonable demands and unhealthy criticism from society

- h. Assist the principal and teachers in evaluating their activities to develop student activity and creativity
- i. Develop a sense of unity and unity (collegiality) among teachers.

Presumably a clear picture of the purpose of educational supervision that must be carried out in schools, although the formulation is not yet a complete formulation, because there are still many formulations of educational supervision objectives put forward by different experts, but it can be concluded that the purpose of educational supervision is to improve the general educational process in schools and provide assistance to teachers so that they can improve the way and their work in learning. And the focus of supervision is on the setting for learning, not on a person or group of people, but everyone such as teachers, and other school employees. They are all supervisory partners who share the goal of developing a situation that allows the creation of better teaching and learning activities.

In addition to the objectives, educational supervision is also directed at two main targets, namely the supervision of technical educative activities, and technical administration. Educational techniques include: curriculum, teaching and learning process and evaluation/assessment. Meanwhile, technical administrative supervision includes: personal administration, material administration, financial administration, laboratory administration, school library and others.

By understanding the purpose of supervision as mentioned above, it is hoped that supervisors, and in particular (Principals), will further enhance their professional knowledge and skills in their fields. This is very important, because in this new era or with a new paradigm, supervisors are expected to be one of the mainstays in developing and improving the quality of education and teaching in schools under their authority and responsibility.

#### Supervision Function

After knowing and understanding the goals and objectives of supervision, another important thing that supervisors need to master is the supervisory function. Broadly speaking, the supervisory function can be grouped into three areas, namely the field of leadership, the field of supervision, and the field of implementation.

The main function of educational supervision is to improve the quality of learning. According to Burton and Bruckner, the main purpose of educational supervision is to assess and improve the factors that affect the learning process of students. Meanwhile, Briggs revealed that the main function of educational

supervision is not only to improve learning but to coordinate, stimulate, and encourage teacher growth. Swearingen in his book *Supervision of Instruction-Foundation and Dimension*, quoted by Sahertian suggests 8 supervisory functions, namely:

1. Coordinate all school efforts
2. Equip leadership school
3. Expanding the experience of teachers
4. Stimulate creative efforts
5. Provide continuous facilities and assessment
6. Analyzing teaching and learning situations
7. Provide skills and knowledge to each staff member
8. Provide broader and integrated insight in formulating goals education and improve the teaching ability of teachers.

Looking at the explanation of the function of supervision, it can be understood that supervision has a very important function in education. With these supervisory functions, it is expected to improve the quality of education.

The function of leadership is also attached to a supervisor, because he is a leader, as well as supervision, because essentially a supervisor is a supervisor whose main task is to supervise. While the implementing function is in the supervisor, because he is the executor in the field which in standard terms is a functional official. For more details, these functions can be described as follows:

1. In the leadership function, a supervisor should carry out the following:
  - a. Increase the morale of teachers and all school staff who are under their responsibility and authority
  - b. Encouraging activity and creativity and dedication of all school personnel
  - c. Encouraging the creation of a conducive atmosphere inside and outside the school environment
  - d. Accommodating serving and accommodating all kinds of complaints from the education apparatus at the school and trying to help solve them
  - e. Help develop cooperation and working partnerships with all related elements
  - f. Help develop intra and extra curricular activities at school
  - g. Guiding and directing all school personnel to improve the quality of education and teaching at the school
  - h. Must have a high commitment that the Principal, teachers, and all school staff are not subordinates, but are partners.

The problem of leadership always gives an interesting impression on everyone, the literature on leadership always provides an explanation of how to be a good leader, attitudes and styles that are in accordance with the leadership situation and the requirements of a good leader. An organization will be successful or not largely determined by this leadership, therefore leadership becomes the center of human attention.

2. In carrying out the supervisory function, a supervisor should pay attention to the following matters:
  - a. Seriously observe the implementation of the duties of the principal, teachers and all school staff so that it is clear whether the tasks carried out are in accordance with the plan or not.
  - b. Assist the development of education and teaching in schools that are their responsibility and authority, including the progress of student learning at the school concerned
  - c. as a whole which includes personnel administration activities, material administration, curriculum administration and so on
  - d. Controlling the use and distribution and management of educational facilities and infrastructure in the school
  - e. Supervise carefully the various activities carried out by the policies that have been set by the authorized official
  - f. In addition to supervising, supervisors also carry out the function of assessing and coaching various aspects of their main task.

The function of supervision or supervision in education is not just a control to see whether all activities have been carried out according to the plan or not in accordance with the program that has been outlined, but more than that, supervision in education has a broad meaning. Supervision activities include determining the necessary personal and material conditions or requirements.

3. Meanwhile, in carrying out the implementation function, a supervisor should pay attention to the following activities:
  - a. Carry out supervision/supervision tasks in accordance with applicable regulations
  - b. Securing the various policies that have been set
  - c. Report the results of supervision/supervision to the authorized official for analysis and follow-up.

By paying attention to the educational supervision functions that have been detailed, it can

be concluded that the principal's duties are very large, such as the leadership function, supervisory function, and its function as implementation.

Therefore, these functions are very important to be known and implemented by the principal as a supervisor who can assist in realizing the expected educational goals of the school he is targeting.

### Supervision Principle

According to Suryo Subroto, there are four principles of educational supervision, namely scientific principles, demonstration, cooperation and constructive and creative principles.

1. Scientific Principle, Scientific principles contain the following characteristics:
  - a. Systematic, implemented regularly, programmed and sustainable.
  - b. Objective, based on data information.

Using instruments or tools that can provide data and information as material for assessing learning. 7 Scientific nature means that the supervision program must be regular and continuous. So the supervision program is not carried out once but is carried out continuously. In addition, supervision must also be objective, not based on your own opinion but must be based on data. In carrying out supervision must also use instruments that can provide information data.

2. Democratic Principles

Uphold the principle of deliberation, have a strong family spirit and be able to accept the opinions of others. Assistance given to teachers is based on human relations so that teachers feel safe and later will create a harmonious relationship between supervisors and teachers. Democracy implies upholding the self-esteem and dignity of teachers, not based on superiors and subordinates but based on peers.

3. Cooperation principle

Develop joint efforts to create better teaching and learning situations. This can be done by sharing of ideas, sharing of experience, motivating, stimulating teachers so that they can grow together.

4. Constructive and creative principles

Fostering the initiative of teachers and encouraging them to be active and create better teaching and learning situations. A better situation means a situation that is pleasant and not scary.

Constructive means to build a better teacher. Creative means something unusual, because supervision also needs something else to avoid boredom between teachers and supervisors.

Meanwhile, the principles of supervision in carrying out supervisory activities in terms of their nature according to Masaong are divided as follows;

1. Scientific principles (scientific), namely in principle in carrying out supervision activities, a supervisor/supervisor must meet the following elements: Systematic, meaning that supervision is carried out in a planned, regular and continuous manner. Objective, meaning that in supervision a supervisor conducts supervision based on data obtained from realistic observations, not predictions or personal interpretations.
2. Democratic principles, namely supervisors are not judges who always justify but there needs to be sharing or deliberation with those being supervised.
3. Cooperative principles or partnerships, containing the intent between supervisors and those who are supervised (principals, teachers and students) jointly try to create conducive situations and conditions so that the teaching and learning process achieves the goals expected by the government and other parties.
4. Constructive and creative principles, namely supervisors are able to create a conducive situation and bring up the potentials under supervision so that those being supervised are able to develop positive potentials with their respective innovations, so that a supervisor in carrying out his duties refers to the following principles: supervision principle. And the competence of supervisors or supervisors of education is also related to the principles of supervision, because the principle is the foundation of a supervisor whose ability to supervise can be measured.

The problems faced by supervisors are of many kinds with different reasons and other symptoms, for that a supervisor must be able to adjust his attitudes and actions according to the situation, place, time, and or individual individuals he faces, this is where a supervisor needs guidelines and guidelines in determining attitudes and actions. These guidelines and guidelines are called the principles of supervision that underlie the attitudes and actions of supervisors. The principles of supervision according to Muh Rifai quoted by Ngalim Purwanto are as follows:

1. Supervision should be constructive and creative, i.e. those who are guided and supervised must be able to generate encouragement to work. Supervision should be simple and informal in its implementation
2. Supervision must be based on actual conditions and facts

3. Supervision must be able to give a feeling of comfort to the teachers or staff being supervised
4. Supervision is not looking for faults and shortcomings

Supervision is not too quick to expect results and should not be quickly disappointed:

1. Supervision must be based on professional relationships not on the basis of personal relationships.
2. Supervision must always take into account the attitudes and possible biases of the teachers
3. Supervision is not urgent (authoritarian) because it can cause feelings of anxiety or antipathy from teachers
4. Supervision should not be based on the power of rank, position or personal power
5. Supervision should also be preventive, corrective and cooperative.

From what has been stated above, in supervising teachers, the principal as supervisor should pay attention to the principles of supervision so that in its implementation, if there is a problem with the teacher or a problem with the students, it is easy to take wise actions as a form of assistance. The guidance and direction needed do not directly blame the object being supervised, so that in the implementation of supervision a sense of comfort is created between the two parties (principals and teachers), which can motivate the development of both performances which have an effect on improving the quality of schools.

#### Scope of Head of School

The scope of supervision carried out by the Principal as a supervisor includes teacher performance in terms of:

1. learning administration documents
2. implementation and assessment of learning
3. Achievement of graduate competency standards, process standards, content standards, and implementing regulations Improving the quality of learning through development in: Models of learning activities that refer to process standards
4. The participation of students in the learning process is active, creative, democratic, educating, motivating, encouraging creativity and dialogue
5. Students can form characters and have a mindset and freedom of thought, so they can carry out creative and innovative intellectual activities, argue, question, study, find, and predict.
6. Responsible for the quality of planning learning activities that are taught, so that students are able to increase their curiosity, in achieving learning success, consistently in accordance with educational goals.

Understanding the development of knowledge with the ability to find sources of information, process information into knowledge, use knowledge to solve problems, communicate knowledge to other parties and develop independent and group learning with reasonable proportions

1) Extracurricular activities or other coaching activities

The scope of this supervision is the parts of the teacher's performance that must be known by the Principal as a supervisor from the beginning of the planning, implementation process to the results achieved. Even a supervisor should pay attention to which of the overall activities carried out by the teacher are meaningful for students or for the teacher himself, and what the teacher has done in achieving academic goals and what are the strengths and weaknesses of the teacher and how to develop it. Based on this information, the supervisor can take corrective actions, coaching, developing, coordinating, motivating or assessing teachers. Therefore, it is very important to know the scope of supervision as a reference in the implementation of the supervision itself.

Supervision is planned, structured, and measurable and conducts research on who is supervised, what should be supervised, how to supervise it and what problems need supervision (teaching equipment, learning activities, learning assessments or extracurricular activities) and provide solutions it will obtain optimal results in improving teacher performance.

Thus the success of an educational institution is largely determined by the principal as a manager or supervisor, because he has great duties and responsibilities in advancing the institution he leads. As in the regulation of the Minister of State Apparatus Empowerment (MENPAN) no 21 of 2010 it is emphasized that "School supervisors are Civil Servants (PNS) who are given full duties, responsibilities and authority by officials to carry out academic supervision and managerial supervision in educational units."

## RESEARCH METHODS

The research method used by researchers in this study is a qualitative approach with a descriptive method. "Methodology is the process, principles, and procedures that we use to approach problems and seek answers" (Mulyana, 2008: 145).

According to Sugiyono (2007: 1), qualitative research methods are research used to examine natural objects where the researcher is the key instrument, data collection techniques are carried out in combination,

data analysis is inductive, and qualitative research results emphasize meaning rather than generalization. . Qualitative research aims to maintain the form and content of human behavior and analyze its qualities, instead of turning them into quantitative entities (Mulyana, 2008: 150).

The purpose of this descriptive research is to make a systematic, factual and accurate description, picture or painting of the facts, characteristics and relationships between the phenomena being investigated. or interview guidelines or questionnaires or documentary guidelines, according to the method used (Gulo, 2000).

Instruments are tools or facilities used by research in collecting data so that their work is easier and the results are better, so they are easy to process (Arikunto, 2006). Data collection instrument according to Sumadi Suryabrata is a tool used to generally record quantitatively the state and activity of psychologist attributes. These psychological attributes are technically usually classified into cognitive attributes and non-cognitive attributes (Suryabrata, 2008). Ibnu Hadjar argues that the instrument is a measuring tool used to obtain quantitative information about the variation in the characteristics of variables objectively (Ibnu Hadjar, 1996)

Types of research

Descriptive research is a research method that describes the characteristics of the population or phenomenon being studied. So that this research method is the main focus is to explain the object of research. So answer what events or phenomena that occur.

This research method is then different from other methods which tend to focus more on discussing why an event or phenomenon occurs. Where the events and phenomena referred to here are the object of research. The results of the research, of course, will describe the object of research in detail directly to the parents of students on their views regarding online learning

## Research Subject

The research subject is the teacher, place, or object that is observed in the context of machining as a target (Indonesian Dictionary, 1989: 862). The research subjects in this paper are parents and guardians of students who convey their views regarding online learning

## Data Collection Instruments

According to Gulo, the research instrument is a written guide about interviews, or observations, or a list of questions, which are prepared to obtain information. The instrument is called the observation guide.

## RESULTS AND DISCUSSION

In the research process that has been carried out at MTsN Binjai, the results of the research were obtained from the interview process with the head of MTsN Binjai regarding the implementation of educational supervision at MTsN Binjai.

### **The Importance of Implementing Supervision of Professional Teachers.**

The supervision process is a very important process carried out in an educational institution. Especially for MTsN Binjai, the madrasah principal also carries out the process of implementing supervision of professional teachers. Although teachers are said to be professional, the supervision process is a very important process that must be carried out by the madrasa head because it is a task and responsibility that must be carried out by a madrasa head in carrying out the process of supervision or supervision of teachers. The supervision process carried out by the Principal of MTsN Binjai is carried out with the aim that teachers can teach according to the curriculum or lesson plans that have been set because even though teachers can be said to be professional, each student has a different grasping power and this is what must be done. Supervision is carried out on these teachers from the supervision process carried out by the head of the madrasa so that by carrying out the supervision process the teachers can carry out an evaluation process that can adjust the teaching method with the abilities possessed by the students.

Actions of the Head of Madrasa as Supervisor in Overcoming Supervision Activities that are Not Achieved

In general, the supervision process often encounters obstacles where the obstacles are due to the unpreparedness of the teacher in dealing with the supervision. At MTsN Binjai the supervision process carried out by the head of MTSN Binjai was carried out well and smoothly without any obstacles. This happens because the head of MTSN Binjai before carrying out the supervision process there will be information conveyed by the teachers that the supervision process will be carried out according to a predetermined schedule. In this case, with the information that has been conveyed by the Head of MTSN Binjai to the teachers that supervision activities will be carried out, there will be no teachers who are not ready to face the supervision process that will be carried out by the Head of MTSN Binjai.

### **The Role of Supervision on Teacher Performance Improvement**

Supervision has a very important role, especially in improving teacher performance. At MTSN Binjai the supervision process is a very important thing to do, especially for teacher performance. In this case the supervision process is

carried out due to see the extent to which things have been done by the teacher and if something is not appropriate then it is necessary to carry out an evaluation process for these teachers. For permanent teachers, it becomes a credit score for them in promotion, while for honorary teachers it will be a credit score for their future decree. So supervision has a very important value in improving the quality possessed by teachers.

### **The Head of Madrasah Who Does Not Carry Out The Supervision Process Well**

The head of the madrasa is the highest level in an educational institution in other words the head of the madrasa is a managerial in an educational institution. In the process of supervision carried out in an educational institution, especially MTSN Binjai, the head of MTSN Binjai must have firmness in supervising teachers. This was done because with the firmness carried out by the head of MTSN Binjai, the teachers were not arbitrarily or indifferent to this supervision process. Because in this case the head of MTSN Binjai is worried about trivial teachers so that the process of learning tools made by teachers is not carried out properly but is only a formality. So in this case the head of the madrasa must have a firmness towards the teachers, especially in conducting supervision to see the abilities and qualities possessed by the teachers, especially at MTSN Binjai.

### **Supervision Process Conducted on Professional Teachers**

The supervision process is a process that must be carried out by the head of the Madrasah and does not consider the teacher to be professional or not. If teachers in an educational institution, especially MTSN Binjai are said to be professional, then the head of the Madrasah is also required to carry out a process of supervision of these teachers with the aim that these teachers can improve their quality and ability in the teaching and learning process. Because in this case the head of Madrasah is also supervised once every 4 years so therefore the supervision process must be carried out on the head of the madrasa with the aim of improving the quality of teachers, especially at MTSN Binjai.

### **CONCLUSION**

In general, the supervision implementation process carried out at MTSN Binjai is said to be running according to the procedure. Because in this case the head of the madrasa has a firmness in carrying out the supervision process for teachers both for teachers who still have low performance and for teachers who have professional performance. With the supervision process carried out by the Head of MTSN Binjai, the goal is that teachers can have higher abilities and qualities than before.

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