



## Increasing the Quality of Education by Maximizing the Role of Educational Supervision in MIS YPI Batang KUIS

Leli Hasanah Lubis<sup>1</sup>, Ali Sadikin Ritonga<sup>2</sup>, Mulkan Darajat<sup>3</sup>, Yuslinda<sup>4</sup>, Sri Hayati Damanik<sup>5</sup>

<sup>12</sup>(Sekolah Tinggi Ilmu Tarbiyah Al-Bukhary Labuhanbatu).

<sup>3</sup>(UNIVA Labuhanbatu).

<sup>45</sup>(STAI Bahriyatul Ulum KH Zainul Arifin Pandan-Tapanuli Tengah).

\* Corresponding Author. E-mail: [1lelihasanahlubis86@gmail.com](mailto:1lelihasanahlubis86@gmail.com)

Receive: 11/07/2023

Accepted: 12/08/2023

Published: 01/10/2023

### Abstrak

Penelitian ini membahas mengenai Mutu Pendidikan yang merupakan sesuatu yang harus ditingkatkan oleh setiap Lembaga Pendidikan khususnya MIS YPI Batang Kuis, supervisi pendidikan dapat meningkatkan kemampuan profesional dan teknis bagi guru, kepala sekolah, dan personil sekolah lainnya agar proses pendidikan di sekolah lebih bermutu. Dan yang paling penting yaitu supervisi pendidikan ini dilakukan atas dasar kerjasama, dan caranya lebih manusiawi. Metode penelitian ini yaitu kualitatif deskriptif, lokasi penelitian ini yaitu MIS YPI Batang kuis. Hasil penelitian ini yaitu Supervisi pendidikan di MIS YPI Batang Kuis berperan memberi kemudahan dan membantu guru mengembangkan potensi secara optimal. Dilihat dari fungsinya supervisi sebagai berikut: (a). Sebagai koordinator ia dapat mengkoordinasikan program belajar mengajar, tugas-tugas anggota staff berbagai kegiatan yang berbeda diantara guru-guru MIS YPI Batang Kuis. (b). Sebagai konsultan ia memberi bantuan, bersama mengkonsultasikan masalah yang dialami guru MIS YPI Batang Kuis baik secara individual maupun secara kelompok. Sesuai pengguna teknik supervisinya. (c). Sebagai pemimpin kelompok ia dapat memimpin sebuah staf guru dalam mengembangkan potensi kelompok, pada saat mengembangkan kurikulum, materi pelajaran dan kebutuhan keprofesionalan guru-guru secara bersama. (d). Sebagai evaluator ia membantu guru-guru MIS YPI Batang Kuis dalam menilai hasil dan proses belajar, dapat menilai urikulum yang sedang di kembangkan. Ia juga harus belajar menatap diri sendiri. Dilihat dari defenisi dan fungsinya, maka supervisi sangat berperan dalam meningkatkan mutu Pendidikan pada MIS YPI Batang Kuis. Semakin banyak guru yang dibimbing menjadi lebih profesional makan akan semakin bermutulah pendidikan tersebut.

**Kata Kunci:** *Mutu Pendidikan, Supervisi Pendidikan.*

### Abstract

This research discusses the Quality of Education which is something that must be improved by every Educational Institution, especially the MIS YPI Batang Kuis, educational supervision can improve the professional and technical abilities of teachers, principals and other school personnel so that the educational process in schools is of higher quality. And the most

important thing is that educational supervision is carried out on the basis of cooperation, and the method is more humane. This research method is descriptive qualitative, the location of this research is the MIS YPI Batang Kuis. The results of this study are that educational supervision at the MIS YPI Batang Kuis has a role in providing convenience and helping teachers develop their potential optimally. Judging from the function of supervision as follows: (a). As a coordinator he can coordinate teaching and learning programs, staff member assignments various different activities among MIS YPI Batang Kuis teachers. (b). As a consultant he provided assistance, together with consulting the problems experienced by MIS YPI Batang Kuis teachers both individually and as a group. In accordance with the use of supervision techniques. (c). As a group leader he can lead a staff of teachers in developing the potential of the group, while developing curriculum, subject matter and the professional needs of teachers together. (d). As an evaluator he helps the MIS YPI Batang Kuis teachers in assessing results and learning processes, can assess the curriculum that is being developed. He must also learn to look at himself. Judging from its definition and function, supervision plays a very important role in improving the quality of education at the MIS YPI Batang Kuis.

**Keywords:** *Quality of Education, Educational Supervision.*

## Introduction

Education is the main factor in the formation of the human person. Education plays a very important role in shaping the good or bad of the human person according to normative standards. Realizing this, the government is very serious about dealing with the education sector, because with a good education system it is hoped that the next generation of the nation will emerge who are qualified and able to adapt to life in society, as a nation and as a state.

The decline in the quality of education in Indonesia in general and the quality of higher education specifically seen from a macro perspective can be caused by the poor national education system and low human resources (Hadis and Nurhayati, 2010:2). Education is basically an effort to develop human resources (HR), although efforts to develop HR are not only carried out through education, especially formal (school) education. But until now, education is still seen as the main means and vehicle for human resource development which is carried out in a systematic, programmatic and tiered manner.

The progress of education can be seen from the ability and willingness of the community to capture the process of informatization and technological progress. Due to the fast informatization process due to technological advances, the horizons of life in

the world are increasingly expanding and at the same time shrinking. This means that various problems in human life become global problems or at least cannot be separated from the influence of events in other parts of the world, both political, economic and social problems.

### a. Education Quality

According to Garvi and Davis, in Hadith and Nurhayati, (2010: 86) Quality is a dynamic condition related to results, labor, processes and tasks and the environment that meets or exceeds society's expectations. With these quality changes, it is necessary to increase or change workforce skills, production processes and tasks, as well as changes to the school environment so that products can meet and exceed community expectations.

The quality of education is a measure of the success of an educational process that can be felt by the community starting from the input, the educational process that occurs, to the output of an educational process.

According to Seputardik, (2013) quality in education includes 4 qualities of input, process, output, and outcome, namely:

1. Educational input is declared qualified if it has been processed.
2. Quality education process if it is able to create an atmosphere that is active, creative and also fun.

3. The output is declared qualified if the student's learning outcomes in the academic and non-academic fields are high.
4. The outcome is stated to be of high quality if graduates are quickly absorbed in the world of work, the salary is reasonable, and all parties recognize the prowess of the graduates and are satisfied.

Quality in the context of integrated quality management or Total Quality Management (TQM) is not just an idea, but a philosophy and methodology to assist institutions in managing change systematically and in totality, through a change in vision, mission, values and goals. In the world of education, to assess the quality of a school's graduates, it can be seen from the suitability of their abilities with the goals set in the curriculum.

#### b. Educational Supervision

According to Purwanto (2012: 76) supervision is all assistance from school leaders, which is focused on developing the leadership of teachers and other school personnel in achieving educational goals. This supervision is in the form of encouragement, guidance, and opportunities for the growth of the skills of teachers, such as guidance in the effort and implementation of reforms in education and teaching, choosing better learning tools and teaching methods, a systematic way of assessing the stages of the entire teaching process, etc. So in short, supervision is a coaching activity that is planned to help teachers and other school employees do their job effectively.

According to Pidarta (2009: 58) that supervision is an activity to help teachers, make good teachers stay good, and try to develop the profession of teachers who are not yet good so that they become good, and foster so that all teachers have good character because they become role models for students. So basically supervision is an activity carried out by supervisors to expedite the course of education, both helping teachers, fostering, and motivating teachers to become even better.

According to Hoy and Forsyth (2008) the notion of supervision is "in stark contrast to the industrial notion of overseeing, directing, and controlling workers, we see supervision as a collaborative effort. supervision of instruction is a set of activities designed to improve the teaching - learning process. the purpose of supervision is neither to make judgments about the competence of teachers nor to control them but rather to work cooperatively with them. although assessment of teacher effectiveness may be necessary, it is not supervision of instruction; indeed, it is likely to impede and undermine any attempt to improve the teaching - learning process". What this means is that supervision is in contrast to the industry's notion of supervising, directing, and controlling workers, we see supervision as a collaborative effort. supervised instruction is a series of activities designed to enhance the teaching - learning process. the purpose of supervision is not to make judgments about the competence of teachers or to control them but to cooperate with them. although assessment of teacher effectiveness may be required, not supervision of instruction; indeed, it is likely to hinder and undermine any attempt to enhance the teaching - learning process. So what is meant by supervision according to Hoy and Forsyth above is a series of activities that will improve teacher performance, such as being more professional in teaching. This activity is carried out in a cooperative way, this will make the teacher not afraid of the supervisory action. the purpose of supervision is not to make judgments about the competence of teachers or to control them but to cooperate with them. although assessment of teacher effectiveness may be required, not supervision of instruction; indeed, it is likely to hinder and undermine any attempt to enhance the teaching - learning process. So what is meant by supervision according to Hoy and Forsyth above is a series of activities that will improve teacher performance, such as being more professional in teaching. This activity is carried out in a cooperative way, this will make the teacher not afraid of the supervisory action. the purpose of supervision is not to make judgments about the competence of teachers or to control them

but to cooperate with them. although assessment of teacher effectiveness may be required, not supervision of instruction; indeed, it is likely to hinder and undermine any attempt to enhance the teaching - learning process. So what is meant by supervision according to Hoy and Forsyth above is a series of activities that will improve teacher performance, such as being more professional in teaching. This activity is carried out in a cooperative way, this will make the teacher not afraid of the supervisory action. no supervision of instructions; indeed, it is likely to hinder and undermine any attempt to enhance the teaching - learning process. So what is meant by supervision according to Hoy and Forsyth above is a series of activities that will improve teacher performance, such as being more professional in teaching. This activity is carried out in a cooperative way, this will make the teacher not afraid of the supervisory action. no supervision of instructions; indeed, it is likely to hinder and undermine any attempt to enhance the teaching - learning process. So what is meant by supervision according to Hoy and Forsyth above is a series of activities that will improve teacher performance, such as being more professional in teaching. This activity is carried out in a cooperative way, this will make the teacher not afraid of the supervisory action.

According to Sahertian in Mulyasa, (2012: 240) suggests that supervision is an effort to supervise, direct, coordinate and guide continuously the growth of teachers in schools, both individually and collectively, in order to better understand and be more effective in realizing all teaching functions so that they can continuously stimulate and guide the growth of each student so that they can participate more quickly in a modern democratic society. According to this understanding, it shows that supervision is not a momentary activity, but is an ongoing and continuous activity so that teachers are always developing and carrying out their assignments and overcoming the various educational problems they face effectively and efficiently.

According to Button and Bruckner in Herabudin (2009: 195) say that supervision is a service technique whose main purpose is to

study and improve together the factors that affect the growth and development of children.

If seen from some of the definitions mentioned earlier, supervision contains several main activities, namely continuous coaching, developing personnel capabilities, improving teaching and learning situations, with the ultimate goal of achieving educational goals and personal growth of students.

The definition of education according to RI law Number 20 of 2003 concerning the National Education System or National Education System, article 1 (paragraphs 1 and 4), that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to has religious spiritual strength, noble character, self-control, intelligence, personality, and skills needed for himself, society, nation and state.

So it can be concluded that educational supervision is a form of coaching in improving the quality of learning carried out by teachers so that it can lead to a better direction.

### Research Methods

The research was conducted at MIS YPI Batang Kuis, Deli Serdang Regency. The research time is from June to August 2023.

In this study, the research subjects were determined, namely: Head of Madrasa (1), Deputy Head of Madrasa (1), Administration (1), Teachers (2), and Madrasah Treasurer (1).

Technique data collection through observation, interviews and documentation. Furthermore, to analyze the data that has been collected from the beginning of the study to the end of the study using a triangulation technique with data collection and existing data sources that are trustworthy, dependability and assertiveness.

## Result and Discussion

The application of educational supervision in improving the quality of education at Madrasah Ibtidaiyah (MI) YPI Batang Kuis has a crucial role in ensuring that the learning process and education management run effectively. The YPI Batang Kuis Private Madrasah Ibtidaiyah is a level of basic education within the Ministry of Religion or an Islamic school that focuses on the early education of children before entering the secondary level. Following are some concrete steps taken by MIS YPI Batang Kuis in implementing educational supervision in order to improve the quality of education:

### 1. Supervision Planning:

- Identification of Objectives: Determine the goals and expectations to be achieved through supervision, such as improving teachers' teaching abilities, developing appropriate curricula, and improving the quality of management.
- Scheduling: Plan a regular schedule of supervision, including class observations, teacher meetings, and program evaluations.

### 2. Learning Supervision:

- Classroom Observations: Make direct observations of the learning process in the classroom to evaluate teacher-student interactions, teaching strategies, and use of teaching materials.
- Non-Class Observation: Evaluation of activities outside the classroom such as ceremonies, extracurricular activities, and use of facilities.

### 3. Giving Feedback:

- Constructive Feedback: After making observations, give feedback to the teacher constructively on aspects that were done well and areas that need improvement.
- Reflective Discussions: Invite teachers to participate in reflective discussions about their own teaching practices, as well as collaboration in planning improvements.

### 4. Teacher Professional Development:

- Additional Training: Identify training and development needs of teachers, and provide appropriate training to enhance their competence.
- Individual Coaching: Provide support and guidance to teachers in the development of effective lesson plans.

### 5. Curriculum Development and Teaching Materials:

- Curriculum Evaluation: Review and evaluate the curriculum used in MI, ensuring that the subject matter and teaching methods are relevant and in accordance with educational standards.
- Development of Teaching Materials: Assist teachers in designing or adapting teaching materials to suit the needs and development of students.

### 6. Education Management:

- Management Evaluation: Review the education management process, including planning, organizing, implementing, and monitoring, to ensure efficiency and effectiveness.
- Involving Parents and Communities: Involve parents and the community in the process of supervising and improving the quality of education, and maintain open communication.

### 7. Technology Use:

- Technology Implementation: Leverage technology such as online learning platforms, communication through applications, and digital learning tools to support education and supervision processes.

### 8. Monitoring and Evaluation:

- Ongoing Evaluation: Carry out periodic evaluations of the implementation of the supervision program and its impact on education quality.
- Adjustments: Based on the evaluation results, make adjustments and improvements to the supervision program to achieve better results.

The application of educational supervision in YPI Batang Kuis Private Madrasah Ibtidaiyah aims to optimize learning, teacher professional development, and overall education management. With strong support

from school principals, teachers, parents and the community, as well as a commitment to continuous improvement, educational supervision can play an important role in improving the quality of education at MIS YPI Batang Kuis and helping students reach their full potential.

Supervision functions to help provide support and invite the inclusion and use of a thing or part of the body. (Rivai Dan Mulyadi 2011:34) Judging from its function, the role of supervision is clearly visible, this role is evident in the performance of supervisors who carry out the opinions of experts. A supervisor can act as a coordinator, consultant, group leader, and evaluator.

The details are as follows: (a). As a coordinator he can coordinate teaching and learning programs, assignments of staff members to various different activities among teachers. (b). As a consultant he can provide assistance, jointly consulting problems experienced by teachers both individually and as a group. In accordance with the use of supervision techniques. (c). As a group leader he can lead a teacher staff in developing the potential of the group, while developing curriculum, subject matter and the professional needs of teachers together. (d). As an evaluator he can assist teachers in assessing results and learning processes, can assess the curriculum that is being developed. He must also learn to look at himself. (Mukhtar and Iskandar, 2009:45)

So this supervision is essentially a very noble job, because almost all of the educational supervision activities are to help teachers and other staff. Besides helping others, in supervision there is also the term self-supervision, in which supervisors must also be able to supervise themselves towards a better direction.

According to Wahyudi, (2009: 101) educational supervision plays a role in providing convenience and helping school principals and teachers develop their potential optimally. Supervision must be able to improve the leadership of the school principal so that it can achieve the effectiveness and efficiency of the school program as a whole. Through supervision, teachers are given the opportunity

to improve performance, are trained to solve various problems they face. In formulating the school program, the teacher is given the opportunity to provide input and evaluate the compiled program. Full teacher involvement can increase a sense of togetherness and have an impact on increasing morale. Thus the purpose of educational supervision is to improve the professional and technical abilities of teachers, principals, and other school personnel so that the educational process in schools is of higher quality. And the most important thing is that educational supervision is carried out on the basis of cooperation, and the method is more humane.

Judging from its definition and function, supervision plays a very important role in improving the quality of education, initially supervision only ensures that teachers carry out their duties professionally, of course in the end it will improve the quality of education with professional teachers in schools. The more teachers who are guided to become more professional, the more quality the education will be

## Conclusion

The quality of education is something that must be improved by every educational institution, especially the MIS YPI Batang Kuis, educational supervision can improve the professional and technical abilities of teachers, principals and other school personnel so that the education process in schools is of higher quality. And the most important thing is that educational supervision is carried out on the basis of cooperation, and the method is more humane.

This research method is descriptive qualitative, the location of this research is the MIS YPI Batang Kuis. The results of this study are that educational supervision at the MIS YPI Batang Kuis has a role in providing convenience and helping teachers develop their potential optimally. Judging from the function of supervision as follows: (a). As a coordinator he can coordinate teaching and learning

programs, staff member assignments and various different activities among the MIS YPI Batang Kuis teachers. (b). As a consultant he provided assistance, together with consulting the problems experienced by MIS YPI Batang Kuis teachers both individually and as a group. In accordance with the use of supervision techniques. (c). As a group leader he can lead a staff of teachers in developing group potential, when developing curriculum, subject matter and the professional needs of teachers together. (d). As an evaluator he helps the MIS YPI Batang Kuis teachers in assessing results and learning processes, can assess the curriculum that is being developed. He must also learn to look at himself. Judging from its definition and function, supervision plays a very important role in improving the quality of education at the MIS YPI Batang Kuis. The more teachers who are guided to become more professional, the more quality the education will be. then supervision plays a very important role in improving the quality of Education at the MIS YPI Batang Kuis. The more teachers who are guided to become more professional, the more quality the education will be. then supervision plays a very important role in improving the quality of Education at the MIS YPI Batang Kuis. The more teachers who are guided to become more professional, the more quality the education will be.

## References

- Hadith, A. and Nurhayati. 2010. Educational Quality Management. Bandung: Alfabeta Publishers.
- Herabudin, 2009, National Education Administration, Bandung: Faithful Library.
- Hoy, WK and Forsyth P. B, 2008, Effective Supervision: Theory Into Practice
- Mukhtar and Iskandar, 2009, New Orientation of Educational Supervision, Jakarta: GP Press.
- Mulyasa, E, 2012, School Principal Management and Leadership, Jakarta: Earth Script.
- Pidarta, M, 2009, Supervision of Contextual Education, Jakarta: Rineka Cipta, h. 58
- Purwanto, N, 2012, Education Administration and Supervision, Bandung: PT Remaja Rosda Karya, h. 76
- Rivai, V. Dan Mulyadi, D. 2011, Leadership and Organizational Behavior, Jakarta: RajaGrafindo Persada.
- Around education, 2013, <http://seputardik003.blogspot.co.id/2013/06/-pengertian-mutu-dinding.html>
- RI Law Number 20 of 2003 concerning the National Education System
- Wahyudi, 2009, Principal Leadership in Learning Organizations, Bandung: Alfabeta.