



## The Supervision of Madrasah Principals in Improving Learning Quality Post-Covid-19 Pandemic at Madrasah Aliyah Negeri 1 Merangin

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### **Abstract**

This study aims to analyze the supervision practices of the principal at Madrasah Aliyah Negeri 1 Merangin in improving learning quality post-COVID-19 pandemic. The research explores how the principal implements supervision, the condition of learning quality after the pandemic, and the impact of these supervisory practices on educational outcomes. Using a qualitative research approach, data were collected through observations, interviews, documentation, and triangulation methods. The findings reveal three key aspects: (1) the principal effectively conducts supervision activities, including planning, organizing, motivating, monitoring, and evaluating, through the Learning Supervision Instrument Item Analysis (ABIS) strategy; (2) teachers have systematically structured learning processes, encompassing the development of learning objectives, material selection, teaching strategies, and resource organization, which have positively impacted educational outcomes; and (3) the supervision program implemented by the principal aligns with the overall goal of improving learning quality, resulting in notable progress in post-pandemic educational practices.

This research underscores the significant role of effective supervision in enhancing learning quality, particularly in the context of Islamic educational institutions adapting to post-pandemic challenges. The results offer valuable insights for educational leaders and policymakers seeking to develop robust supervisory frameworks to foster continuous improvement in learning outcomes.

**Keyword :** Supervision, Madrasah Principals, Learning Quality, Post-COVID-19, Islamic Education

### *Abstrak*

Tujuan penelitian ini untuk menganalisis Supervisi Kepala Madrasah dalam Meningkatkan Mutu Pembelajaran Pasca Pandemi Covid-19 di Madrasah Aliyah Negeri 1 Merangin. Sedangkan kegunaan dari penelitian ini adalah untuk melihat bagaimana supervisi yang dilakukan Kepala Madrasah Aliyah Negeri 1 Merangin. Penelitian ini menggunakan metode kualitatif yang menjadi objek kepala madrasah, majelis guru, staff, dan siswa, kemudian diperoleh data dengan cara observasi, wawancara, dokumentasi dan triangulasi. Selanjutnya data tersebut dianalisis yang dilakukan menggunakan reduksi data, penyajian data, dan verifikasi. Hasil penelitian ini menunjukkan bahwa supervisi yang dilakukan Kepala Madrasah Aliyah Negeri 1 Merangin dapat mempengaruhi peningkatan mutu pembelajaran pasca Pandemi Covid 19, dengan tiga hal (1) Supervisi kepala Madrasah Aliyah Negeri 1 Merangin berjalan dengan baik, kepala madrasah melaksanakan supervisi dengan melakukan kegiatan perencanaan, pengorganisasi, pemberian motivasi, pengawasan dan penilaian sesuai dengan jadwal yang telah disusun sebelumnya, melalui strategi ABIS (Analisis Butir Intrumen Supervisi Pembelajaran) (2) Mutu pembelajaran yang disusun secara sistematis oleh masing masing guru mulai mendeskripsikan tujuan pembelajaran, menentukan materi pembelajaran, mengorganisasikan materi pembelajaran, alokasi waktu hingga menentukan metode serta media pembelajaran telah berjalan dengan baik. (3) Peningkatan mutu pembelajaran melalui supervisi kepala madrasah sesuai dengan pelaksanaan kegiatan program supervisi kepala madrasah. Madrasah Aliyah Negeri 1 Merangin pasca Pandemi Covid-19 telah dilaksanakan dengan baik.

**Kata Kunci:** Supervisi Kepala Madrasah, Mutu Pembelajaran.

## INTRODUCTION

Education plays a pivotal role in shaping the intellectual, social, and moral fabric of a nation. As an essential driver of human capital development, it enables individuals and communities to achieve their full potential and contribute to societal advancement. However, the unprecedented COVID-19 pandemic disrupted education systems worldwide, challenging traditional teaching methods and forcing educational institutions to adapt swiftly.

In Indonesia, the pandemic's impact on education was profound, leading to the closure of schools and a shift to online learning. This sudden transition posed significant challenges for teachers, students, and administrators, particularly in maintaining the quality of learning outcomes. As the nation emerges from the pandemic, there is a pressing need to evaluate and enhance the strategies employed by educational leaders to ensure that learning quality is restored and improved.

The role of school principals, especially in madrasahs, is critical in this context. As key figures in educational leadership, madrasah principals are responsible for overseeing teaching and learning processes, ensuring that teachers are equipped to address students' needs, and fostering an environment conducive to academic excellence. Effective supervision by madrasah principals can significantly influence the quality of education, particularly in the post-pandemic era.

This study focuses on the supervision practices of the principal at Madrasah Aliyah Negeri 1 Merangin in improving learning quality after the COVID-19 pandemic. By examining the strategies, challenges, and outcomes of these supervisory efforts, this research aims to provide insights into how educational leadership can drive the recovery and enhancement of learning quality in Islamic educational institutions. The findings

of this research are expected to offer practical recommendations for educational leaders, policymakers, and practitioners in strengthening the supervision and management of madrasahs to adapt to post-pandemic educational challenges.

Supervision in education is a critical element in improving teaching effectiveness and learning outcomes. Wiles (2009) defines supervision as the assistance provided to teachers to enhance their professional skills and ensure an optimal learning environment. Effective supervision is not merely about oversight but also about fostering professional growth, which directly impacts student performance. Activities like planning, observing, guiding, and evaluating are core components of an effective supervision framework. Madrasah principals act as key leaders in Islamic educational institutions. They are tasked with overseeing teaching processes, managing resources, and ensuring the alignment of educational activities with Islamic values. According to Mukhtar and Iskandar (2019), madrasah principals are responsible for implementing supervision that combines academic and administrative strategies. Their dual role as educators and administrators highlights the importance of their leadership in fostering a productive teaching-learning environment.

The COVID-19 pandemic disrupted traditional educational practices, forcing schools to adopt remote learning methods. In Indonesia, this shift exposed gaps in digital infrastructure and teacher readiness. As schools resumed in-person learning, challenges emerged in addressing learning losses, adapting teaching methods, and re-establishing classroom norms. The need for targeted supervision to bridge these gaps and enhance learning quality has become paramount, especially in madrasahs where both academic and spiritual learning are emphasized. Supervision plays a vital role in guiding teachers toward effective post-pandemic recovery strategies. Glickman et al.

(2014) argue that supervision in a crisis or recovery context should focus on identifying and addressing learning gaps, promoting innovative teaching methods, and providing professional development opportunities for educators. This approach is particularly relevant for madrasahs, where the integration of traditional Islamic teachings with modern pedagogical practices requires a balanced and informed supervisory approach.

Effective supervision involves strategic planning and execution. Supervisors must develop clear objectives, engage in constructive feedback, and implement evaluation mechanisms to measure progress.

In madrasahs, strategies like classroom observations, peer mentoring, and professional workshops can help teachers enhance their instructional methods. For instance, using the Learning Supervision Instrument Item Analysis (ABIS) strategy allows supervisors to assess and improve teacher performance systematically.

Supervision in madrasahs uniquely integrates Islamic values with educational objectives. The principal's role extends beyond administrative duties to include moral and spiritual guidance for teachers and students. Supervisors are expected to embody the principles of amanah (trustworthiness) and ihsan (excellence), fostering an environment that supports both academic achievement and the development of Islamic character. Despite its importance, supervision in madrasahs faces numerous challenges. Limited resources, inadequate training for supervisors, and resistance from teachers are common barriers. Additionally, the need to balance traditional Islamic teaching methods with modern educational practices creates unique complexities. These challenges underscore the necessity for well-planned and adaptive supervision models that address both academic and spiritual dimensions of learning. This study adopts the educational supervision theory, which emphasizes structured and systematic approaches to

improving teaching practices. The framework includes planning supervision activities, implementing observations and feedback, and evaluating their impact on learning outcomes. By applying this framework, the study seeks to analyze how the principal of Madrasah Aliyah Negeri 1 Merangin utilizes supervision to enhance learning quality in the post-pandemic era.

## RESEARCH METHOD

This study employed .This study employs a qualitative research design to explore the supervision practices of the madrasah principal in improving learning quality post-COVID-19 pandemic. The qualitative approach is chosen to gain an in-depth understanding of the strategies, processes, and challenges faced by the principal in carrying out their supervisory role. A case study method is utilized to focus specifically on Madrasah Aliyah Negeri 1 Merangin as a representative institution for Islamic education.

The research was conducted at Madrasah Aliyah Negeri 1 Merangin, located in Bangko, Jambi Province, Indonesia. The institution was selected due to its notable efforts in implementing supervision programs to enhance learning quality post-pandemic. The madrasah provides a rich context for studying the interplay between Islamic education principles and modern supervisory practices. Participants in this study include the madrasah principal, teachers, administrative staff, and students. Purposive sampling was used to select individuals who have direct involvement or experience with the supervisory activities implemented at the madrasah. This approach ensures that the data collected is relevant and reflective of the research objectives. The study employs multiple data collection techniques to ensure the richness and validity of the findings. Observations: Direct observations were conducted during supervisory activities, such as classroom visits and teacher meetings, to capture real-time interactions and practices. Interviews: Semi-structured interviews were held with the principal,

teachers, and staff to explore their perspectives, experiences, and challenges regarding supervision. Documentation: Relevant documents, including supervision schedules, evaluation reports, and teaching plans, were reviewed to complement observational and interview data.

Triangulation: Multiple sources of data were cross-referenced to enhance the credibility and reliability of the findings. The data were analyzed using a thematic analysis approach, which involves the following steps  
Data Reduction: Raw data were organized and summarized to focus on key themes related to supervisory practices, challenges, and impacts on learning quality.  
Data Display: The reduced data were presented in the form of matrices, charts, and narratives to facilitate pattern identification and interpretation.  
Verification and Conclusion Drawing: Patterns and themes were interpreted to draw conclusions that answer the research questions. This process involved continuous validation of findings through member checks and peer debriefing. To ensure the validity and reliability of the research, the following measures were taken  
Credibility: Prolonged engagement with participants and triangulation of data sources were employed to build trustworthiness. Detailed descriptions of the research context and findings were provided to allow readers to determine applicability to similar settings.

Dependability: An audit trail documenting the research process and decisions was maintained to ensure consistency and transparency.  
Confirmability: Researcher bias was minimized through reflexivity and regular peer review.  
Ethical approval was obtained from the relevant authorities before conducting the study. Participants were informed of the purpose and scope of the research, and their consent was obtained prior to data collection. Confidentiality and anonymity were maintained to protect the privacy of participants and ensure compliance with ethical research practices.

## FINDINGS AND DISCUSSION

The study found that the madrasah principal at Madrasah Aliyah Negeri 1 Merangin implemented structured supervision to address post-pandemic challenges. The supervision included planning, organizing, motivating, monitoring, and evaluating teaching activities. The use of the Learning Supervision Instrument Item Analysis (ABIS) strategy enabled the principal to systematically evaluate teacher performance, identify weaknesses, and provide targeted solutions. Through supervision, teachers improved their ability to create structured lesson plans, determine appropriate teaching methods, and integrate modern teaching tools with traditional Islamic values. Regular classroom observations and feedback sessions ensured that teaching quality met the expected standards. The supervised improvements in teaching quality led to better student engagement and performance. Students demonstrated increased participation in classroom activities and achieved higher scores in assessments compared to the earlier recovery phase post-pandemic. Challenges included varying levels of teacher readiness, limited resources for technological integration, and the principal's need to balance administrative responsibilities with supervisory duties. Some teachers also showed resistance to adopting new teaching methods, highlighting the need for continuous professional development.

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### Discussion

The findings highlight the critical role of supervision in educational recovery efforts. The ABIS strategy, as implemented, aligns with Glickman et al.'s (2014) theory that effective supervision enhances teaching quality and learning outcomes. This approach proved particularly useful in addressing learning gaps caused by the pandemic. The challenges encountered emphasize the need for adaptive leadership. For instance, providing regular

training to teachers can help overcome resistance to change. Furthermore, allocating resources for teaching aids and technology can address infrastructural constraints, ensuring smoother transitions to modern teaching practices.

The principal successfully integrated Islamic values with modern pedagogical strategies, creating a balanced approach that met the dual needs of academic achievement and spiritual growth. This reflects the unique role of madrasahs in Indonesia, where educational outcomes are measured both by academic standards and adherence to Islamic principles. To enhance supervision practices further, it is recommended to develop a structured teacher training program focused on modern pedagogy and technology integration. Increase investment in educational resources and infrastructure. Strengthen collaboration among teachers through peer mentoring and group discussions. Refine supervisory instruments to provide actionable feedback and measurable outcomes.

## CONCLUSION

This study highlights the critical role of the principal at Madrasah Aliyah Negeri 1 Merangin in supervising and enhancing learning quality in the post-COVID-19 pandemic era. The principal's structured approach, utilizing the Learning Supervision Instrument Item Analysis (ABIS) strategy, effectively addressed challenges in teaching and learning processes. Through activities such as planning, monitoring, and providing constructive feedback, the supervision program significantly improved teacher performance and student learning outcomes.

Despite these successes, the supervision process faced challenges, including resistance to change among some teachers, limited access to teaching resources, and difficulties in integrating technology into traditional teaching

methods. These obstacles underscore the need for ongoing professional development for teachers and increased resource allocation to support innovative and effective pedagogical practices.

Overall, this research demonstrates the importance of combining Islamic values with modern educational strategies to achieve holistic improvements in learning quality. The findings provide valuable insights for madrasah principals and educational policymakers aiming to strengthen supervisory practices and adapt to the evolving demands of education in the post-pandemic context.

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