



**THE ROLE OF MADRASA SUPERINTENDENTS IN IMPROVING THE EDUCATION QUALITY OF BAUBAU 1 PUBLIC MIDDLE SCHOOL AND AL-SYAIKH ABDUL WAHID MADRASAH TSANAWIYAH, BAUBAU CITY, SOUTHEAST SULAWESI**

**Maruf**<sup>1</sup>  
**Salim Basalamah**<sup>2</sup>  
**Baharuddin Semmaila**<sup>3</sup>  
**Andi Bunyamin**<sup>4</sup>

**ABSTRACT**

**Objective:** This study aims to describe the efforts of madrasa supervisors in improving the quality of education at MTs Negeri 1 Baubau and MTs Al-Syaikh Abdul Wahid Kota Baubau, to reveal the supporting and inhibiting factors for improving the quality of education at MTs Negeri 1 Baubau and MTs Al-Syaikh Abdul Wahid Baubau City.

**Method:** The methodology used is the technique of observation, interviews, and documentation. Then the collected data is analyzed based on data reduction, presenting the data, then drawing conclusions using religious, pedagogical, and sociological approaches.

**Result and conclusion:** The results of this study were supervisors (1) coaching and supervising teachers, (2) improving madrasa management, (3) creating collaboration with madrasa heads, and (4) examining learning tools. The findings of this study are (1) the supervisors of MTs Negeri 1 Baubau conduct training in an effort to improve the quality of education by training teachers to use digital, which researchers term learning using a digital approach, (2) Inspectors at Al-Syaikh Abdul Wahid Private MTs Baubau City conduct training activities outside or outside study hours, based on a group agreement, which is a staggered supervisor activity, and other supervisors have never done so.

**Research implications:** The supporting factors are (1) there is openness from the teacher, (2) there is a willingness (curiosity/curiosity) from the teacher to teach properly and correctly, (3) the teacher obeys and obeys his superiors, (4) establishing cooperation between the teacher and the head of the madrasah.

**Originality/value:** With the completion of this paper, even though it is in a simple form, the researcher suggests to the readers that: To improve the development of teachers and educational staff, the madrasa supervisor tries to maximize the implementation of his duties and functions as a madrasa supervisor in Baubau City.

**Keywords:** The Role of Madrasa Supervisors, Efforts to Improve Madrasah Quality, Education, Development.

<sup>1</sup> Indonesian Muslim University, Makassar, Sulawesi Selatan, Indonesia. E-mail: [rostinah.rayong@gmail.com](mailto:rostinah.rayong@gmail.com)  
Orcid: <https://orcid.org/0000-0001-5368-2576>

<sup>2</sup> Indonesian Muslim University, Makassar, Sulawesi Selatan, Indonesia. E-mail: [salim.basalamah@umi.ac.id](mailto:salim.basalamah@umi.ac.id)  
Orcid: <https://orcid.org/0000-0001-8381-0487>

<sup>3</sup> Indonesian Muslim University, Makassar, Sulawesi Selatan, Indonesia. E-mail: [baharuddin.semmaila@umi.ac.id](mailto:baharuddin.semmaila@umi.ac.id)  
Orcid: <https://orcid.org/0009-0003-4649-2530>

<sup>4</sup> Indonesian Muslim University, Makassar, Sulawesi Selatan, Indonesia. E-mail: [andi.bunyamin@umi.ac.id](mailto:andi.bunyamin@umi.ac.id)  
Orcid: <https://orcid.org/0009-0008-9889-0713>



## O PAPEL DOS SUPERINTENDENTES DE MADRASA NA MELHORIA DA QUALIDADE DA EDUCAÇÃO DA ESCOLA PÚBLICA BAUBAU 1 E AL-SYAIKH ABDUL WAHID MADRASAH TSANAWIYAH, CIDADE DE BAUBAU, SUDESTE DE SULAWESI

### RESUMO

**Objetivo:** Este estudo visa (1) descrever os esforços dos supervisores da madrasa em melhorar a qualidade da educação nos MTs Negeri 1 Baubau e MTs Al-Syaikh Abdul Wahid Kota Baubau, (2) revelar os fatores de apoio e inibição para melhorar a qualidade de educação em MTs Negeri 1 Baubau e MTs Al-Syaikh Abdul Wahid Baubau City.

**Método:** A metodologia utilizada é a técnica de observação, entrevistas e documentação. Em seguida, os dados coletados são analisados com base na redução de dados, apresentando os dados e tirando conclusões usando abordagens religiosas, pedagógicas e sociológicas.

**Resultado e conclusão:** Os resultados deste estudo foram supervisores (1) treinando e supervisionando professores, (2) melhorando o gerenciamento da madrasa, (3) criando colaboração com os chefes da madrasa e (4) examinando ferramentas de aprendizado. ) os supervisores de MTs Negeri 1 Baubau conduzem treinamento em um esforço para melhorar a qualidade da educação treinando professores para usar o digital, que os pesquisadores chamam de aprendizagem usando uma abordagem digital, (2) Inspectores em Al-Syaikh Abdul Wahid Private MTs Baubau City conduzem atividades de treinamento fora ou fora do horário de estudo, com base em um acordo de grupo, que é uma atividade escalonada do supervisor, e outros supervisores nunca o fizeram.

**Implicações da pesquisa:** Os fatores de apoio são (1) há abertura do professor, (2) há vontade (curiosidade/curiosidade) do professor em ensinar de maneira adequada e correta, (3) o professor obedece e obedece a seus superiores, (4) estabelecer cooperação entre o professor e o chefe da madrasah.

**Originalidade/valor:** Com a conclusão deste trabalho, mesmo que seja de forma simples, a pesquisadora sugere aos leitores que: Para melhorar o desenvolvimento dos professores e equipe educacional, o supervisor da madrasa tenta maximizar o desempenho de suas funções e funções como madrasa supervisor na cidade de Baubau.

**Palavras-chave:** O Papel dos Supervisores de Madrasah, Esforços para Melhorar a Qualidade de Madrasah.

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## 1 INTRODUCTION

The quality of education in Indonesia, including the quality of madrasah education, is still very far from what is expected. The indicators can be seen from madrasa graduates who sometimes find it difficult to compete in the world of work. Quantitatively, every year the madrasahs in Southeast Sulawesi produce a relatively large number of graduates, but in terms of their quality or quality, they have not been achieved as expected. This has become a problem in itself that requires all relevant parties to come up with ideas and do something to improve the quality of education, especially Madrasah Tsanawiyah Negeri 1 and Madrasah Tsanawiyah Private Al-Syaikh Abdul Wahid, Baubau City, Southeast Sulawesi. Problems like this are a shared responsibility of how the Public Madrasah Tsanawiyah 1 and the Al-Syaikh Abdul Wahid Private Madrasah Tsanawiyah in Baubau City, Southeast Sulawesi, can organize the learning process as best as possible, how to create professional madrasa teachers, how to improve the quality of madrasah education, so as to optimize performance madrasa supervisors who will certainly try to make madrasahs really the right place for a student to get quality education. The quality of education is one of the pillars of human resource development, which is very important for national development. Even in the future, quality education will only



emerge if there are educational institutions that really pay attention to the quality of education itself. There have been many examples that countries that are geographically small and relatively have no natural resources have grown into superior nations because of the quality of graduates from a reliable and well-maintained education system efforts to improve the quality of education are strategic points in efforts to create quality education.

In PMA RI Number 2 of 2012 Chapter I Article 1 paragraph (3), it is stated that "Supervisors of Madrasah Teachers are Civil Servants who are appointed in the functional position of supervisor of educational units whose duties, responsibilities and authorities carry out academic and managerial supervision in madrasahs." In addition to this task, in Chapter II paragraph (1), Madrasah supervisors also have the task of carrying out academic and managerial supervision of Madrasahs. In PMA RI Number 2 of 2012, Article 1 paragraph (2) becomes Article 10 paragraph (2) has been changed so that it reads "Madrasa supervisors carry out supervisory duties on at least 10 (ten) RA and/or MI and 7 (seven) MTs, MA, and/or MAK. This is intended so that the learning or mentoring of madrasahs can run optimally. Therefore, madrasah supervisors, in carrying out their functions as administrators or managers, must carry out their duties based on planning, management, supervision, and evaluation. This description indicates that madrasa supervisors, in carrying out their duties and obligations, must have competence so that madrasa goals can be achieved. And vice versa, if the madrasa supervisor does not have competence, then in carrying out his duties as a madrasa supervisor, it will not run optimally. An indication of whether the supervising task of a madrasa supervisor is working can be seen from the performance of the teacher in the madrasa where the task of a supervisor is. Whether the learning tasks carried out by the madrasa teacher are running effectively, efficiently, and optimally or not, so there needs to be supervision from superiors who have a higher functional position than the madrasa teacher other than the head of the madrasa. According to Suharsaputra (2018) that "madrasa supervisors will be an important professional assistance service so that educational management and leadership is implemented in a context that fits the needs of madrasahs." Therefore, madrasa supervisors are needed to improve the performance of madrasa managers and madrasa leaders, both as heads of madrasahs and teachers as student leaders. Direct or indirect involvement by a Madrasah supervisor is very urgent because there are still low-quality Madrasahs, one of the causes of which is the quality of the educators, so it needs to be improved. There is still a need to improve the quality of education, especially at the Madrasah Tsanawiyah, Baubau City, Southeast Sulawesi. Like the Madrasah Tsanawiyah Negeri 1 and Madrasah Tsanawiyah Private Al-Syaikh Abdul Wahid, Baubau City, Southeast Sulawesi, these are Madrasahs that can be used as very Madrasahs from other madrasahs in Baubau City, Southeast Sulawesi. To analyse or examine the quality of education at Madrasah Tsanawiyah in Baubau City, Southeast Sulawesi, the researcher studied the two madrasahs and made a sample or representative of the existing madrasahs to take a closer look at the performance of teachers and madrasa heads in Baubau City, Southeast Sulawesi, whether or not they had been implemented in accordance with *tufaksinya*. If the duties of the teacher and head of the madrasa are going well, it is hoped that they can become an example for other madrasahs in Baubau City, but if their duties have not run as expected, then there needs to be a supervisor (supervision) from superiors who have a higher functional position than the head of the madrasa. Uhar Suharsaputra (2018) suggests that "supervision of the performance of the madrasa head will be an important professional assistance service so that educational management and leadership is implemented in a context that fits the needs of the madrasa he leads. Therefore, madrasa supervision is needed to improve the performance of madrasa heads as leaders and managers of madrasahs.

The existence of supervisors at Madrasah Tsanawiyah educational institutions, especially Madrasah Tsanawiyah Negeri 1 and Private Madrasah Tsanawiyah Al-Syaikh Abdul Wahid, Baubau City, Southeast Sulawesi, certainly provides encouragement and assistance to



their teachers in solving all types and forms of problems that arise in the implementation of learning and becomes teacher partners in the implementation of learning. As stated by Zainal Aqib (2018) that in the field of education and learning, a supervisor (Supervisor or Supervisor) is needed who can dialogue and assist personal and professional growth so that everyone experiences personal and professional improvement. The madrasa supervisor is one of the educational staff with the main task of assisting the professional development of madrasa teachers and overseeing the implementation of education and learning in madrasas. Educational supervision adheres to academic principles; the treatment is based on scientific principles. The main target of academic activities is to help create a more conducive learning situation. Supervision departs from the teacher's strengths, from the innovations that are carried out, then develops into significant progress. Supervision is assistance and guidance to teachers to help them overcome and solve the problems they face. Superintendent activities in supervising learning at State Islamic Senior High School 1 and Al-Syaikh Abdul Wahid Private Madrasah, Baubau City, Southeast Sulawesi, are activities that must be carried out by supervisors for the implementation of education and learning. Because supervisors who carry out supervision of learning aim to develop a conducive and better climate in learning activities through coaching and professional improvement of teachers. Supervisors carry out their supervisory duties, which are also often called supervision in madrasas, in essence providing assistance aimed at improving and fostering aspects of learning and understanding the broader educational environment so that it can be assumed that madrasa supervisors cover all functions and problems that are related to improving teacher professionalism madrasa. Supervision activities ideally are not just to supervise and assess teacher abilities but to foster and develop teacher professionalism in madrasas. This cannot be realized if it is carried out only as a formality. The supervisors of the madrasa in Baubau City, Southeast Sulawesi, only came according to the schedule determined by bringing measuring instruments, and then once they were carried out, it meant that their task had been completed. Madrasahs that are managed quickly and carefully will be able to apply to solve complex problems in a simple way (solving complicated problems) or by simplifying them. To varying degrees, madrasa reform movements have been carried out in madrasas, both those organized by the government, namely State Madrasahs, and private Madrasahs in Baubau City, namely Al-Syaikh Abdul Wahid Private Madrasah Tsanawiyah. Zainal Aqib (2019) says that education is possible for changes, both in terms of stability or real, as well as fluidity ideally; this shows that any condition that is not good must be changed and improved.

The quality of madrasah education is basically closely related to a system in which there are a series of factors that influence each other. However, until now, madrasahs are often considered educational institutions that have lower quality compared to non-madrasah schools. Mujamil Qomar (2017) explains that the condition and community's evaluation of madrasahs is perceived as educational institutions of economic class, not of good quality, only teaching religion, majoring in the afterlife, shelters for the children of the poor and with an old-fashioned system. Even though madrasahs should be a "plus" value because apart from providing general material, they also in still religious teachings in the cognitive, ethical, moral, and behavioural domains, it can be explained that it is very important for madrasahs to improve the quality and quality of education and break the notion of being an educational institution that is not of good quality. Improving the quality of madrasah education depends on the management implemented, although management only functions well if it is carried out by qualified and professional managers and human resources. The successful implementation of madrasah education in Baubau City, Southeast Sulawesi, both in public and private madrasahs, can be categorized as a quality that is indicated by the accreditation achieved by each madrasa, namely Accreditation "A." However, these madrasahs in Baubau City still need support from at least four elements, namely teachers, headmasters, supervisors, and the community. Before



conducting this dissertation research, the authors made preliminary observations of Drs. Sabir, M.Pd. He was a Madrasah supervisor with achievements in 2017 and has been a supervisor since 2015 until now. Drs. Sabir, M. Pd., with his supervisory duties on (1) Baubau 1 State Islamic Senior High School and (2) Al-Syaikh Abdul Wahid Private Madrasah Tsanawiyah with the accreditation value of both "A" Accreditation. There are two madrasahs under his guidance, namely the Baubau 1 Public Middle School, with 61 teaching staff, and the Al-Syaikh Abdul Wahid Private Madrasah, Baubau City, with 18 teachers. Drs. Sabir, M.Pd, as the superintendent of madrasahs in Baubau City, supervised 2 Madrasahs with a total of 79 teachers. However, his mentors were approximately ten teachers in the field of religious studies from the two Madrasahs even though the law is in the form of a ministerial regulation, namely PMA, as previously stated in Article 10 paragraph (2) PMA No. 31 of 2013 that madrasah supervisors supervise at least 7 MTs, MA and/or MAK. In Baubau City, the number of Public and Private Madrasah Tsanawiyah 1 is also 1, each Baubau State Tsanawiyah Madrasah and Al-Syaikh Abdul Wahid Private Madrasah Tsanawiyah, Baubau City, Southeast Sulawesi. Whereas Madrasah Tsanawiyah, both public and private, are located in the Sorawolio District, Bungi District, Kokalukuna District, and Lealea District, the distance between one sub-district to another requires quite tiring distances and requires long-term time, making it difficult for researchers to reach them.

Through the role of supervision and coaching by Drs. Sabir, M. Pd., so that his Madrasahs were able to achieve A accreditation, especially for the Baubau 1 Public Junior High School and Al-Syaikh Abdul Wahid Private Madrasah Tsanawiyah. Therefore, the researchers chose Baubau 1 Public Middle School and Al-Syaikh Abdul Wahid Private Madrasah, Baubau City, Southeast Sulawesi, as madrasahs that have academic and non-academic achievements, which are located in an environment that is almost close together and rather easily accessible to researchers. Therefore, the implementation of supervisory duties can be carried out properly, even though there are still some obstacles or obstacles. However, at least efforts to supervise madrasah learning processes and activities through supervisory activities remain the task of madrasah supervisors in order to improve the quality of madrasah education. The efforts of the madrasah supervisor in improving the quality of madrasah education in Baubau City, Southeast Sulawesi, especially in 2 (Two) Tsanawiyah Madrasahs, namely the Baubau 1 Public Tsanawiyah Madrasah and the Al-Syaikh Abdul Wahid Private Madrasah, Baubau City, are making efforts in the form of (1) coaching and supervising teachers, (2) improving the management or management of the madrasahs they foster, (3) trying to create good cooperation with the head of the madrasah concerned, and (4) examining the learning tools used by madrasah teachers to ensure whether they are appropriate or not, in line and in line with the material being taught. The madrasah supervisor in carrying out his supervisory duties in Baubau City, Southeast Sulawesi, went well because there were several factors that supported the supervisor's efforts, namely (1) there was openness from the teacher who really expected guidance from the madrasah supervisor, (2) there was a willingness (a sense of wanting to ability/curiosity) from the teacher to teach properly and correctly, (3) the teacher obeys and obeys superiors, (4) there is a response from the government, and (5) collaboration between the teacher and the head of the madrasah is established. However, the efforts of madrasah supervisors to improve the quality of madrasah education in Baubau City, Southeast Sulawesi, still encounter challenges in the form of obstacles, including (1) teachers have too many activities so that their professional development activities are forgotten (2) there are teachers who are retired so they are not interested in learning again to increase their personal competence, (3) some were not able to make learning tools, and (4) some thought that the presence of the madrasah supervisor only bothered the teacher because he only found fault with the teacher. In this research activity, an effort was made by supervisors to foster and guide their target teachers, especially at the Baubau 1 Public Junior High School, namely training or fostering their target teachers with a digital approach. Meanwhile, for Al-



Syaikh Abdul Wahid Private Madrasah Tsanawiyah, Baubau City, Southeast Sulawesi, the lack of a digitalization approach has not been fully realized because digital madrasah facilities and infrastructure have not yet been implemented. However, for madrasa supervisors, it remains a priority to implement a digital approach. Because according to the results achieved at the Baubau 1 Public Madrasah Tsanawiyah, it succeeded in improving the quality of madrasah education, which indicated that almost all of their alumni were absorbed in higher educational institutions both at public and private universities (García et al., 2023).

In addition to the findings of these researchers, when referring to the efforts of madrasa supervisors in improving the quality of education in junior secondary madrasahs in Baubau City, Southeast Sulawesi, both at state madrasahs and private madrasahs with various supporting and inhibiting factors, the researchers found that coaching activities carried out by supervisors, especially at Madrasah Private Tsanawiyah, namely the Private Tsanawiyah Madrasah Al-Syaikh Abdul Wahid, Baubau City, in an effort to emulate the Baubau State 1 Tsanawiyah Madrasah, supervisors foster and guide their assisted teachers not only during learning hours, but do so outside of hours of learning activities, so that class learning activities are not disrupted and coaching and supervisory guidance continues and continues to improve strategies, techniques, and or learning methods at Al-Syaikh Abdul Wahid Private Madrasah, Baubau City, to follow or match the quality of education at Madrasah Tsanawiyah Negeri 1 Baubau, Southeast Sulawesi. Based on the explanation mentioned above, the researcher conducted a study entitled "The Role of Madrasa Superintendents in Improving the Quality of Education at Madrasah Tsanawiyah Negeri 1 and Al-Syaikh Abdul Wahid Private Madrasah Tsanawiyah, Baubau City, Southeast Sulawesi".

## **2 RESEARCH METHODS**

### **2.1 Research Approach**

The approach used in this study is a multidisciplinary approach, namely:

1. Religious Approach, this approach is intended to make the verses of the Koran and the hadith of the Prophet Muhammad the main guideline in every life activity, including uncovering several theories related to the supervision of madrasahs by supervisors in order to improve the quality of education.
2. Pedagogiek approach, an approach of affection and kinship to the object of research so that they do not feel awkward in providing the required data.
3. The Sociological Approach, namely an approach to see changes in all residents of the Baubau 1 Public Middle School with the Al-Syekh Abdul Wahid Madrasah Tsanawiyah, Baubau City, Southeast Sulawesi.

### **2.2 Types of Research**

Type of research This dissertation is a type of qualitative research. Qualitative research is to understand the phenomena experienced by research subjects, for example, behavior, perceptions, motivations, actions, and others. Holistically (whole), and in a descriptive way in the form of words and language, in a special natural context (Lexy J. Moleong: 2010). Qualitative research aims to obtain data that is more complete and more in-depth, credible, and meaningful so that the research objectives can be achieved. This qualitative research was carried out because the researcher wanted to explore and integrate with the informants naturally so that it did not create conditions as if they were being manipulated or controlled by the researcher. This study examines and analyzes in depth the role of madrasa supervisors in improving the



quality of education at Madrasah Tsanawiyah Negeri 1 and Madrasah Tsanawiyah Al-Syeikh Abdul Wahid, Baubau City, Southeast Sulawesi.

## 2.3 Data Source

Sources of data that will be utilized in this study are as follows:

### 2.3.1 Data primer

Primary data is data obtained directly through interviews with informants. Informants are people who are involved in this research, including:

- a. Superintendents of Madrasah or Madrasah Tsanawiyah Negeri 1 and Madrasah Tsanawiyah Al-Syeikh Abdul Wahid, Baubau City, Southeast Sulawesi.
- b. Head of Madrasah Tsanawiyah Negeri 1 and Head of Madrasah Tsanawiyah Al-Syeikh Abdul Wahid, Baubau City, Southeast Sulawesi.

With regard to this research, the researcher will obtain data and information related to "The Role of Madrasa Supervisors in Improving the Education Quality of Madrasah Tsanawiyah 1 and Madrasah Tsanawiyah Al-Syeikh Abdul Wahid, Baubau City, Southeast Sulawesi, so that these two educational institutions become superior and favourite madrasahs compared to with other Madrasah Tsanawiyah in Baubau City, Southeast Sulawesi.

### 2.3.2 Data seconds

Secondary data is research that uses existing data, then a process of analysis and interpretation of the data is carried out according to the research objectives. Secondary data sources were obtained from documents or archives, including existing documents and archives, and were carried out with respect to (1) the supervisor's efforts to improve the quality of education at Madrasah Tsanawiyah Negeri 1 and Madrasah Tsanawiyah Al-Syeikh Abdul Wahid, Baubau City, Southeast Sulawesi, (2) supporting and inhibiting factors for improving the quality of education of State 1 Madrasah Tsanawiyah and Al-Syeikh Abdul Wahid Madrasah, Baubau City, Southeast Sulawesi, and (3) Optimizing the main tasks and supervisory functions of State 1 Madrasah Tsanawiyah and Al-Syeikh Abdul Wahid Madrasah, Baubau City Southeast Sulawesi. Secondary data clarifies the problem and becomes more operational in research because it is based on available secondary data. These sources are in the form of notes or sources from print and electronic media that are relevant and available at the two research locations.

## 2.4 Data Collection Techniques

The techniques used in collecting research data are:

### 2.4.1 Observation techniques

In using observation techniques, the method that is considered the most effective, according to Arikunto (2013), is to complete it with an observation format or blank as an instrument. Observation as a data collection technique has specific characteristics when compared to other techniques. However, observation is a complex process, a process composed of various biological and psychological processes. Two of the most important are the processes of observation and memory. Observational data collection techniques are used when research is concerned with human behavior, work processes, and natural phenomena and when the



number of respondents observed is not too large. The process of implementing observation and data collection can be divided into the following:

#### 2.4.1.1 Participant observation

In this observation activity, researchers involve themselves in daily activities in order to observe what the object of research is doing. While making observations, researchers participate in activities carried out by data sources and share the ups and downs.

#### 2.4.1.2 Non-participant observation

In this non-participant observation, the researcher is not directly involved in the activities carried out by the research object but only acts as an independent observer. Researchers observe the behavior of data sources (informants), record, analyse, and make conclusions about the behavior of informants. This non-participant technique is used as a technique to support or complement data about the role of supervisors in improving the quality of education at Madrasah Tsanawiyah Negeri 1 and Madrasah Tsanawiyah Al-Syeikh Abdul Wahid, Baubau City, Southeast Sulawesi.

#### 2.4.2 Interview techniques

In this qualitative research, interviews are the main data collection method. Sugiono (2016), in quoting Esteborg, argues that an interview is a meeting of two people to exchange information and ideas through question and answer, so that meaning can be constructed on a particular topic. In this interview technique, researchers used structured and unstructured interview techniques. In this structured interview, the researcher prepared a research instrument in the form of written questions whose alternative answers were prepared, to then be asked to data sources or informants at Madrasah Tsanawiyah Negeri 1 and Madrasah Tsanawiyah Al-Syeikh Abdul Wahid, Baubau City, Southeast Sulawesi. With this structured interview, each respondent was asked the same questions, then the data collected was recorded by the researcher. In addition to these structured interviews, unstructured interviews were also applied, namely free interviews between researchers and informants using interview guidelines that had been arranged systematically and completely for data collection.

#### 2.4.3 Documentation techniques

This documentation technique is a record of past events. Arikunto (2013) states that the documentation method is a method for finding data regarding matters or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, agendas, and so on. A documentation study is a complement to the use of observation and interview methods in qualitative research. Educational quality assurance management activities at Madrasah Tsanawiyah Negeri 1 and Madrasah Tsanawiyah Al-Syeikh Abdul Wahid, Baubau City, Southeast Sulawesi. Existing written documents and various matters related to improving the quality of education, which is an important role for madrasah supervisors in Baubau City.

### 2.5 Data Analysis Technique

The data obtained and collected are organized in a pattern, category, and a basic description related to the problem under study. The process of data analysis in this study was also carried out through three stages, namely:





### 2.5.1 Data reduction

Reducing data is the researcher summarizing, choosing the main things, focusing on the things that are important, looking for themes and patterns, and removing unnecessary things (Sugiono, 2011). So data reduction is a selection process focusing on simplifying raw data obtained in the field or research object.

### 2.5.2 Data presentation

Sugiono (2011) argues that the presentation of the data in question is reduced data presented in text, narrative in nature, and then recapitulated so that it is easy to understand.

### 2.5.3 Conclusion drawing

Drawing conclusions is done by inductive reasoning, namely a thought process in the form of a general conclusion drawn on the basis of knowledge about specific matters. This means that from the facts (data) obtained then, a conclusion is drawn.

## 3 RESULTS AND DISCUSSION

### 3.1 Superintendent's Efforts in Improving the Education Quality of State 1 Madrasah Tsanawiyah and Al-Syaikh Abdul Wahid Private Madrasah Tsanawiyah, Baubau City, Southeast Sulawesi

#### 3.1.1 Teacher training and supervision

The supervisor assigned to Madrasah Tsanawiyah, both those with status as State Madrasah Tsanawiyah and Private Madrasah Tsanawiyah in Baubau City, was named Drs. Sabir, M.Pd., who began serving or was appointed as a supervisor at two Madrasah Tsanawiyah, namely Baubau City 1 Public Madrasah and Al-Syaikh Abdul Wahid Private Madrasah, Baubau City, Southeast Sulawesi from 2015 until now. Based on the results of the interview with Drs. Sabir, M. Pd., as the supervisor of the madrasa at Madrasah Tsanawiyah Negeri 1 and Madrasah Tsanawiyah Private Al-Syaikh Abdul Wahid, Baubau City, Southeast Sulawesi with the two Heads of Madrasah Tsanawiyah, obtained information that Drs. Sabir, M. Pd., as the superintendent of the madrasa, has provided guidance to his teachers at the two madrasas on a scheduled basis, even Drs. Sabir, M. Pd., made an unannounced visit to find out the performance of the head of the madrasa and his target teachers directly. This was done in order to improve and even maintained the quality (quality) of education both at Madrasah Tsanawiyah Negeri 1 and at Madrasah Tsanawiyah Private Al-Syaikh Abdul Wahid, Baubau City, Southeast Sulawesi. Madrasa supervisors whose professionalism is characterized by their ability to reflect on knowledge, attitudes, and skills in carrying out their profession as supervisors based on their main duties and functions as madrasa supervisors. The ability of madrasa supervisors must be in line and in line with the needs of education management in madrasas (Zampier et al., 2022).

#### 3.1.2 Improving madrasah management

Because supervisors are one of the educational staff who play a strategic role in improving the quality of education in the madrasas under their supervision, based on the main duties of the madrasa supervisors are to carry out academic and managerial supervisory duties in learning units, which include the implementation of 8 (Eight) National Education Standards,



assessment, mentoring, and professional teacher training, evaluation of the results of the implementation of the supervision program, and implementation of supervisory duties, especially in private madrasahs such as at MTs Al-Syaikh Abdul Wahid, Baubau City, Southeast Sulawesi. The supervisory function in the world of madrasah education is essentially providing services and assistance continuously in an effort to stimulate, guide and coordinate teachers in developing their potential so that they can take the initiative and be creative and constructive in developing effective learning models in their classrooms. Therefore supervisors need to create a professional work order so that the skewed impression of madrasa supervisors who have so far been identified as inspectors or assessors of teacher performance work is addressed to become co-workers who are idolized and inspire teachers in creating a meaningful learning process.

### 3.1.3 Creating good cooperation with the head of the madrasah

In welcoming the industrial revolution 4.0, optimizing the performance of madrasa supervisors is a very urgent need, so it becomes important for improving the quality of madrasah education. The performance optimization implemented by madrasa supervisors is nothing but to develop the professionalism and dignity of madrasa supervisors in order to improve the quality of education. The realization of mutual cooperation between the madrasa supervisor and the madrasa head is basically the implementation of observation techniques; namely, the madrasa supervisor observes the class that is studying in order to obtain data about something that happens in the learning process. The class visit technique by the supervisor is a supervision technique that aims to find out and recognize teacher behavior in certain matters and obtain information for educational improvement. This supervisory activity can be carried out well because of the realization of harmonious cooperation between the supervisor and the head of the madrasa as the top manager in the madrasa he supports.

### 3.1.4 Check learning kits

Supervisors at Madrasah Tsanawiyah Negeri 1 and Al-Syaikh Abdul Wahid Private Madrasah Tsanawiyah, Baubau City, Southeast Sulawesi, in improving the quality of madrasah education only used conventional supervision techniques but saw a positive impact on teachers, including every day all teachers made teaching preparations, and the Madrasah head examines it and signs it. To make preparation for teaching, the teacher certainly has to study the subject matter to be taught. Directly able to increase knowledge in the field of study that is effective. If you look more closely at the results of the interviews conducted, the head of the Madrasah Tsanawiyah Negeri 1 Baubau and the head of the Al-Syaikh Abdul Wahid Private Madrasah Tsanawiyah, Baubau City, Southeast Sulawesi, stated that the teacher already understood the implementation of the curriculum, even though the results were not very satisfactory. However, on average, they are able to understand well how to develop syllabi and evaluations, how to make lesson plans, and how to prepare other learning tools. This achievement is certainly one of the goals or targets for improving the quality of madrasahs in Baubau City, Southeast Sulawesi, which has been proclaimed by Drs. Sabir, M. Pd., as the supervisor of the madrasa in Baubau City, Southeast Sulawesi, carrying out his supervisory duties at the madrasa under his supervision went well.



### **3.2 Supporting and Inhibiting Factors for Improving the Quality of Education at Madrasah Tsanawiyah Negeri 1 and Madrasah Tsanawiyah Private Al-Syaikh Abdul Wahid, Baubau City, Southeast Sulawesi**

#### **3.2.1 Supporting factors for improving the quality of education at mts negeri 1 baubau and mts al-syaikh abdul wahid baubau**

Supporting and inhibiting factors are basically two sides that cannot be separated because of their opposite nature in a reciprocal relationship. Thus, an aspect that is a supporting factor may also be an inhibiting factor; if that aspect is more dominant as a supporting factor, then its role as an inhibiting factor will be small and vice versa. The supporting and inhibiting factors for the success of madrasa supervisors in improving the quality of education are all aspects related to madrasa supervisors concerning "man" and materials. The personification associated with the madrasa supervisor is the supervisor himself as the supervisor, the head of the madrasa, and the teacher as the "man" element. At the same time, the material elements are all infrastructure related to supervisory activities and learning activities. Madrasah supervisors function apart from being a supervisor as well as supervisors, both academic supervision and managerial supervision. In relation to the objectives of this academic supervision, the madrasa supervisor in Baubau City, Southeast Sulawesi, is tasked with assisting and fostering madrasa teachers to improve their professionalism so that they can enhance the quality of the processes and learning outcomes of madrasa students. Meanwhile, in relation to managerial supervision, the madrasah supervisor has the task of assisting the madrasah head and all madrasah staff so that they can improve the quality of service and delivery of education at the madrasah they supervise.

#### **3.2.2 Factors inhibiting education quality improvement at mts negeri 1 baubau and mts al-syaikh abdul wahid baubau**

Human resources that have the toughness of competitiveness and high quality are, of course, a necessity and very important and necessity for every institution in the context of facing increasingly fierce globalization with competition in all walks of life. Success in producing madrasah residents (students) to become competitive and quality human resources is highly dependent on the quality of the educational and learning process that takes place at the madrasah. In an effort to achieve all of this, the teacher as a fulcrum is a component of human resources who must receive guidance and development on an ongoing and continuous basis so that they can prepare generations who not only have the skills and expertise in their respective fields but also have character, noble character who then produce performing teachers in order to improve the quality of education. At the research sites, both at the Al-Syaikh Abdul Wahid Baubau Private Tsanawiyah Madrasah and at the Baubau City 1 Public Madrasah Tsanawiyah, Southeast Sulawesi, it was found that problems that arise in the learning process in the two madrasahs were not only a lack of knowledge related to learning techniques but appeared to be caused by a broken link between the disconnected humanity between teachers in madrasahs and madrasa supervisors. The low student learning outcomes and decreased grades obtained by students at Al-Syaikh Abdul Wahid Private Madrasah Tsanawiyah and Baubau City 1 Public Madrasah Tsanawiyah, based on observations and results of interviews with researchers with the two principals of the madrasa and the madrasa supervisor, are suspected to be due to decreased teacher performance. This shows that teacher performance will have a negative impact on the quality of education; therefore, it is necessary to identify factors that have a good and bad impact on teacher performance, namely the implementation of responsible madrasa supervision, work standards, motivation, freedom, and humility. Description of field data



related to the research focus, namely the inhibiting factors for improving the quality of madrasah education, which were found in general by madrasah supervisors in improving the quality of madrasah education both at the Baubau 1 Public Junior High School and at the Al-Syaikh Abdul Wahid Baubau Private Madrasah Tsanawiyah, Southeast Sulawesi.

### **3.3 Optimizing the Main Duties and Supervisory Functions of Baubau 1 Public Madrasah Tsanawiyah and Al-Syaikh Abdul Wahid Private Madrasah Tsanawiyah, Baubau City, Southeast Sulawesi**

#### 3.3.1 Principal duties and functions of madrasah supervisors

##### 3.3.1.1 Principal Duties of Madrasa Supervisors

The madrasa supervisor in Baubau City, Southeast Sulawesi, like the madrasa supervisor in general, has the task of carrying out academic and managerial supervision of the madrasahs under his supervision. In general, the duties and functions of the madrasah supervisor are identifying problems, compiling programs, supervising, implementing surveillance programs, and providing guidance based on evaluation results. The details of the main duties of supervisors who are the target of activities in implementing the supervision program at the Baubau City 1 State Madrasah Tsanawiyah and at the Al-Syaikh Abdul Wahid Baubau Private Madrasah Tsanawiyah are (a) Fostering and developing (b) Monitoring (c) Evaluating (by) Supervising (supervising) (e) Advising (f) Coordinating (coordinating) (g) Researching (researching), and (h) Reporting (reporting). (Released from Madrasa Supervision Standards by Drs. Sabir, M. Pd., December 7, 2022).

From the main duties of the supervisor, the things that must be done by supervisors in Baubau City, Southeast Sulawesi and madrasah supervisors in general include: 1) Develop a supervisory work program for every semester and every year at the madrasa they foster, 2) Carry out assessment, processing and analysis of data on learning outcomes or student guidance and teacher abilities, 3) Collect and process data on educational resources, learning processes or guidance, madrasah environment that influences the development of learning outcomes or student guidance, 4) Carry out a comprehensive analysis of the results of the analysis of various factors of educational resources as material for madrasah innovation, 5) Provide quality direction, assistance and guidance to improve the quality of learning processes and outcomes or student guidance, 6) Carry out assessments and monitoring of the implementation of education in the madrasah it supports starting from admitting new students, implementing learning, conducting exams, up to the release of graduates or the awarding of diplomas, 7) Compile reports on the results of supervision in their assisted madrasahs and report them to the Ministry of Religion, school committees and other stakeholders, 8) Carry out an assessment of the results of supervision of all madrasahs as material for study to determine the supervision program for the next semester, 9) Provide assessment materials to madrasahs in the context of madrasah accreditation, 10) Provide advice and considerations to madrasahs in solving problems faced by madrasahs related to the administration of education.

##### 3.3.1.2 Madrasa Supervisory Function

To carry out their main duties, madrasa supervisors carry out the function of academic supervision, which includes monitoring, coaching, and evaluating madrasah performance. The function of the madrasa supervisor is to function as a monitor, coach, and supervisor, as well as an assessor of the performance of madrasa teachers. Coaches and supervisors, as well as assessors for the performance of madrasa teachers.



### **3.4 Optimizing the Implementation of the Main Duties and Functions of Madrasa Supervisors**

Based on the results of the researcher's literature analysis, it is known that one of the functions of madrasa supervisor management is supervision, namely as a controller so that the implementation of an activity is in accordance with planning and to ensure that the objectives of the activity are achieved. For this reason, madrasah supervision occupies an important role in an effort to guarantee the quality of learning, especially in the context of achieving national standards for madrasah education. It's just unfortunate because it is still often limited to rhetoric and fails to be implemented intensively in the management of madrasah learning, especially at the regional level, such as in Baubau City, Southeast Sulawesi. Even though madrasa supervision in Baubau City, Southeast Sulawesi, is very necessary in order to evaluate teacher performance in managing or organizing learning activities.

Based on the data obtained by researchers at the research location through observations and interview results, it can be concluded that optimizing the implementation of their main duties and functions as madrasa supervisors runs optimally by trying to carry out self-development through (1) coaching and training, (2) self-development of madrasa supervisors through training and education Continuous supervisory professionalism, and (3) madrasah supervisors are made the first priority in receiving socialization of new education policies.

### **3.5 Research Findings**

The research findings obtained by researchers are that the Baubau 1 Public Middle School, Baubau City, Southeast Sulawesi, is conducting training in an effort to improve the quality of education by training teachers to use digital, which researchers term learning using a digital approach.

The coaching activities carried out by the madrasa supervisor at Al-Syaikh Abdul Wahid Private Madrasah Tsanawiyah, Baubau City, Southeast Sulawesi, are carried out outside of learning hours or outside of learning hours. This coaching activity is carried out in a place based on a team agreement. This has become a step in the activity and perhaps has never been carried out by other supervisors apart from the madrasah supervisor in Baubau City, Southeast Sulawesi.

Supervision activities carried out by the madrasa supervisor for Al-Syaikh Abdul Wahid Private Madrasah Madrasa teachers, Baubau City, Southeast Sulawesi, regarding guidance and improvement of techniques/strategies/methods and learning approaches in the teaching and learning process in class, are one of the routine activities carried out by the madrasa supervisor.

### **3.6 Research Limitations**

The limitations that exist in this study basically result in imperfect research results found at the research location. This is because researchers as human beings are not free from limitations, so: Researchers have limitations in reaching the object as a whole, so the research is focused on efforts to improve the quality of madrasah education, supporting and inhibiting factors, and optimizing the implementation of the main tasks of a madrasa supervisor, especially at the Baubau 1 State Junior High School and Al-Syaikh Abdul Wahid Private Madrasah, Baubau City Southeast Sulawesi. This research was only conducted at two Madrasah Tsanawiyah, which actually did not cover all Madrasahs in Baubau City, Southeast Sulawesi.



## 4 CONCLUSIONS

Efforts made by madrasa supervisors in Baubau City, Southeast Sulawesi, to improve the quality of madrasah education are: conduct training and supervision of teachers, to improve the management (management) of madrasahs, creating good cooperation with the head of the madrasa, and check the learning device.

Factors supporting and inhibiting the implementation of madrasa supervisor duties in Baubau City, Southeast Sulawesi, in improving the quality of madrasah learning are: there is openness from the teacher, where the teacher really expects guidance from the madrasa supervisor, there is a willingness (curiosity/curiosity) from the teacher to teach properly and correctly, teachers obey and obey superiors, presence of government responders, and a collaboration between teachers and principals. The inhibiting factors for the implementation of madrasa supervisor duties in Baubau City, Southeast Sulawesi, are: There are trained teachers who do not like to ask about the obstacles they experience in carrying out their duties, There are still some of them who have not graduated, Limited facilities and infrastructure, Too many activities, There are some teachers who are less interested in increasing their competence on the grounds that they want to retire, Among teachers, there are those who do not understand how to make learning devices, and There is also the opinion of some teachers that the presence of supervisors is a hassle or that they find fault with teachers.

Optimizing the implementation of their main duties and functions as madrasa supervisors run optimally by seeking to carry out self-development through (1) coaching and training, (2) self-development of madrasa supervisors through continuous Supervision Professional Training, and (3) madrasa supervisors are made the first priority in accepting new policy socialization education.

## SUGGESTION

With the completion of this paper, even though it is in a simple form, the researcher suggests to the readers that: To improve the development of teachers and educational staff, the madrasa supervisor tries to maximize the implementation of his duties and functions as a madrasa supervisor in Baubau City, Southeast Sulawesi. Researchers recommend increasing the capacity and competence of madrasa supervisors, madrasa heads, and assisted teachers at MTs Negeri 1 Baubau City and MTs Al-Syaikh Abdul Wahid Baubau Southeast Sulawesi. The researcher also recommends that madrasa supervisors increase the dimensions of harmonious relationship-oriented behaviour between supervisors and madrasa heads both at MTs Negeri 1 Baubau City and at MTs Al-Syaikh Abdul Wahid Baubau through various educational activities and professional supervision training especially related to improving the quality of madrasah education.

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