CHAPTER IV

FINDING AND DISCUSSION

A. General Description

General Descriptions of MAN in Kudus are elaborated below:

1. MAN 1 Kudus

MA Negeri (MAN) 1 Kudus, is one of the State Madrasah Aliyah in the province of Central Java, Indonesia. It is similar grade with SMA or Senior High School in Indonesia. MAN 1 Kudus is taken within three years of lessons, ranging from Class X to Class XII.

a. Address

It is located on Conge Street, Ngembalrejo, Bae, Kudus, Central Java; 59322. Telp/ Fax is (0291) 434 871. Website is www.man01kudus.sch.id.

b. History of the Madrasah

The campus of the Usuludin faculty, of IAIN Walisongo Kudus of educational area on Jendral Ahmad Yani Street moves to a new area in Conge Ngembal Rejo Bae Kudus, old area need to be utilized.

For guidance High Islamic Religious Education (Madrasah Tsanawiyah/ Madrasah Aliyah) especially necessary political guidance of the container or institution are adequate and effective.

Then, based on the instructions of the KDH Tk II Kudus regency; Drs. H. Moh. Bechar; the head office of the department of religion and DPD Golkar II Kudus to establish educational institutions named "ISLAMIC FOUNDATION CENTER GOLKAR KUDUS" Number: 33/1983 with the aim of preparing State Madrasah Aliyah in Kudus.

Then, based on Indonesian religion ministerial decree number 137 of 1991 on the opening and making satate status, Madrasah

Aliyah Purwodadi run Kudus changed becomes State Madrasah Aliyah Kudus on 11 July 1991 and by decree Affairs offices. Central Java Province numbers Wk / 1.B / Kp.07.6 / 5472/1991 at 13th September 1991 and establishes manager or head of MAN 01 Kudus.

c. Vision and Mision

   Vision:

   1) Become excellent Madrasah that has Akhlaqul Karimah

   Mission:

   1) Organize Religious Education and Science Technology of Islam.

   2) Familiarize Attitudes and Behavior Cinta Tanah Air and personality Indonesia

   3) Familiarize Islamic Cultural Attitudes and Behavior

   4) Organizing Skills Sustainable Education.

d. Facilities

   1) Library

   2) Classroom

   3) Laboratory of Religion

   4) Mathematics Laboratory and Multimedia

   5) Science Laboratory (Physics, Biology and Chemistry)

   6) Laboratory of Computers and Internet

   7) Language laboratory

   8) Islamic Prayer Room

   9) Sports field

   10) Art room

   11) School canteen

   12) Telephone installation

   13) Hall in door (field roofed)

   14) Online Library

15) Based learning online

16) Hotspot Area

2. MAN 2 Kudus

MA Negeri (MAN) 2 Kudus, is also one of the State Madrasah Aliyah in the province of Central Java, Indonesia. It is similar grade with SMA or Senior High School in Indonesia. MAN 2 Kudus is taken within three years of lessons, ranging from Class X to Class XII.

a. Address

It is located on Kadilangu Street, Prambatan Kidul, Kaliwungu, Kudus, Central Java; 59331. Telp/ Fax is (0291) 431 184. Website is www.man2kudus.sch.id.

b. History of the Madrasah

Madrasah establishment process was initiated from the establishment SGAI (Teachers Islam) on 1 September 1950 specifically to grade son as Instelling Besluit Religious Affairs Ministry dated August 25, 1950 number 167 / A / Cq. Later the name was changed to PGAP SGAI with the Decree of the Minister of Religion No. 7 1951.

In 1957, it exits inspection decree Religious Education Region VI, dated June 12, 1957 by the numbers: 9 / BI / Tgs / 1957 regarding permission to open a separate daughter's class. Thus in 1957 the existing class of boys and girls separately.

Furthermore, on June 6, 1992 PGAN Kuds undergo conversion to MAN 2 Kudus based KMA No. 41 of 1992 Tenggal January 27, 1992. And in 1999 the name was changed to MAN 2 Kudus today.

Originally established PGAN the institute aims to produce teachers - qualified Islamic teachers and can educate students to have noble morality.

However, after conversion to MAN featured the goal of becoming more widespread. That took the nation by producing

graduates (output) having faith and devotion strong, morality and noble character, insight knowledge broad and deep, nationalism and patriotism is high, motivation and commitment to achievement, and social sensitivity and leadership.

c. Vision and Mision

Vision:

1) Shape the learners who have Islamic Akhlaq, Excellence in Achievement, and Skilled in Technology

Mission:

1) Increase appreciation and practice of Islamic values.
2) Improving the quality of human resources, science, technology, skills and infrastructure.
3) Foster the spirit of innovation, dedication, and cooperation.

d. Facilities

1) Mathematics Laboratory,
2) Auditorium with a capacity of 700 people,
3) A small mosque with a capacity of 500 people,
4) Computer lab,
5) Digital Library,
6) Multimedia room,
7) Language laboratory,
8) Boarding School with a capacity of 200 students,
9) Free Hotspot Area,
10) SMS gateway,
11) E-Learning System,
12) Integrated Academic Information System,
13) Each classroom is equipped with air conditioning, LCD and CCTV,
14) Mubarok Market,
15) Polyclinics (medical personnel),

16) Indoor Sport Center, and

17) Hygienic canteen

B. Finding

1. Quantitatve

The first part of this sub chapter presents the findings from the questionnaire. The questionnaire was divided into four seasons; background information, effectiveness of supervision, teachers' perspectives of MAN in Kudus to effective supervision and effective model supervision based on teachers' perspectives.

The first part of the chapter presents findings from the questionnaire. It begins with the background information (*demographic data*) of the respondents. The demographics sought were the gender, age group, employment status, number of year of the experience of being a teacher MAN in Kudus. This section also asked respondents about their position (*Teacher*). It can be seen on the table below.

Table 4.1 Demographic Data of the Respondents

Theme		Number of Respondents (Teachers)		Sum ( )	Percentage (%)
		MAN 1	**MAN 2**		
Gender	Male	30	42	72	55,4
	Female	30	28	58	44,6
Age	25	2	0	2	1,5
	26 – 35	7	26	33	25,4
	36 – 45	20	23	43	33,1
	46 – 55	26	20	46	35,4
	56	6	0	6	4,6
Employment Status	Civil Officer	47	50	97	74,6
	Non-Civil Officer	13	20	33	25,4

Table 4.1 Continue

Theme		Number of Respondents (Teachers)		Sum ( )	Percentage (%)
		MAN 1	MAN 2		
The Experience of being a Teacher	First year	3	0	3	2,3
	1 – 5	4	2	6	4,6
	6 – 10	8	19	27	20,8
	11 – 15	17	23	40	30,8
	16 – 20	12	13	21	16,2
	21 – 25	8	10	22	16,9
	26 – 30	4	2	6	4,6
	31	4	1	5	3,8
Dedication in MAN	First year	3	1	4	3,1
	1 – 5	8	2	10	7,7
	6 – 10	12	22	34	26,2
	11 – 15	18	25	43	33,1
	16 – 20	10	8	18	13,8
	21 – 25	8	11	19	14,6
	26 – 30	0	1	1	0,8
	31	1	0	1	0,8

The questionnaire was administered to 136 potential respondents (Teachers). One hundred and thirty (96%) respondents returned their questionnaires and only 4% who did not submit it. It happened because they were sick (absent), furlough of pregnant and out of town. Table 3.1 shows that the majority of the respondents were males (55,4%), while the female respondents were 44,6%. Next, the dominant age of the teachers were around 46 to 55 years old (35,4%). It has a thin difference with teachers who in 36 t0 45 years old (33,1%). It also further shows that the majority of respondents were civil officers (74,6%) while Non civil officers were 25,4%. After that, the majority of respondents (30,8%) had 11 to 15 years experiences of being a teacher while the minority had First year (2,3%) and more than 31 years (3,8%). It linier with the highest respondents who dedicated in teaching

students of MAN were 11 to 15 years (33,1%), while the lowest were 26 to 30 years and more than 31 years (0,8%).

The second section of the questionnaire included 8 scale items about effectiveness of the supervision (criteria and practices). The questionnaire was divided into left ("A" sheet) and right ("B" sheet) sides. For each item, teachers were asked to choose, on the left hand-side, "Yes" or "No" in order to make clear description about each criterion of effective supervision, and on the right, to indicate how they experienced the particular criteria of effective supervision in their respective schools, their level of agreement on how they thought it should be practiced. Responses on the right side of the questionnaire were arranged on a continuum from "Low" to "High" respectively. It shown each criteria of effective supervision could be fulfilled.

Table 4.2 Effectiveness of Supervision of MAN in Kudus

No	Statement (*Criteria of Effective Supervision*)	A	B			Sum ( )	Prec. (%)
				MAN 1	MAN 2		
a.	*Supervision is carried out in my own Islamic School has rules, mechanisms and clear criteria*	"NO" answer		5	2	7	5,4
		"YES" answer	Low	5	2	7	5,4
			Middle	35	21	56	43,1
			High	15	45	60	46,1
b.	*Supervisors not only assess, but also guide and train me who was subjected to supervision*	"NO" answer		8	4	12	9,2
		"YES" answer	Low	5	2	7	5,4
			Middle	35	35	70	53,8
			High	12	29	41	31,6
c.	*I always get tutorial / guidance from the leadership / senior at my Islamic School*	"NO" answer		5	3	8	6,2
		"YES" answer	Low	2	2	4	3,1
			Middle	43	31	74	56,9
			High	9	35	44	33,8
d.	*Supervision is carried out in my Islamic School is done objectively by supervisor*	"NO" answer		5	3	8	6,2
		"YES" answer	Low	2	3	5	3,8
			Middle	41	28	69	53,1
			High	12	36	48	36,9

Table 4.2 Continued

No	Statement (*Criteria of Effective Supervision*)	A	B		Sum ( )	Prec. (%)
			MAN 1	MAN 2		
e.	*Supervision is carried out; monitor the real condition, actual and target the development of conditions of supervision*	"NO" answer	6	5	11	8,4
		"YES" answer Low	4	2	6	4,6
		Middle	43	30	73	56,2
		High	7	33	40	30,8
f.	*Supervision is done regularly, structured and well-planned*	"NO" answer	5	3	8	6,2
		"YES" answer Low	4	3	7	5,4
		Middle	39	28	67	51,5
		High	12	36	48	36,9
g.	*Supervision is carried out in my Islamic School done regularly and thoroughly (comprehensive)*	"NO" answer	9	3	12	9,2
		"YES" answer Low	4	3	7	5,4
		Middle	41	38	79	60,8
		High	6	26	32	24,6
h.	*The results of supervision performed well reported and inventoried*	"NO" answer	5	4	9	6,9
		"YES" answer Low	3	2	5	3,8
		Middle	38	24	62	47,7
		High	14	40	54	41,6

From the table above, it can be acknowledged that respondents' answers are; 5,4% "NO" answer and 94,6% "YES" answer for the first criteria of effective supervision, 9,2% "NO" and 90,8% "YES" for the second, 6,2% "NO" and 93,8% "YES" for the third, 6,2% "NO" and 93,8% "YES" for the fourth, 8,4% "NO" and 91,6% "YES" for the fifth, 6,2% "NO" and 93,8% "YES" for the sixth, 9,2% "NO" and 90,8% "YES" for the seventh and 6,9% "NO" and 93,1% "YES" for the last.

The third section of the questionnaire also included 8 scale items about teachers' perspective to the practice of supervision of MAN in Kudus. The questionnaire was also divided into left ("A" sheet) and right ("B" sheet) sides. For each item, teachers were asked to choose, on the left hand-side, "Yes" or "No" in order to make clear description about each statement of the perspectives, and on the right, to indicate how often they experienced the particular perspectives while the supervision process in schools. Responses on the right side were arranged on a continuum from "Rarely" to "Always".

Table 4.3 Teachers' Perspectives of MAN in Kudus to Effective Supervision

No	STATEMENT (*Teacher's perspective in supervision*)	A	B		Sum ( )	Prec. (%)
			MAN 1	MAN 2		
a.	*When supervision will be held, teachers feel nervous / worried / scared.*	"NO" answer	37	29	66	50,7
		"YES" answer Rarely	11	15	26	20,0
		Often	10	14	24	18,5
		Always	2	12	14	10,8
b.	*Educational supervision activities are common and routine.*	"NO" answer	9	1	10	7,7
		"YES" answer Rarely	18	6	24	18,5
		Often	26	31	57	43,8
		Always	7	32	39	30,0
c.	*Implementation of educational supervision can improve competency and professionalism of teachers.*	"NO" answer	3	2	5	3,8
		"YES" answer Rarely	14	4	18	13,9
		Often	29	19	48	36,9
		Always	14	45	59	45,4
d.	*School policy allows teachers to get involved and choose the type of effective supervision.*	"NO" answer	6	6	12	9,2
		"YES" answer Rarely	19	8	27	20,8
		Often	25	36	61	46,9
		Always	10	20	30	23,1
e.	*School supervision usually goes effectively and do not face significant problems.*	"NO" answer	4	4	8	6,2
		"YES" answer Rarely	24	8	32	24,6
		Often	24	31	55	32,3
		Always	8	27	35	26,9
f.	*Every teacher can get benefit from the process of implementation supervision.*	"NO" answer	4	4	8	6,2
		"YES" answer Rarely	12	4	16	12,3
		Often	31	23	54	41,5
		Always	13	39	52	40,0
g.	*Supervision process that is carried out in Islamic School be a means of collaboration between teachers, leaders and Islamic School supervisors.*	"NO" answer	2	9	11	8,5
		"YES" answer Rarely	11	4	15	11,5
		Often	35	21	56	43,1
		Always	12	36	48	36,9

Table 4.3 Continued

No	STATEMENT (*Teacher's perspective in supervision*)	A	B		Sum ( )	Prec. (%)
			MAN 1	MAN 2		
h.	*The process of supervision in Islamic School boost confidence and motivation of teachers*	"NO" answer	2	6	8	6,2
		"YES" answer — Rarely	10	5	15	11,5
		Often	28	24	52	40,0
		Always	20	35	55	42,3

From the table above, it can be seen that the answers are; 50,7% "NO" answer and 49,3% "YES" answer for the first statement of teachers' perspectives of MAN in Kudus to effective supervision, 7,7% "NO" and 92,3% "YES" for the second, 3,8% "NO" and 96,2% "YES" for the third, 9,2% "NO" and 91,8% "YES" for the fourth, 6,2% "NO" and 93,8% "YES" for the fifth, 6,2% "NO" and 93,8% "YES" for the sixth, 8,5% "NO" and 91,5% "YES" for the seventh and 6,2% "NO" and 93,8% "YES" for the last.

In the fourth section of the questionnaire, teacher respondents were asked four open-ended items about effective models of supervision. The item contains of seven models of supervision determined by Sergiovanni and Starratt[1] which were common to the teachers;

a. Clinical Supervision; Supervision in 3 phases; Planning, implementing and evaluation;

b. Developmental Supervision; Continuous supervision and accompanied by performance targets;

c. Collaborative Supervision; Supervision which relies on cooperation between individuals who are supervised / supervisor itself; peer, group or mentoring;

d. Self-Reflection; Supervision by individuals independently;

e. Portfolios; Supervision which relies on the results / products of each individual supervised; Score, Criteria, Description etc.;

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[1] Sergiovanni and Starratt, *Opcit*, p.50.

f. Professional Growth Plans; Supervision focused on long-term planning of the individuals that supervised and;

g. Administrative Monitoring; Supervision focus is overseeing administrative duties; attendance, lesson plans, etc.

The respondents could choose more than one model, depend on their perspectives. Then, they were asked to give the reason why they chose those models. It can be from the benefit of using the models or teachers' experiences when they were supervised by using those models. Moreover, the researcher provided a blank sheet to respondents in order to give a chance to them to answer by the other model which is not mentioned on the sheet. If there was a model in their perspectives which did not listed or included on seven models above and also they have to give reasons. It can be a new model from teachers' ideas or an old one modified by teachers. Here is the result.

Table 4.4 Effective Model Supervision Based on Teachers' Perspectives

Institution	Choice Model							Teachers' Own Models
	ClS	DS	CnS	S-R	Por	PGP	AM	
MAN 1	43	14	19	6	11	4	30	1
MAN 2	50	35	13	9	8	11	40	0
Sum ( )	93	49	32	15	19	15	70	1
Pec. (%)	71,5	37,7	24,6	11,5	14,6	11,5	53,8	0,8

Note:
ClS : Clinical Supervision
DS : Developmental Supervision
Cns : Collaborative Supervision
S-R : Self-Reflection
Por : Portfolios
PGP : Professional Growth Plans
AM : Administrative Monitoring

Viewed from the table above, it can be understood that the result of survey shows 71,5% from 130 respondents choose "Clinical Supervision", 37,7% pick out "Developmental Supervision", 24,6% elect "Collaborative Supervision", 11,5% coopt "Self-Reflection", 14,6% opt "Portfolios", 11.5% have "Professional Growth Plans", 53,8% own "Administrative Monitoring"

and only 0,8% who bring up "Own Model". Moreover the researcher also found following data.

Table 4.5 Respondents' Choice Supervision Models

Institution	Respondents' Choice Models			
	Only One	More Than One	With Reason	No Reason
MAN 1	23	37	44	16
MAN 2	25	45	61	9
Sum ( )	48	82	105	25
Pec. (%)	36,9	63,1	80,8	19,2

Then, related to the table, the researcher gets data that 36,9% respondents choose only one model of supervision and 63,1% more than one model. He also gets data that 80,8% respondents give reason for their choosing model and 19.6% give no reason. This found data are completing the result of survey (data quantitative) of this mixed research.

2. Qualitative

The second part of the chapter presents findings from the interview. It presents comments obtained from the standardized (*semi-structured*) interview schedules. It is included to data qualitative. In this part, the researcher uses triangulation of data source. It means this research interviewed more than one person. The number of person depends on the saturated information got from informant. Actually, this study has five informants. Two persons are from MAN 1 and Three from MAN 2. From those, he got enough information and data for his research. It has gained the saturated point of the information. So, he ended in interviewing another people. They are teachers who have knowledge, capability and experiences in supervision. They are vice-head master of MAN in Kudus. He has interviewed those informants based the schedule given by them as the agreement that made before.

Here are the profiles of the informants and also the schedule:

Table 4.6 Profile of Informants and Schedule of Interviews

No	Date	Time	Name	School	Subject Mastered	Position
1.	Wednesday, 23 November 2016	08.30 a.m	Moh. Chumaedi, S.Pd	MAN 2	PPKn	Vice-Head of Social Relation
2.	Wednesday, 23 November 2016	11.00 a.m	Saifuddin, S.Pd	MAN 2	France Language	Vice-Head of Students
3.	Wednesday, 23 November 2016	01.30 p.m	M. Muspahaji, S.Pd, M.Si	MAN 2	Chemistry	Vice-Head of Curriculum
4.	Thursday, 24 November 2016	07.30 p.m	Moh. Umar, S.Pd, M.Pd	MAN 1	English Language	Vice-Head of Students
5.	Friday, 25 November 2016	09.15 a.m	Noor Fais, S.Ag	MAN 1	Arabic Language	Vice-Head of Social Relation

In this part, the researcher not only found data or information that he needs or related to statement of the problem of this research, but also he got several new findings while he interviewed those informants. Here, he does not display all the data or information that got from them. But, he codes and reduces it to some which he thinks as important and main data or information. Those are about; the effectiveness of supervision run in MAN, their perspectives to supervision run in MAN and supervision models which is very effective based on their perspectives.

The first person who interviewed is Mr. Chumaidi. He answered the questions directly and gave clear explanations to the interviewer about the effectiveness of supervision run in MAN.

First interviewee elaborates:

"*Proses supervisi di madrasah kami itu memang komprehensif betul. Artinya tidak hanya kemudian dilakukan oleh seorang atasan yakni kepala madrasah secara mandiri tetapi juga kolaboratif. Artinya, juga menyertakan e guru-guru senior yang merupakan guru inti di masing-masing e mapel. Artinya, guru senior itu ya pintar secara daftar urutan kepangkatan, beliau adalah yang lebih tinggi, sehingga kemudian mampu memberikan pembinaan, kemudian motifasi bahkan sampai pada evaluasi terhadap guru-guru yang lebih muda atau junior. Kemudian juga, kadang di sana namanya bapak kepala madrasah kemudian memberikan informasi sebelum dinilai oleh guru senior atau guru inti itu maka masing-masing guru juga melakukan evaluasi diri.*" ---
("*The process of supervision in our madrasah was indeed very comprehensive. That is not only done by a supervisor and then the headmaster independently but also collaborative. That is, also includes e senior teachers who constitute the core of teachers in each e maple. That is, the senior teacher was so smart as a rank order list, he is higher, so it is then able to provide guidance, and motivation even to the evaluation of teachers younger or junior. Then, too, sometimes there name father headmaster then provide information before being assessed by a senior teacher or teacher's core then each teacher also conducts e self-evaluation*") ---

"*Kalau kami mengamati, selaku yang disupervisi atau bagian dari Tim PKG, ini di madrasah kami sudah efektif.*"
("*If we observe, as supervised or part of a PKG team, this has been effective in our madrasah*")

(Mr. Chumaidi[2])

From the explanation which delivered by Mr. Chumaidi above, it can be known that the supervision which held in MAN in Kudus is very comprehensive, because the manager of the school does not work alone to supervise the teachers, but he collaborates with the senior teachers. He makes a team named "PKG Team" to do supervision process. So, it can be run effectively.

Then, his answer when he was interviewing about his perspective to supervision run in MAN is:

"*Terima kasih, jadi yang namanya supervisi kan prinsipnya jarang, rutin dan berkala. Maka, sudah menjadi sesuatu yang biasa di madrasah kami*

---

[2] Chumaidi (23 November 2016).

dan itu kemudian jadwal itu sudah ada sejak kita masuk di awal e tahun pelajaran." ---
("*Thanks, so the supervision can be done spare, routine and periodic. So, it has become commonplace in our madrassa and then schedule it has been there since we got in at the beginning of the school year*") ---

"*Misalnya, Juli, pertangahan ini kita sudah masuk di awal tahun, maka jadwal terkait dengan supervisi itu sudah ada.*" ---
("*For example, in July, middle of year we've entered at the beginning of the year, the schedule associated with the supervision is existing*") ---

"*Sehingga bapak ibu itu udah pirso, sudah mengatahui sejak awal. Oleh karenanya, efektif itu menjadi guru tidak pernah yang namanya e kaget bahkan gugup meghadapi supervisi karena sudah kemudian dipersiapkan sejak awal tahu bahwa Bapak Guru A kapan harus disupervisi untuk semester ini kemudian untuk semester yang akan datang dan seterusnya.*" ---
("*So that, the teachers already know since the beginning, therefore, it effectively becomes a teacher whose surprised even nervous to face supervision because already then prepared since the beginning, knowing that Teacher "A" will be supervised for this semester and then for the next term and beyond*") ---

"*Jadi sejak adanya yang namanya penilaian kinerja guru di 2013, kepala madrasah membentuk yang namanya Tim PKG. jadi Tim Penilai Kinerja Guru. Jadi, sudah kami haturkan bahwa dari masing-masing guru itu kemudian akan kita kelompokkan menjadi beberapa kelompok sesuai dengan mapelnya. Nah, tim itu adalah guru inti atau guru senior di masing-masing mapel. Sehingga, ketika kemudian berbasis mapel, maka yang namanya tim itu bisa bekerja dengan baik. Tahu bagaimana administrasinya.*" ---
("*So from whose name the teacher performance appraisal in 2013, the principle form whose named PKG Team, so the Teacher Performance Assessment Team. So, already we extend that from each teacher will be grouped into several groups according to the subject. Well, the team is a core teacher or senior teachers in each subject area. Thus, when they are based on the subject, then the team can work well; knowing how the administration*") ---
"*Kalau berbicara kendala ada tidak saya berfikir ya tetep ada. Tetapi tidak menjadi sesuatu yang katakanlah membebani dari bapak ibu guru yang disupervisi karena tadi, sejak awal tahun jadwal itu sudah ada.*" ---
("*If there are obstacles or not, I think there. But it does not become burdensome for a teacher who supervised because, since the beginning of the schedule that already exists*") ---

> "*Banyak manfaat dari supervisi, salah satunya adalah memotivasi bapak ibu guru dalam rangka kinerja bapak ibu guru. Bagaimana kemudian dengan supervisi itu paling tidak binaan, motivasi dari atasan, dari kepala madrasah itu akan menjadikan seorang guru paling tidak berupaya untuk mencari yang lebih.*"
>
> ("*Many benefits of supervision, one of them is to motivate teachers' performance. How then, at least, in the supervision teachers are trained, motivated from superiors, from headmaster it would make a teacher at least attempt to find a more*")

<div align="right">(Mr. Chumaidi[3])</div>

From the explanation which delivered by Mr. Chumaidi above, it can be known that his perspectives to the supervision of MAN in Kudus is very positive, because he says that the teachers do not feel nervous/ worried/ scared when supervision will be held. Educational supervision activities are common and routine.

The implementation of educational supervision can improve competency and professionalism of teachers. School policy allows teachers to get involved and choose the type of effective supervision. School supervision usually goes effectively and do not face significant problems. Every teacher can get benefit from the process of implementation supervision. Supervision process that is carried out in MAN be a means of collaboration between teachers, leaders and Islamic School supervisors. The process of supervision in MAN boosts confidence and motivation of teachers.

When he was interviewing related to supervision models which is very effective based on his perspective, he explained his answers briefly as possible as follow:

> "*Saya berfikir karna proses apapun yang namanya model tidak tidak ada model yang sempurna. Maka memang e bapak kepala madrasah ini juga harus menggunakan model-model yang ada dalam rangka mengefektifkan proses suervisi di madrasah kita.*"

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[3] Chumaidi (23 November 2016).

("*I think because any process whose name the model is not... No model is perfect. Then indeed this e father headmaster must also use existing models in order to streamline the process supervision in our madrasah*")

(Mr. Chumaidi[4])

From the explanation which delivered by Mr. Chumaidi above, it can be known that No the model of supervision which effectively runs in MAN, because No model is perfect. The manager of the school does not use only one model to supervise the teachers. He uses more than one; uses the benefit of one model to fill other weakness. So, it can be run effectively.

The second person who interviewed is Mr. Saifuddin. He answered the questions spontaneously and gave wide interpretation to the interviewer about the effectiveness of supervision run in MAN.

"*Supervisi yang ada di madrasah ini e terorganisir, terjadwal. Sehingga e... tid... karena ada proses belajar yang sedang berlangsung tidak boleh kemudian supervisi ini malah mengganggu jalannya KBM tidak boleh. Tetapi, semuanya harus berjalan semuanya, supervisi jalan KBM juga berjalan. KBM berjalan tapi supervisi kita bisa melihat o KBM nya seperti ini pelaksanaannya seperti ini. Guru yang disupervisi juga tidak merasa habis supervisi kadang-kadang di kenyataan kan guru tahu disupervisi sehingga malah jadinya seperti kayak bermain drama. E... kita nggak seperti itu tapi tetap terus supervisi dilakukan terus menerus, inten dan e kontinuitas. Di madrasah kita ada CCTV misalnya itu bagian dari medan supervisi yang bagus. Karena itu manggambarkan aslinya bagaimana bapak ibu guru itu punya kinerja gitu. Jadi kalau di sebuah perusahaan-erusahaan itu kan juga ada alat detek itu ya.*" ---*

("*The supervision which is in this madrasah e organized, scheduled. So e ... No ... because there ongoing learning process, it should not be bothered, even the supervision should not interfere with the KBM. However, everything must walk as usual, supervision runs and KBM also runs. KBM runs but supervision we can see on KBM implementation like this. Teachers who supervised also sometimes do not feel like he/she is being supervised. In fact, the teachers who know that he/she will be supervised so eventually they would like to play like drama. E ... we are not like that, but continuously variable continuous supervision happens, intent and e continuity. In our madrasah, there is CCTV, for example that is part of a good supervision field. Therefore it can show the teachers'*

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[4] Chumaidi (23 November 2016).

performances originally. So like we see the company uses detective tool to supervise, is not it?") ----

"Saya melihat efektif sekali"
("*I see really effective*")

(Mr. Saifuddin[5])

Based on the answer of Mr. Saifuddin above, it can be acknowledged that the supervision run MAN is really effective. It uses CCTV to monitor the process of teaching and learning in the class. It means the process of supervision does not bother the learning process in the classroom. So, it can run together.

Then, his answer when he was interviewing about his perspective to supervision run in MAN is:

"*Saya melihat efektif sekali karena terbukti dengan supervisi tersebut berapa hari sekali bapak kepala memanggil pada guru menerumaskan pada adi dalam mengajar seperti ini. Ah ni kan ada evaluasi, membutuhkan perbaikan kedepan sehingga di sini pelan namun pasti supervisi yang dilakukan di MAN Alhamdulillah bisa meningkatkan e output kualitas kerja..*" ---
("*I saw very effective because it proved with the supervision, once of days the principle calls the teacher to discuss and formulate their teaching like this. Ah … the last evaluation, in need of refurbishment ahead so here slowly but surely supervision performed in MAN Alhamdulillah e the output could improve the quality of work*") ---

"*Baik kata e supervisi emang jadwal is oke jadi memang harus ada. Cuma dalam prakteknya terkadang kan ada pas terjadwal ada tes atau terjadwal misalnya ada harus koordinasi sehingga ada jam yang kosong dan sebagainya. Nah ini tentu saja butuh adanya diskusi. Sehingga kata supervisi harus ada harus harus terjadi.*" ---
("*Ok, the word e… supervision we have the schedule is okay so it should be there. Sometimes it's just in practice there is a test or unscheduled or scheduled to another activity for example, there should be coordination so that there is an empty hours and so on. Well this is certainly needed for discussion. No word so supervision must be done*") ---

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[5] Saifuddin (23 November 2016).

"*Kadang-kadang sifatnya gugup grogi dan sebagainya. Kita menyiapkan semuanya biasanya kita tidak siapkan tapi ini perlu juga untuk meningkatkan kualitas.*" ---
("*Sometimes naturally nervous, scare and others are felt. We prepare everything we normally do not prepare but it is also necessary to improve the quality*") ---

"*Gitu, tapi kalau ada supervisi kita menjadi o iya o iya tersadarkan. Kita punya sebuah refleksi diri untuk harus lebih baik dari situ lagi.*"
("*So, but if there is supervision we become o yes o yes awakened. We have a self-reflection to be better than it again*")

(Mr. Saifuddin[6])

Based on the answer of Mr. Saifuddin above, it can be acknowledged that the supervision run MAN is very positive, because he says that the teachers sometimes feel nervous/ worried/ scared when supervision will be held. Educational supervision activities are common and routine to do. For sure, the implementation of educational supervision can increase competency and professionalism of teachers. In MAN, school policy allows teachers to get involved and choose the type of effective supervision. School supervision usually goes effectively but face some problems which can be solved. Every individual teacher can get benefit from the process of implementation supervision. Supervision process that is carried out in MAN be a means of collaboration between teachers, leaders and Islamic School supervisors. The process of supervision in MAN boosts confidence and motivation of teachers.

When he was interviewing related to supervision models which is very effective based on his perspective, he explained his answers briefly as possible as follow:

"*Ya. Untuk metode saya yakin metode sudah ba ada banyak metode…..*
Bagus semuanya. Mungkin e kita harus melihat kontinuitas dan apa ya tarjet kemudian ini harus jelas."
("*Yes. I'm sure method to method already ba there are many methods. Everything is good. Maybe e we should see continuity and what goal yes then this should be clearly*")

(Mr. Saifuddin[7])

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[6] Saifuddin (23 November 2016).

Based on the answer of Mr. Saifuddin above, it can be acknowledged that All of the model of supervision which effectively runs in MAN, because all of model are perfect. He underlines the continuity of the use of that model. He also says that the goal and criteria of what purpose to reach must be clear.

The third person who interviewed is Mr. Muspahaji. He replayed the questions clearly and gives short description but it was understandable to the interviewer about the effectiveness of supervision run in MAN.

> "*Prosesnya menurut kaidah yang ada, aturan itu ya udah berjalan..berjalan efektif karena ketika ada..ada..ya semacam emm..monev, monitoring evaluasi dari wilayah ataupun dari pusat juga nilanya sekitar indikator pencapaiannya sampai ke 80-90. Itu indikator dari..kemarin juga ada dari kepala kantor wilayah kementrian agama propinsi jawa tengah juga dia secara kuantitatif nilainya hampir 100 katakanlah*" ---
> ("*The process according to the existing rule, that rule yaeh.. it has been run effectively because when there are ..emm.... short monev, monitoring and evaluation of the area or from the center also the score about indicators of achievement up to 80-90. It was from indicators also exist on the heads of regional offices Central Java province religious ministry he also quantitatively worth almost 100 say like that*") ---
>
> "*sudah efektif dan berjalan...*"
> ("*Have been effective and running ...*")
>
> (Mr. Muspahaji[8])

From the transcript of Mr. Muspahaji's answer above, it can be taken an elaboration that the supervision of MAN in Kudus is already effective. It also keeps improving continuously. Based on existing rule; indicators of achievement which is from religious ministry of Central Java Province, this school gets 80 to 90 score. It is almost 100.

Then, his answer when he was interviewing about his perspective to supervision run in MAN is:

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[7] Saifuddin (23 November 2016).
[8] Muspahaji (23 November 2016).

> "*Kita punya POS (Petunjuk Operasional Standar). POS nya itu sudah artinya institusi yang berwenang, Kementrian Agama dan Kementrian Pendidikan itu udah punya. Tapi kadang-kadang kita itu bahkan malah lebih dari itu. Kita membuat POS sendiri yang digunakan sesuai dengan situasi dan kondisi yang di MAN yang ada di MAN 2 yang ada*" ---
> ("*We've got a POS (Standard Operating Instructions). Its POS means it is already authorized institution, the Ministry of Religious Affairs and the Ministry of Education it already has. But sometimes we were even more than that. We make the POS itself is used according to the situation and conditions where is existing at MAN 2*") ---

> "*Kita mengajar ini ini ini...harus dilakukan. Tidak sesuai dengan POS ya...ada...ada...artinya...karena supervisi, supervisor kan memperbaiki dn semoga semakin tahun akan semakin meningkat*" ---
> ("*We teach this ... this is to be done. Not according to the POS yeah ... this ... this ... that means ... because of supervision, the supervisor can fix hopefully will increase in every year*") ---

> "*Kendala, ya lumayan banyak. Tapi alhamdulillah kesadaran teman-teman kita berjuang dari tahu 2006. Berjuang dari nol. Akhirnya sekarang kesadaran teman-teman dan partisipasinya sudah berjalan dan yaa..kembali lagi kefektif tadi sudah alhamdulilah sudah baik , sudah sesuai dengan POS yang ada.*" ---
> ("*Obstacles, yes quite a lot. But, Alhamdulillah because of consciousness of our friends know the struggle of the 2006. Fight from zero. Finally now the awareness and participation of friends are already running and yaa… come back again to the effectiveness had been alhamdulilah already good, is in conformity with the existing POS*") ---

> "*Rasanya teman-teman kog nggak takut atau khawatir. Psikologisnya enggak, karena psikologis kan karena aspek sosial kan?*"
> ("*It feels that friends were not afraid or worried. Their psychological are not, because they are psychologically right for the social aspects?*")
> (Mr. Muspahaji[9])

From the transcript of Mr. Muspahaji's answer above, it can be taken an elaboration that the supervision of MAN in Kudus is positive, because he says that the teachers do not feel nervous/ worried/ scared when supervision will be held. Educational supervision activities are always common and routine to do. For sure, the implementation of educational supervision can increase

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[9] Muspahaji (23 November 2016).

competency and professionalism of teachers. In MAN, school policy allows teachers to get involved and choose the type of effective supervision. School supervision now usually goes effectively but last time face so many problems. Every individual teacher must get benefit from the process of implementation supervision. Supervision process that is carried out in MAN does collaboration between teachers, leaders and Islamic School supervisors. The process of supervision in MAN can boost confidence and motivation of teachers.

When he was interviewing related to supervision models which is very effective based on his perspective, he explained his answers briefly as possible as follow:

> "*Penjenjagan. Kadang-kadang itu..penjenjangan antara senior dan junior dan lain sebagainya sehingga akan mencapai pengalaman yang sempurna. Tapi kalo kami mensikapi secara science, misalnya polanya ini..saya gak paham itu.*"
> ("*Hierarchy, Sometimes itu.. Hierarchy is between senior and junior, and so forth so that it will achieve a perfect experience. But if we mensikapi in science, for example, this pattern... I do not understand it*")
>
> (Mr. Muspahaji[10])

From the transcript of Mr. Muspahaji's answer above, it can be taken an elaboration that the model of supervision which effectively runs in MAN is hierarchy. Senior teachers can assist their junior. After that, the principle or supervisor can include to give advice or guidance.

The fourth person who interviewed is Mr. Moh. Umar. He responded the questions plainly and adds logical elaboration to the interviewer about the effectiveness of supervision run in MAN.

> "*Ya... kalo di madarasah saya supervisi dilakukan minimal satu semester satu kali. Ini harapannya dalam kinerja semester berikutnya, biar ada perubahan apakah yang sudah baik ditingkatkan, yang belum baik harus dievaluasi. Ha ini mas, kepala madrasah tentu akan mempunyai ya berbagai catatan terhadap supervisi yang dilakukan misalnya terhadap perangkat pembelajaran, kalo pada guru ya ini ya. Kemudian pelaksanaan dari proses KBM di kelas ya... kemudian pada tahap evaluasi bagaimana hasil tesnya ya.. apalagi sekarang ini e..dengan*

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[10] Muspahaji (23 November 2016).

adanya ee apa PKG atau penilaian Kinerja Guru, maka guru tersebut harus melakukan supervisi terhadap dirinya sendiri atau penialian diri namanya. Dari dasar penilain diri inilah tentu kepala sekolah akan melihat dan mensinkronkan dengan kenyataan dilapangan" ---
("*Yeah... if in my madrasah's supervision carried out at least once in a semester. Its hopes are performance in the next semester, though there are changes, which already well can be improved, which yet well should be evaluated. This yeah mas, headmaster would have the notes to the supervision carried out for example the learning device, if the teacher yeah. Then the implementation of the process of teaching and learning in the classroom also... then in evaluating how the test results ya... especially now that their e.. .by ee what... PKG or teacher performance appraisal, then the teacher must supervise himself or self-evaluation, it named. From basic self-assessment is certainly the principal would see and synchronizes with the fact in the field*") ---

"*Kalau saya ya sejauh ini cukup efektif*"
("*In my opinion so far is quite effective*")

(Mr. Umar[11])

From Mr. Umar has said when interviewed by the researcher, it can be understood that the supervision of MAN in Kudus is quite effective. It is done continuously in every semester. It can be seen on learning devices of the teachers. It is also from the result of students' tests or assignments. It is used as data for improvement's program to plan and do in next semester. Teachers also have to do self-evaluation and the result is used by the principal to see and synchronizes with the fact in the field.

Then, his answer when he was interviewing about his perspective to supervision run in MAN is:

"*Ya kalau dikatakan efektif atau belum itu sepertinya bukan kita yang menilai. Kalau saya ya sejauh ini cukup efektif. Terutama setelah supervisi ini ada peningkatan kinerja guru maupun tenaga kependidikan hal itu yang saya amati.*" ---
("*Yes, if considered effective or not it does not look like we are assessing. If in my perspective it is so far quite effective. Especially after this supervision is existed, last performance of teachers and education personnel increase. That I observed*") ---

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[11] Moh. Umar (24 November 2016).

"*tentu sebelum supervisi itu dilakukan, ya mestinya ada informasi kepada guru atau tenaga kependidikan yang akan disupervisi. Sehingga bahasanya ada persiapan terhadap guru atau tenaga kependidikan tersebut sehingga tidak mendadak..jadi orang kan butuh persiapan, materi maupun mental iyakan?*" ---

("*Certainly before supervision was done, yes there should be information to teachers and education personnel to be supervised. That means there was preparation for teachers or educational staff so that is suddenly done... everyone needs preparation material and mentality, doesn't it?*")

"*Ya kendala tetap ada, bagaimanapun ini bisa diminimalisir kalau dari semua perangkat baik itu yang mensupervisi maupun yang disupervisi menyadari, tentu tidak mudah memang meminimalisir kendala ini tetapi perlu dilakukan usaha dan upaya tetap ada. Tetapi kalau yang saya lihat di sekolah kami. Di madrasah kami ya..tidak sedikit.*" ---

("*Yes constraints is exsisting, however this can be minimized if all of devices of the one who supervises or supervised realized, certainly it is not easy to minimize these constraints but necessary effort and action are existing already. But, I see in our school. Our madrasah yeah just few*") -

"*Ya, banyak yang beranggapan seperti itu apalagi diera sekarang ya, era dimana guru dituntut tidak hanya mengajar 24 jam tapi juga administrasi harus lengkap. Seperti yang misalnya mau kenaikan pangkat atau macam-macam. Itu harus menyediakan beberapa hal antara lain bukti fisik berupa administrasi. Ha ini tentu sebagian guru merasa keberatan. Tapi bagaimanapun ini sudah kewajiban yang harus diterima.*" ---

("*Yes, many of them think like that (supervision is meticulous) especially now this era, an era where teachers are required not only to teach 24 hours but also the administration should be complete. As for example, want a promotion or other strange things. It should provide several things including physical evidence of the administration. Hah... this is certainly some teachers objected. But anyway this is already an obligation that must be accepted*") ---

"*Tapi kalo bagi saya ini gak usah dicemaskan. Guru itu kan tugasnya memang sudah mengajar, merencanakan, dan mengevaluasi, itu kan mas?*"

("*But if for me it need not be feared. It is the duties of teachers are already teaching, planning, and evaluating, isn't right mas?*")

(Mr. Umar[12])

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[12] Moh. Umar (24 November 2016).

From Mr. Umar has said when interviewed by the researcher, it can be understood that the supervision of MAN in Kudus is positive, because he says that the teachers do not feel nervous/ worried/ scared when supervision will be held. Educational supervision activities are always common and routine. For sure, the implementation of educational supervision can increase competency and professionalism of teachers. In MAN, school policy allows teachers to get involved and choose the type of effective supervision. School supervision now usually goes effectively but last time face so many problems. Every individual teacher must get benefit from the process of implementation supervision. Supervision process that is carried out in MAN does collaboration between teachers, leaders and Islamic School supervisors. The process of supervision in MAN can boost confidence and motivation of teachers.

When he was interviewing related to supervision models which is very effective based on his perspective, he explained his answers briefly as possible as follow:

> "*Kalo menurut saya memang pada prosesnya ya mas ya. Na pada prosesnya. Sehingga ketika proses ini terus dilakukan maka harapan untuk berubah. Kalo yang diupayakan itu hasil..ha tentu e..gak usah proses yang penting itu ada..dokumen fisiknya sudah ya sudah. Mungkin barangkali bagi saya atau bagi sebagian orang e...si oke tapi bagi saya si tidak setuju karena proses itu jauh lebih penting..*"
> ("*If I think it is in the process ya mas ya. Nah...it is in the process. So, when this process continues the hope for change. If that was pursued was the result... ha... certainly e... No critical processes that need physical is exist... documents already ya already. Perhaps for me or perhaps for some people e ... si si okay but for me did not agree because the process was much more important*")

(Mr. Umar[13])

From Mr. Umar has said when interviewed by the researcher, it can be understood that the model of supervision which effectively runs in MAN is all model which emphasize the process better than the product or the result. If the

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[13] Moh. Umar (24 November 2016).

process of education is already good, automatically the result is following. If the supervisors just focus on the product, the supervision is fail.

The fifth person who interviewed is Mr. Noor Fais. He answered the questions obviously and gives short description but it is understandable to the interviewer about the effectiveness of supervision run in MAN.

> "*Kita juga punya ada kewajiban namanya PKG juga itu merupakan salah satu bentuk supervisi dari kepala madrasah e kepada guru-guru. E sampai sekarang ini kepala madrasah dibantu oleh beberapa staf orang-orang senior, jadi guru senior yang dianggap bisa mendampingi guru setelah kepala sekolah mengadakan supervisi sebenarnya ada meeting seandainya ada apa dikonsultasikan kepada guru senior seperti itu misalnya.*" ---
> ("*We also have an obligation named PKG it is also one form of supervision of the headmaster e to teachers. Em… until now headmaster assisted by several senior staff (teachers), so the senior teachers who could be assisting teachers when school principals hold true supervision if there is something consulted with senior teachers such example*") ---
>
> "*Oh, menurut saya sudah cukup efektif ya*"
> ("*Oh, I think, it is quite effective ya*")

(Mr. Noor Fais[14])

Based on what Mr. Noor Fais has replayed on interview with the researcher. It can be said that the supervision of MAN in Kudus is effective enough, although it needs to improve to suit with the development of the era. He explains that senior teachers are ordered to assist the junior teachers in order to be places for junior to consult about their performances.

Then, his answer when he was interviewing about his perspective to supervision run in MAN is:

> "*Yang pertama anu masalah bahasanya waktu mas. Jadi kita banyak guru istilahnya kepala sekolah ini satu orang.*" ---
> ("*The first problem anu mas, is time management. So we teachers termed principals one person.*") ---

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[14] Noor Fais (25 November 2016).

"Ya mesti namanya perasaan juga tapi misalnya bapak ibu gurunya adanya juga ini jadi nggak nggak ada khawatir yang macem-macem ya" ---
(*"Yes about feeling is probably happen but for example Mrs. and Mr. Teacher, nobody worried about that something strange yeah"*) ---

"Perbaikan memang harus terus ada mas. Karena nggak mungkin supervisi itu ada, kalau perbaikan nggak ada itu nggak mngkin. Untuk sekarang ini oke sudah cukup, tapi ada perlu peningkatan lagi salah satunya mungkin waktunya, mungkin kita ya bisa apa apa yang terutama gini misal ya itu tadi gini terutama supervisi itu akan lebih efektif lagi kalau kita mengkomunikasi jadi komunikasi dua arah begitu dari kepala sekolah maupun dari tim maupun dari guru-guru akan ditingkatkan dan seperti itu itu yang paling penting."
(*"Improvements must continue to exist, mas. Because it is impossible something improved without supervision. For now this is okay enough, but there is need to increase again, one of them may be the timing, may be…we yes to anything that is particularly solved. yes it was like this especially supervision will be more effective if we communicate in two-way communication so from the principal or from teachers and the team of teachers will be increased and it was the most important"*)

(Mr. Noor Fais[15])

Based on what Mr. Noor Fais has replayed on interview with the researcher. It can be said that the supervision of MAN in Kudus is positive, because he says that the teachers sometimes feel nervous/ worried/ scared when supervision will be held. Educational supervision activities are always common and routine. Then, the implementation of educational supervision can increase competency and professionalism of teachers. In MAN, school policy allows teachers to get involved and choose the type of effective supervision. School supervision now usually goes effectively but last time face so many problems. Every teacher must get benefit from the process of implementation supervision. Supervision process that is carried out in MAN does collaboration between teachers, leaders and Islamic School supervisors. The process of supervision in MAN can boost confidence and motivation of teachers.

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[15] Noor Fais (25 November 2016).

When he was interviewing related to supervision models which is very effective based on his perspective, he explained his answers briefly as possible as follow:

> "*Yang di sini efektif karena di madrasah kalau saya lihat model kobalorasi ya misalnya. Kan tadi untuk kepala sekolah oke supervisi kepala sekolah tapi juga ada tim-tim itu sebagai teman kita ya biar tadi itu ya. Itu kita komunikasinya kan kita lebih lebih enak dan waktunya mungkin kan... nggak harus giliran macam kita..*"
> ("*Which (model of supervision) here effectively because at the school, when I see yeah collaborative models for example. That had to principals okay supervision of the principal but also there are teams that as our friend earlier that ya let ya. If we collaborate each other, our communication better and the timing may be... not have to turn our wide*")

<div align="right">(Mr. Noor Fais[16])</div>

Based on what Mr. Noor Fais has replayed on interview with the researcher. It can be said that the model of supervision which effectively runs in MAN is collaborative model. He says that this model provides a better communication way between the man who supervised and supervisor. It also takes no longer time. It does not bother teachers' teaching schedule.

C. Discussion

In this part, the researcher discusses about his findings that have been shown above. He summarizes the findings for each of the three research questions which guide the study. He also discusses the findings and relates them to the literature described in chapter two. After that, he elaborates those findings to answer this research questions, then take conclusion at the end.

Discussing about supervision, it is viewed as a set of services and processes aimed at improving the effectiveness of instruction and the professional development of the teachers[17]. Teachers and administrators must actively engage in the process of supervision.

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[16] Noor Fais (25 November 2016).
[17] Glickman, C. D., Gordon, S. P., and Ross-Gordon, J. M, *Opcit*, p. 98.

1. **The Supervision Runs in Madrasah Aliyah Negeri (MAN) in Kudus Viewed from the Teachers' Perspectives**

   In this part, the researcher discusses the data finding to answer the first statement of the problem; "Does supervision process in Madrasah Aliyah Negeri (MAN) in Kudus run effectively?" Effective supervision is a key to delivering positive outcomes for all people who use adult and children's social care, like schools, offices etc[18]. All organizations therefore need to make a positive, unambiguous commitment to a strong supervision culture. The result of this research states that supervision process in Madrasah Aliyah Negeri (MAN) in Kudus run effectively. It is proved by quantitataive result shown in table 4.2 that most respondents (92.8%) answer that their school supervision process is effective. Only a few of them (7.2%) answer that it is not yet.

   The answer of the problem is based on criteria of effective supervision[19]; a clear supervision policy, effective training of supervisors, strong lead and example by senior managers, performance objectives for supervision practice in place for all supervisors, monitoring of actual practice – frequency and quality, planned well in advance and only changed in exceptional circumstances, inclusive of all the functions outlined in the unit of competence and properly and promptly recorded.

   a. **A clear supervision policy**

      The first is a clear supervision policy. It means rule of supervision is very clear, no ambiguity. A clear supervision policy, with practice supports the policy. The rule of supervision is very clear, no ambiguity. It is important because the process of supervision can be stagnating and the result is still debatable[20]. How about the teachers' answers?

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[18] Rowe, Andrea et al, *Opcit*, p.7.

[19] Sergiovanni and Starratt, *Opcit*, p.49.

[20] Rowe, Andrea et al, *Providing effective supervision A workforce development tool, including a unit of competence and supporting guidance, Children's Workforce Development Council*, 2007, p.7

Regulation or rule of supervision is a must and needed. The reasons why this criterion is important are[21]:

a. Policy focus on quality improvement of education through quality control.

b. A stronger demand of policy for accountability to derive 'value of money' invested in educational enterprise.

c. Increasing trend towards school regulation of supervision which demands monitoring procedures to guarantee standards of quality and equity.

Legally educational supervision issues receive attention sufficient and proportionate by the government, it is based on understanding the importance of education in the administration supervision education in schools or madrasah in order of effectiveness and efficiency for the achievement of educational goals. As a concrete form of government attention to the problem supervision of education, the government has issued regulatory oversight in the form of Decree of the Minister of Religion of the Republic of Indonesia Number 381 on the Functional Technical Guidance of Supervisor Religious Education and credit point.

On table 4.2 before, it can be read clearly that most of the teachers say that the supervision run in their schools or madrasah is effective. It can be seen on the diagram. 60 or 46.1% respondents answer "high" in this first criterion and 56 or 43.1% respondents replay "middle". Only 7 or 54% respondents, they say "low" and "No" in their sheet. Respondents mostly have perspectives that supervision run in MAN Kudus had clear regulation or policy. Only 5.4% of the respondents have perspectives that no clear regulation. So, 94.6% percepts that it has clear policy.

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[21] Programme Management Department, 2007, S*upervision and implementation support of projects and programmes funded from IFAD loans and grants*, Enabling poor rural people to overcome poverty, IPAD, p.45.

Those statements are strengthening by the qualitative data taken from Mr. Mr. Muspahaji's interview. He said that MAN has got a POS (*Standard Operating Instructions*). POS means it is already authorized institution, the Ministry of Religious Affairs and the Ministry of Education it already has. But, MAN is even more than that. MAN makes the POS itself is used according to the situation and conditions where is existing at MAN. The researcher thinks that it is innovative way to develop education process and also supervision system. As we know that regulation is very important thing to guide and shape the supervision run in the madrasah.

From this point, it can be concluded that education system of MAN has been run related to the regulation of the supervision; *Standar Nasional Pendidikan* (SNP), in this case, it forms *Pedoman Operasional Sekolah* (POS). It means that it is effective. Moreover, the school management has own innovation that they have been regulated their own standart to each teacher. So, each teacher can standarizise the performance as self-supervision before they are supervised by the manager. They also hope that the supervision criteria can be upgraded and conducted more clearly. He explained that while the interview is done; there are criteria of supervision, but they are difficult to understand as he said that regulator in Indonesian education area must push for a policy of firmness to give clear criteria to do such supervision.

Effectiveness and efficiency of an occupation or activity included supervision activities, can be achieved if regulated carefully, because with good regulation, a variety of strategies can be done to anticipate trends that will occur in the future which will come. Without a clear regulatory work procedures become erratic and disappointing the parties relating to activities supervision, because it is not clear what should be done, experienced, and it what should be achieved.

b. **Effective training by supervisors**

The second is effective training of supervisors. Supervisors do not only judge teachers or educators about what they have done, but also give training how to solve education problems and face the challenges[22]. It means supervisors do not only judge teachers or educators about what they have done, but also give training how to solve education problems and face the challenges. How about the teachers' answers?

The main activity in school education is the learning activities, so that all activities of the school organization boil down to achieving efficiency and effectiveness of learning. Therefore, one of the principal tasks is as supervisor is to supervise the work done by other personnel. Supervision is a process that is designed specifically to help teachers and supervisors in studying the daily tasks in school, in order to use the knowledge and ability to provide better service to the parents of the students and the school as well as working to make our schools as community learning more effective23. So the role of the supervisor is to give support (motivation), helping (assisting), and includes (shearing). The researcher thinks that besides the role of a supervisor is to create an atmosphere such that teachers feel safe and free to develop their creative potential and with full responsibility. Such an atmosphere can only happen if the leadership of the democratic character of the supervisor is not otokraris. Most of teachers' paralyses are without initiative and creative power as supervisor in putting lethal interactions.

The purpose of supervision of education is the improvement and development of the teaching and learning process in total24. This means that the purpose of supervision of education not only to improve the

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[22] Rowe, Andrea et al, *Opcit*, p. 7

[23] Malik Ghulam Behlol, 2011, *Concept of Supervision and Supervisory Practices at Primary Level in Pakistan*, International Education Studies, accessed from www.ccsenet.org/ies (2nd February 2017), p.30

[24] Ayse Bas, C, 2002, *School-based supervision at private Turkish school: A model for improving teacher evaluation*. Journal of Leadership and Policy in Schools, 1 (2), p.172-190.

quality of teaching and teachers, but also foster the growth of the teaching profession including the provision of facilities to support the teaching and learning process, improve the quality of knowledge and skills teachers, mentoring and coaching in the implementation of curriculum, selection and use of teaching methods, teaching tools, procedures and techniques of teaching evaluation.

It can be read clearly that most of the teachers say that the supervision run in their schools or madrasah is effective on table 4.2. It can be seen on the diagram. 70 or 53.8% respondents answer "middle" in this second criterion and 41 or 31.6% respondents replay "high". Only 7 or 5.4% respondents, they say "low" and 12 or 9.2% who choose "No" in their sheet. Respondents mostly have perspectives that supervision run in MAN Kudus had effective training by supervisors. Only 9.2% of the respondents have perspectives that no effective training by supervisors. So, 90.8% percepts that it has effective training by supervisors.

Those statements are strengthening by the qualitative data taken from Mr. Mr. Saifuddin's explanation related to this criterion. In the interview with the researcher, he said that she saw very effective because it proved with the supervision, once of days the principle calls the teacher to discuss and formulate their teaching. The last evaluation, in need of refurbishment ahead so here slowly but surely supervision performed in MAN, the output could improve the quality of work.

It is also strengthening by Mr. Muspahaji on his interview. It is confortable to remain or give critic around teachers, if the leader who give remaining. The nervous is felt. But, teachers minimize it by jokes. The weakness can be solved. Finally it increases the performances of teachers in the future after evaluating at the end of the semester. It means that supervision on MAN in Kudus is not only to judge the teachers' score; fail or succeed, but also to give guidance, evaluation, and solution. The

process of supervision is not like court where the judgment gives decision that something is right or wrong.

According to the reseacher's analysis, supervision is well directed his attention to the basics of education and ways of learning and progress in achieving the general objectives of education. The focus is not on a person or group of people, but all people like teachers, employees, and other principals are coworkers who are aiming to develop a situation that creates good teaching and learning activities.

c. **Strong lead and example by senior managers**

The third is strong lead and example by senior managers. For the beginner teachers or educators, it is important to see strong lead and example by senior managers (*teachers or educators*) in order to learn many experiences on this job[25]. It is important to see strong lead and example by senior managers in order to learn many experiences on this job. How about the teachers' answers?

The success of an educational institution is largely determined by the role of school leadership, because the principal is as a leader in the institution[26]. The school principal should be able to bring the institution towards the achievement of objectives that have been specified. School principals should be able to see the changes to the regulation of globalization of education and life.

It can be read clearly that most of the teachers say that the supervision run in their schools or madrasah is effective on table 4.2. It can be seen on the diagram. 74 or 56.9% respondents answer "middle" in this third criterion and 44 or 33.8% respondents replay "high". Only 4 or 3.1% respondents, they say "low" and 8 or 6.2% who choose "No" in their sheet. Respondents mostly have perspectives that supervision run in MAN Kudus had strong lead and example by senior managers. Only 6.2% of the

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[25] Rowe, Andrea et al, *Opcit*, p. 7

[26] Ayse Bas, C, 2002, *Opcit*, p.171

respondents have perspectives that no strong lead and example by senior managers. So, 93.8% percept is that it has strong lead and example by senior managers.

Those statements are strengthening by the qualitative data taken from Mr. Chumaidi's interview. Senior teachers who constitute the core of teachers in each e subjects are selected to guide junior teachers. That is, the senior teacher was as smart as a rank order list; he is higher, so it is then able to provide guidance, and motivation even to the evaluation of teachers younger or junior. He adds some information on his interview. With experience of seniority that could motivate teachers who are younger and so on. Similarly, the teachers are assessed, teachers are evaluated, and the teacher who supervised it did not feel shame because they are already often gathering in the same subject in MGMP.

Mr. Muspahaji also adds some information on his interview. It is different if the young ones who guide it as its guardianship system. Existing guidance systems is really effective. The senior students guide the juniors. He means the sort of student of S2 guided S1, and S2 students later that there was a lecturer guiding is who graduated from S3 and soon. It means that strong lead and example by senior managers are actually done in MAN in Kudus. It is proved by the quantitative data and also qualitative data. It means both of the qualitative and quantitative results are connected each other.

According to the researcher anlysis, giving an example or do before the subordinates do, is very important to do. So, before the teachers do several directions or regulations, the principals should always be a good model to be realized. A leader will be respected by subordinates if his behavior can be a good model. This naturally be reluctant subordinates and make the principal good example to emulate. Although, it is difficult and takes time to do this, but the principal still have to give a positive example to be imitated subordinates. Both of behavior speech and personality are

correlated. Inside the school, the principal is like intertainmen or artist. So that all who do will be talks or serve as an example. Here, the principal must have properties that deserve to be examples and not arbitrary in making decisions.

d. **Performance objectives for supervision practice in place for all supervisors**

The fourth is performance objectives for supervision practice in place for all supervisors. Objective means that the data obtained by the observation of the real. Improvement activities based on the study or development needs of teachers or shortcomings of teachers and not based on personal interpretation. However, the real activity of implementing the learning process is not suitable with the goals. Supervision should not conclude a problem without a review or follow-up of the facts available. Supervisors must be objective when they are supervising teachers or educators. It is about believe to the value and grade which they judge to teachers or educators. If they are not, the result can be uncertainty[27]. How about the teachers' answers?

It can be read clearly that most of the teachers say that the supervision run in their schools or madrasah is effective. It can be seen on the diagram. 69 or 53.1% respondents answer "middle" in this fourth criterion and 48 or 36.9% respondents replay "high". Only 5 or 3.8% respondents, they say "low" and 8 or 6.2% who choose "No" in their sheet. Respondents mostly have perspectives that supervision run in MAN Kudus had performance objectives for supervision practice in place for all supervisors. Only 6.2% of the respondents have perspectives that no performance objectives for supervision practice in place for all supervisors. So, 93.8% percept is that it has performance objectives for supervision practice in place for all supervisors.

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[27] Rowe, Andrea et al, *Opcit*, p. 7

It is strengthening by qualitative data taken from Mr. Umar's interview. Observation of a supervisor to a subordinate is needed for then the results are a capital for employers to assess and whether to give reward, or punishment yes to the performance of their subordinates or employees. He also adds another explanation about the stage of evaluation of how the test results good impacts. Especially now in their PKG or teacher performance appraisal, the teacher must supervise himself or herself scoring. From basic self-assessment is certainly the principal would see and synchronizes with the fact the field.

From the explanation above, the researcher can understand that is performance objectives for supervision practice in place for all supervisors is actually done while supervision process of education system in MAN in Kudus. The supervisor, in this case; headmaster or senior managers perform really objectively. It also indicates that both of quantitative and qualitative finding are integrated.

e. **Monitoring of actual practice – frequency and quality**

The fifth is monitoring of actual practice – frequency and quality. Supervision is one of tools to monitor or observe the actual condition of the one who supervised. Supervisors can see the fact of what they have to value, then they can plan what should be done[28]. If they are not, the result can be uncertainty. How about the teachers' answers?

It can be read clearly that most of the teachers say that the supervision run in their schools or madrasah is effective. It can be seen on the diagram. 73 or 56.2% respondents answer "middle" in this fifth criterion and 40 or 30.8% respondents replay "high". Only 6 or 4.6% respondents, they say "low" and 11 or 8.4% who choose "No" in their sheet. Respondents mostly have perspectives that supervision run in MAN Kudus had monitoring of actual practice – frequency and quality. Only

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[28] Rowe, Andrea et al, *Opcit*, p. 7

8.4% of the respondents have perspectives that no monitoring of actual practice – frequency and quality. So, 91.6% percept is that it has monitoring of actual practice – frequency and quality.

Supervision can improve the performance of teachers in performing their duties, if the supervisors do monitoring objectively. Problems encountered in implementing the education environment supervision of how this is to change the mindset that is autocratic and corrective become constructive and creative attitude. An attitude that creates situations and relationships that teachers feel safe and feel accepted as a subject that can develop themselves. For that supervision should be carried out based on data, facts objectively.

Quantitative result is strengthening by qualitative data taken from Mr. Muspahaji's interview. The process according to the existing rule, it has been run effectively because when there are short money, monitoring and evaluation of the area or from the center also the score about indicators of achievement up to 80-90. It was from indicators also existing on the heads of regional offices Central Java province religious ministry he also quantitatively worth almost 100.

That answer above is also strengthening by another teacher; Mr Saifuddin who teach France language. The supervision which is in this madrasah e organized, scheduled. So there is ongoing learning process, it should not be bothered; even the supervision should not interfere with the KBM. However, everything must walk as usual, supervision runs and KBM also runs. KBM runs but supervision we can see on KBM implementation like this. Teachers who supervised also sometimes do not feel like he/she is being supervised. In fact, the teachers who know that he/she will be supervised so eventually they would like to play like drama. They are not like that, but continuously variable continuous supervision happens, intent and e continuity. In our madrasah, there is CCTV, for example that is part of a good supervision field. Therefore it can show the

teachers' performances originally. So like we see the company uses detective tool to supervise.

From the explanation above, it can be understood that is monitoring of actual practice – frequency and quality is actually done while supervision process of education system in MAN in Kudus. The supervisor, in this case; headmaster or senior managers observe and control the sytem of supervision. It also indicates that both of quantitative and qualitative finding are integrated.

f. Planned well in advance and only changed in exceptional circumstances

The sixth is planned well in advance and only changed in exceptional circumstances. Supervision must be planned well. It means the subjects, instruments, criteria of value, time and place are prepared enough to minimise obstructions in doing supervision[29]. How about the teachers' answers?

Aiming to maintain the quality or the quality of an educator is measured. Since it is unlikely someone does not find any difficulty in any activity or activities that are being faced. To solve the problems that arise in the learning activities can be overcome with supervision. So how many months supervision held? When is implementation, how implementation? It is already defined as a planned activity, according to the principles.

It can be read clearly that most of the teachers say that the supervision run in their schools or madrasah is effective. It can be seen on the diagram. 67 or 51.5% respondents answer "middle" in this sixth criterion and 48 or 36.9% respondents replay "high". Only 7 or 5.4% respondents, they say "low" and 8 or 6.2% who choose "No" in their sheet. Respondents mostly have perspectives that supervision run in MAN Kudus had planned well in advance and only changed in exceptional circumstances. Only 6.2% of the respondents have perspectives that no

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[29] Rowe, Andrea et al, *Opcit*, p. 7

planned well in advance and only changed in exceptional circumstances. So, 93.8% percept is that it has planned well in advance and only changed in exceptional circumstances.

It is strengthening by qualitative data taken from Mr. Umar's interview. For him, it does not need be feared. It is the duty of teachers are already teaching, planning, and evaluating it. Supervision has a definite plan, a regular, ongoing basis implementation and continuously. Although once held supervision, an educator has actually become professional educators though, supervision remains to be done continuously.

From the explanation above, it can be understood that is planned well in advance and only changed in exceptional circumstances is actually done while supervision process of education system in MAN in Kudus. The supervisor, in this case; headmaster or senior managers do supervision which is planned well and only changed in exceptional circumstances. The purpose of supervision should be communicated and understood by all parties. Supervision should be well planned, build and democratic. Teachers must be informed about the purpose of supervision. It also indicates that both of quantitative and qualitative finding are integrated.

g. **Inclusive of all the functions outlined in the unit of competence and properly**

The seventh is inclusive of all the functions outlined in the unit of competence. It means the instrument of supervision includes all the functions outlined in the unit of competence that mesuared and scored[30]. How about the teachers' answers?

In an effort to improve the quality of educational resources, the teacher is a human resources component that must be nurtured and developed constantly. The formation of the teaching profession is carried out through pre-service education programs and programs in the office. Not all teachers are trained in educational institutions are well trained and

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[30] Rowe, Andrea et al, *Opcit*, p. 7

qualify. Potential resources that teachers need to continue to grow and develop in order to perform the functions of potential. Besides the effect of changes in the fast-paced encouraged teachers to continually learn to adjust to developments in science and technology and people's mobility.

The public trust, recognize and submit to the teachers to educate the young shoots and help develop their potential in a professional manner. Trust, confidence, and this acceptance are the substance of public recognition of the teaching profession. The implication of such recognition requires that teachers must have adequate quality. Not only at the normative level alone but able to develop their competence, good personal competence, professional, and community in educational policy-actualization sheath.

This is because the teacher is a determinant of educational success through the performance at the level of institutional and experiential, thus improving the quality of education should start from the aspect of "teacher" and other education personnel concerning the quality of professionalism and well-being in the management of professional education.

It can be read clearly that most of the teachers say that the supervision run in their schools or madrasah is effective. It can be seen on the diagram. 79 or 60.8% respondents answer "middle" in this seventh criterion and 32 or 24.6% respondents replay "high". Only 7 or 5.4% respondents, they say "low" and 12 or 9.2% who choose "No" in their sheet. Respondents mostly have perspectives that supervision run in MAN Kudus had inclusive of all the functions outlined in the unit of competence. Only 9.2% of the respondents have perspectives that no inclusive of all the functions outlined in the unit of competence. So, 90.8% percept is that it has inclusive of all the functions outlined in the unit of competence.

It is strengthening by qualitative data taken from Mr. Noor Fais's interview. It is must, if teachers do supervision, all of components would be prepared for everything from all the teachers there are local and main subjects, there are "*Prota*" and "*Promes*" until the "*RPP*" or lesson plan will be set up first. So after that, they will later usually be the reciprocal of the principal with the team. Approximately, weakness or strength will be discussed together for material consumption. He also adds some information about this in his interview. Schools will be the result of the school will implement a seminar or a training methodology that we turned out there were a lot less media is an example of less up to date so we fortunately held a media training to be able to use a more up to date.

From the explanation above, it can be understood that is inclusive of all the functions outlined in the unit of competence is actually done while supervision process of education system in MAN in Kudus. The supervisor, in this case; headmaster or senior managers do supervision which is inclusive of all the functions outlined in the unit of competence. It also indicates that both of quantitative and qualitative finding are integrated.

h. **Promptly recorded**

The last criterion is promptly recorded. It means the result of supervision is properly and promptly recorded, with notes copied to the individual teacher or educator. It can be used as reflective data in order to develop the competence and profesionalism[31]. How about the teachers' answers?

Supervision can be formulated as a series of efforts to render assistance to teachers in the form of professional services provided by the supervisor (school supervisors, principals and other supervisors) to improve the quality of teaching and learning results. Because the

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[31] *Ibid*, p. 7

supervision or guidance of the teachers put more emphasis on the teacher training anyway "Professional Development of Teachers" that coaching is more focused on efforts to improve and enhance the professional capabilities of teachers.

If the result of controlling the process then we will lose the purpose, otherwise if the process of controlling the outcome of the objectives will be fulfilled. That is the main reason emphasis on the process of assessment system compared with the results. If this happens during the lesson, the teacher will be difficult to find the right strategy and effective in order to complete the material being taught. Assessment conducted by the teacher will produce data that is inaccurate and invalid because of the ability of students not identified properly by as long as the learning progresses, students are not maximizing the potential and the capacity it has, the values that appear not the maximum capability but the value that appears only passive value of students.

But if learning is emphasized in the process instead of the result regardless of how and strategy, and any goals to be achieved, the learning will grow by itself. Students become active to find data and information, observe, digest, mangasimilasi, analyzes can even draw a conclusion. It is this ability to be possessed by the students so as to roads and any means and however the students solve the given case, will give them the expected goals. The impact was learning to be interesting, varied, challenging and gives satisfaction and motivation to students. And this is the purpose of learning the actual implemented.

It can be read clearly that most of the teachers say that the supervision run in their schools or madrasah is effective. It can be seen on the diagram. 62 or 47.7% respondents answer "middle" in this last criterion and 54 or 41.6% respondents replay "high". Only 5 or 3.8% respondents, they say "low" and 9 or 6.9% who choose "No" in their sheet. Respondents mostly have perspectives that supervision run in MAN Kudus

had promptly recorded. Only 6.9% of the respondents have perspectives that no promptly recorded. So, 93.1% percept is that it has promptly recorded.

It is strengthening by qualitative data taken from Mr. Noor Fais's interview. Well, he think it is in the process ya mas ya. Now, in the process, this process continues, the hope for change. If that was pursued the result, it would not need critical processes which is existing. Physical documents are already. Perhaps for him or perhaps for some teachers, it does not matter. But, it does not agree with the effectiveness of supervision, because the process was much more important.

In conclusion, supervisors never taught with an emphasis on results but start how to proceed. It is done in order to make the supervision process maximal. May the supervisors to accept the change and act to change the old paradigm of thinking that just "*told*" not to encourage teachers to "*find out*".

From the explanation above, it can be understood that the result of supervision is properly and promptly recorded, with notes copied to the individual teacher or educator is actually done while supervision process of education system in MAN in Kudus. The supervisor, in this case; headmaster or senior managers do supervision which is the result of supervision is properly and promptly recorded, with notes copied to the individual teacher or educator. It also indicates that both of quantitative and qualitative finding are integrated.

The researcher has discussed from the first criterion until the last one. All of the answers conclude that supervision process in Madrasah Aliyah Negeri (MAN) in Kudus run effectively. Moreover, this conclusion is strengthened by the result of interview with the teachers of MAN who capable in supervision. Based on data finding of qualitative, all of the respondents answer that supervision run in MAN Kudus is effective. They explain that it does all of criteria of effective supervision. The points of the qualitative result are; the

supervision that had been worked and run is effective, based on his perspective, the process of supervision in his school; has clear rules, not only judge but also trains the teachers, gives enough guidance and tutorial from the manager, runs objectively, monitor real condition, run regularly, has well-planned, run comprehensively, has well-reported[32].

Supervision of instruction in MAN follows the guidelines established by the authorities. Supervisors are doing what is expected of them, and they are also practicing many of the traditional aspects of supervision, such as monitoring and evaluating teachers, that have been identified in the literature. The findings also show, however, that teachers and supervisor would like to practice all the contemporary supervisory practices described in the literature more often than they currently experience.

So, after discussing the quantitative data and qualitative data, the researcher is integrating both of data. He concludes that supervision process in MAN in Kudus run effectively. It answers the first statement of the problem; "Does supervision process in Madrasah Aliyah Negeri (MAN) in Kudus run effectively?"

2. **The Effective Supervision Process Based on Teachers' Perspectives of Madrasah Aliyah Negeri (MAN) in Kudus**

In this part, the researcher discusses the data finding to answer the second statement of the problem; "How are the teachers' perspectives to supervision process of Madrasah Aliyah Negeri (MAN) in Kudus?" The answer is based on teachers' perspective statements of effective supervision; "When supervision will be held, teachers feel nervous/ worried/ scared", "Educational supervision activities are common and routine", "Implementation of educational supervision can improve competency and professionalism of teachers", "School policy allows teachers to get involved and choose the type of effective

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[32] Tanner, D. and Tanner, L., *Supervision in education: Problems and practices*, Macmillan, New York, 1987, p. 112

supervision", "School supervision usually goes effectively and do not face significant problems", "Every teacher can get benefit from the process of implementation supervision", "Supervision process that is carried out in Islamic School be a means of collaboration between teachers, leaders and Islamic School supervisors" and "The process of supervision in Islamic School boost confidence and motivation of teachers"[33].

Those perspective statements are adapted from the categories of teachers' perspectives that had been explained before in Chapte II.

Table 4.7 Teachers' Perspectives on Supervision

No	Dimensions	Teachers' Supervision
1.	Objective	– To enable professional development in teaching.
2.	Goals	– To improve teaching development, taking into account the student's teaching, learning and success.
3.	Agent	– Supervisor, as facilitator of shared knowledge and training.
4.	Interpersonal Relationship	– Collegiate, each teacher can exercise duties of supervision amongst peers.
5.	Perspective	– Formative, focused
6.	Nature	– A process

a. When supervision will be held, teachers feel nervous/ worried/ scared

The first statement is "When supervision will be held, teachers feel nervous/ worried/ scared". How about the teachers' responses? From table 4.3 It can be interpreted plainly that most of the teachers state that the supervision run in their schools or madrasah does not make them nervous/ worried/ scared. It can be seen on the diagram. 66 or 50.7% respondents answer "No" in this first statement and 26 or 20.0% respondents replay "rarely". Only 24 or 18.5% respondents, they say "often" and 14 or 10.8%

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[33] Coimbra, Maria de Nazaré Castro Trigo. *Supervision and Evaluation: Teachers' Perspectives*, International Journal of Humanities and Social Science, Vol. 3 No. 5; March 2013, p.1

who choose "always" in their sheet. Respondents mostly have perspectives when supervision runs in MAN Kudus; they feel no nervous/ worried/ scared. 49.3% of the respondents feel nervous/ worried/ scared. So, 50.7% feel no nervous/ worried/ scared. It means, they mostly confident to do supervision process. Although, not a little teachers who feel nervous/ worried/ scared.

For some teachers or respondents, supervision activities make working atmosphere becomes less comfortable. This is due to several possibilities about the perception of teachers to supervision activities, including:

a. Supervision is considered the same as the inspection, the activity to find mistakes teachers, so teachers often feel that the supervisor is the principal / supervisor tends to be authoritarian.

b. Teachers feel pressured and threatened, then as far as possible avoid supervision activities, so as not to be disappointed

c. Fearing their behavior is less sympathetic than the principal / supervisor, so that the teachers will then feel depressed and humiliated

There are many things that make the teacher as an object of supervision, often look backward, incompetent, and was impressed not perform well in the learning process when the supervision carried out[34], including:

a. Often teachers are stuck in the routine of daily tasks, and complacent, no termotivsi to develop themselves

b. Less exciting work climate, monotonous, so that teachers feel satisfied with what has been done so far, and are not motivated to be more creative and innovative in learning activities

c. Work environment less competitive

d. Incentives and job security is less interesting / challenging

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[34] Tanner, D. and Tanner, L., *Opcit*, p.118

e. The influence of leaders who are often less motivating

f. Teachers are very busy with the demands of administrative activities and cause saturation, thus becoming apathetic, etc.

Some of the above often make teachers trapped in unprofessional, more concerned with administrative tasks, while its main task as an educator and "*transfer of knowledge*" on the students get a small portion for the energy absorbed more teachers to complete the other task load. As a result, when the observation is done, the teacher became nervous, because of lack of preparation.

Under these conditions that the researcher got data from the interviews, it would appear some problems in supervision activities as follows:

a. Teachers consider that supervision is the same as the evaluation just find fault only. In this case the teacher would feel disappointed or embarrassment if it will be evaluated, as will be seen weakness by others (*supervisors*).

b. Teachers assume that supervision always proceeding from the interests of superintendent or principal, and not the interests of teachers, so the relationship becomes less enjoyable.

c. In the process of supervision, the relationship between the supervisor and the teacher is the relationship of superior and subordinate, so that teachers feel psychologically distressed, and the supervisor is on the winning side.

d. On condition headmaster provide motivation, the approach taken by the headmaster as supervisor of teachers in performing their duties are usually authoritarian supervision, so that the teacher did not have a chance to show its superiority.

e. Target is more emphasis on the supervision of administrative activities, such as making preparation techniques, lesson plans, provision of instructional media used, as well as various infrastructure

supporting teaching and learning, rather than on improving the quality of teaching and teachers.

f. Education reform has not significantly changed the techniques and approach to supervision, so that supervisors often find fault with the object of supervision (*teachers*) than in providing solutions for the realization of the increase in the quality of learning.

Of course, it takes cooperation, understanding, and the development of good working relationships within the school environment (among teachers, principals, and supervisors), so that each of the components, both of which became the object of supervision and supervisors can perform its functions and its role optimally without causing stress especially for teachers as objects of supervision. For that teachers need to change their perception of the concept of "Supervision of Education"[35], namely:

a. Supervision is the process of providing assistance and guidance to teachers to improve teaching and learning in the classroom

b. The nature of the relationship is a partnership in supervision activities (*collegial*)

c. Supervision activities can become a means of solving problems together

d. Supervision as a common need in improving education

e. All components are either teachers as objects of supervision and principals/ supervisors as supervisor should think positively to supervision activities

When the teacher's perception towards supervision activities as above, then supervision undertaken will provide positive results, with no teachers who feel depressed, because the supervisor is the principal / supervisor task supervisinya with the principles of partnership, provide feedback, suggestions and feedback to the teacher personally (*does not*

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[35] Tanner, D. and Tanner, L., *Opcit*, p.118

involve other teachers, let alone criticize the teacher in front of the other)
and provide solutions to problems that arise in the learning process
through discussions and exchange of views with the teachers concerned to
determine alternative solutions that can be selected.

In addition to teachers, principals / supervisors as supervisor must
renew their perception of the "Supervision of Education" as follows:

a. Educational supervision work orientation changed from 'patronizing'
   to provide assistance and to provide guidance to the relationship as
   partners (*colleague*).

b. Supervisor master the concepts and theories of education supervisors
   act as the foundation, in addition to an understanding of their duties.

c. Provide assistance according to the needs of teachers.

A supervisor (*the principal or supervisor*) are hoped by the teachers
or respondents let have knowledge in the field of education that is
spacious, has good intuition in order to assist teachers in various
educational issues, be friendly and flexible and have an attitude humorous
enough (so that the relationship between teachers and supervisors are not
rigid/ awkward, which in turn will make the teacher feel comfortable to
discuss/ consult). One thing that is not less important need to be owned by
a supervisor that is to be patient to all teachers with a variety of characters
and psychosocial conditions were varied. If all components involved in
supervision activities is always thinking positive, and then the main
purpose of the educational supervision referred to in the definition of
educational supervision by experts to be realized.

b. Educational supervision activities are common and routine

The second statement is "Educational supervision activities are
common and routine". How about the teachers' responses? It can be
interpreted plainly that most of the teachers state that supervision activities
in MAN Kudus are common and routine. It can be seen on the diagram. 57
or 43.8% respondents answer "often" in this second statement and 39 or

30.0% respondents replay "always". Only 24 or 18.5% respondents, they say "rarely" and 10 or 7.7% who choose "No" in their sheet. Respondents mostly have perspectives when supervision runs in MAN Kudus; they think that Educational supervision activities are common and routine. Only 7.7% of the respondents think that Educational supervision activities are not common and routine. So, 93.3% think that Educational supervision activities are common and routine. It means, they mostly have accustomed to do supervision process.

Those results above are reinforced by the qualitative outcome. When the researcher asked about this kind of statement, Mr Chumaidi, it is routine, periodic then uses some models of supervision. Thus results will also be good. Mr. Saifuddin added some explanations, it is very effective because it proved with the supervision, once of days the principle calls the teacher to discuss and formulate their teaching. The last evaluation, in need of refurbishment ahead so here slowly but surely supervision performed in MAN Kudus the output could improve the quality of work.

The importance of the implementation of the academic supervision is to improve the professional capabilities of teachers and improve the quality of learning through good learning process. Therefore, it should be routine supervision activities carried out in schools as one of the activities is viewed positively in improving the learning process. Based on preliminary data the learning process that occurs in the class did not seem real. Learning interaction between teachers and students is not clearly visible. Activity recorded lesson material to the end is still happening. Then, there were also several teachers whose classes leave the room for a long time, while students in the class were told to record the lesson material.

The teachers who teach only to fulfill their duties and less attention to the importance of the learning process in the classroom. The event was something to do with the rarity of the principal implementing supervision

in the classroom. Implementation of supervision at school is not scheduled to clear. Then, the teachers were subject to supervision was not entirely done. Consequently, the learning process that took place during this does not show any significant improvement.

Implementation of supervision to teachers is very important to do by principals in improving the learning process. Results of supervision should also be evaluated. However, the opposite is true. Some teachers who have supervised not be developed further by the Principal, but it is very useful for teachers as feedback to improve the performance of teachers in the future.

c. **Implementation of educational supervision can improve competency and professionalism of teachers**

The third statement is "Implementation of educational supervision can improve competency and professionalism of teachers". How about the teachers' responses? It can be interpreted plainly that most of the teachers state that the implementation of supervision in MAN Kudus can improve competency and professionalism of teachers. It can be seen on the diagram. 59 or 45.4% respondents answer "always" in this third statement and 48 or 36.9% respondents replay "often". Only 18 or 13.9% respondents, they say "rarely" and 5 or 3.8% who choose "No" in their sheet. Respondents mostly have perspectives when supervision runs in MAN Kudus; they think that implementation of educational supervision can improve competency and professionalism of teachers. Only 3.8% of the respondents think that implementation of educational supervision cannot improve competency and professionalism of teachers. So, 96.2% think that implementation of educational supervision can improve competency and professionalism of teachers. It means, they mostly think supervision process is helpful for them.

Those results above are reinforced by the qualitative outcome. When the researcher asked about this kind of statement, Mr. Saifuddin answered

that itd is very effective because it proved with the supervision, once of days the principle calls the teacher to discuss and formulate their teaching. The last evaluation, in need of refurbishment ahead so here slowly but surely supervision performed in MAN Kudus, the output could improve the quality of work.

One effort to improve teacher professional is through supervision of instruction. Implementation of teaching supervision needs to be done systematically by the principal and school superintendent aims to provide guidance to teachers in order to carry out its duties effectively and efficiently[36]. In the process of supervision, both the principal and superintendent use observation sheets that contain aspects that need to be considered in improving teacher performance and school performance. To supervise the teachers use observation sheets that form of assessment tool the ability of teachers (APKG), while the responsibility for the performance of schools is done by examining the academic field, student, personnel, finance, facilities and infrastructure, as well as public relations.

Implementation of the professional abilities of teachers requires teachers to be able to increase the role that, both as informatory (*informer)*, organizer, motivator, director, initiator (*initiator of the initiative*), the transmitter (*successor*), facilitators, mediators and evaluators that are expected to develop competencies.

Realizing the ideal conditions in which the professional skills of teachers can be implemented consistent implementation of regional autonomy, is not an easy thing. This is due to the actualization of the ability of teachers depends on various components of the education system of mutual collaboration. Therefore, the linkage of various components of education is critical implementation of a teacher's ability to be able to

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[36] Gulnar OZYILDIRIM and Mualla BILGIN AKSU, 2016, *An Investigation on Developmental Supervision Model: Supervisors' and Administrators' Opinions and Teachers' Expectations*, International Journal of Academic Research in Business and Social Sciences March 2016, Vol. 6, No. 3 ISSN: 2222-6990, p.125.

manage effective learning, aligned with the learning paradigm; "learning to know, learning to work, learning to live together, and a self-learning (*learning to be*) ".

d. School policy allows teachers to get involved and choose the type of effective supervision

The fourth statement is "School policy allows teachers to get involved and choose the type of effective supervision". How about the teachers' responses? It can be interpreted plainly that most of the teachers state that the school policy allows teachers to get involved and choose the type of effective supervision in MAN Kudus. It can be seen on the diagram. 61 or 46.9% respondents answer "often" in this fourth statement and 30 or 23.1% respondents replay "always". Only 27 or 20.8% respondents, they say "rarely" and 12 or 9.2% who choose "No" in their sheet. Respondents mostly have perspectives when supervision runs in MAN Kudus; they think that school policy allows teachers to get involved and choose the type of effective supervision. Only 9.2% of the respondents think that school policy does not allow teachers to get involved and choose the type of effective supervision. So, 90.8% think that school policy allows teachers to get involved and choose the type of effective supervision. It means, they mostly think supervision process is time to collaborate between teachers and supervisors and also way to be creative teachers.

Principals are expected to understand and able to carry out supervision because teachers' involvement is very large ranging from planning phase to the analysis of its success. One attempt to improve the quality of teachers is through the learning process and teachers is a component of human resources should be fostered and developed continuously in order to carry out the functions of professional. Implementation of supervision assumed a coaching service teachers are expected to promote and develop teaching so that teachers can teach well

and have an impact on student learning. Supervision helps teachers to prepare lessons to coordinate theory with practice.

Those results above are reinforced by the qualitative outcome. When the researcher asked about this kind of statement, Mr. Chumaidi answered that the teachers already know since the beginning, therefore, it effectively becomes a teacher whose surprised even nervous to face supervision because already then prepared since the beginning, knowing that Teacher "A" will be supervised for this semester and then for the next term and beyond.

As the result of analysis data, the principal as school leaders have an obligation to foster the skills of teachers. In other words, the principal should be able to carry out effective supervision. While this implementation of supervision in schools often still common. These aspects are of less concern clear, so providing feedback too general and lack leads to aspects required of teachers. While the teachers themselves had sometimes do not understand the benefits of supervision. This is due to the exclusion of teachers in planning the implementation of supervision. Whereas the implementation process involving teachers supervising the planning stage allows the teacher to know the benefits of supervision for him. After discussing about this perspective, the reserccher know that both of quantitative and qualitative data are completing each other.

e. **School supervision usually goes effectively and do not face significant problems**

The fifth statement is "School supervision usually goes effectively and do not face significant problems". How about the teachers' responses? It can be interpreted plainly that most of the teachers state that the school supervision usually goes effectively and do not face significant problems in MAN Kudus. It can be seen on the diagram. 55 or 32.3% respondents answer "often" in this fifth statement and 35 or 26.9% respondents replay "always". Only 32 or 24.6% respondents, they say "rarely" and 8 or 6.2%

who choose "No" in their sheet. Respondents mostly have perspectives when supervision runs in MAN Kudus; they think that school supervision usually goes effectively and do not face significant problems. Only 6.2% of the respondents think that school supervision usually goes effectively and do face significant problems. So, 93.8% think that school supervision usually goes effectively and do not face significant problems. It means, they mostly think supervision process is going smoothly. Although, some of them answer that there are some problems or maybe weaknesses in doing supervision.

Those results above are reinforced by the qualitative outcome. When the researcher asked about this kind of statement, Mr. Umar answered, it constraints is exsisting, however this can be minimized if all of devices of the one who supervises or supervised realized, certainly it is not easy to minimize these constraints but necessary effort and action are existing already. He added about what the problem which teachers face, many of teachers think like that (*supervision is meticulous*) especially now this era, an era where teachers are required not only to teach 24 hours but also the administration should be complete. As for example, want a promotion or other strange things. It should provide several things including physical evidence of the administration. This is certainly some teachers objected. But anyway this is already an obligation that must be accepted.

Planning activities of supervision refers to the identification of the problem, which is, identifying aspects that need to be supervised. Identification carried out by analyzing the strengths, weaknesses, opportunities, and threats from the aspect of learning activities undertaken by teachers to be more effective supervision and appropriate. The measures implemented in the planning of supervision is 1) to collect data through classroom visits, personal meetings, staff meetings, 2) process the data to make corrections to the truth of the data collected, 3) classifying data according to problem areas, 4) draw conclusions about target issues in

accordance with the actual situation, 5) set the proper techniques are used to improve or enhance the professionalism of teachers.

f. **Every teacher can get benefit from the process of implementation supervision**

The sixth statement is "Every teacher can get benefit from the process of implementation supervision". How about the teachers' responses? It can be interpreted plainly that most of the teachers state that every teacher can get benefit from the process of implementation supervision in MAN Kudus. It can be seen on the diagram. 54 or 41.5% respondents answer "often" in this sixth statement and 52 or 40.0% respondents replay "always". Only 16 or 12.3% respondents, they say "rarely" and 8 or 6.2% who choose "No" in their sheet. Respondents mostly have perspectives when supervision runs in MAN Kudus; they think that every teacher can get benefit from the process of implementation supervision. Only 6.2% of the respondents think that every teacher cannot get benefit from the process of implementation supervision. So, 93.8% think that every teacher can get benefit from the process of implementation supervision. It means, they mostly think supervision process gives many benefits to teachers. Although, some of them answer that there are just a little or no benefit in doing supervision.

Those results above are reinforced by the qualitative outcome. When the researcher asked about this kind of statement, Mr. Chumaidi answered, many benefits of supervision, one of them is to motivate teachers' performance. How then, at least, in the supervision teachers are trained, motivated from superiors, from headmaster it would make a teacher at least attempt to find a more. Mr. Fais also added some information. He stated that supervision is clear that has many frankly. What is important in general in improving e quality we as teachers so we are many ya possible in the administration, is not there had been training there may be methodologies for media matters relating to it or maybe sorry man it's also

ngkin there is need that may e The ethics need to be repaired as well. At the same time, Mr. Umar also adds some information about this in his interview. He said that it has many benefits. Supervision essentially has the advantage of a very broad, such as for; research, assessment, improvement, and guidance[37].

a. Research is to obtain a clear and objective picture of the education;

b. Assessment is more emphasis on positive aspects than negative apects;

c. Improvement is can know the how the situation of education or teaching in general learning situations;

d. Guidance is direction in the form of guidance towards fostering self-supervised.

While in educational supervision is beneficial to improve the professionalism of teachers and educators, because the supervision will take place two-way communication between teache who supervised with supervisor (*builder*), criticism, suggestions and feedback from supervisors so, the professionalism of teachers and educators increase in business improvement the quality of education.

The final benefit of the supervision process as mentioned is a matter that is not easy in the personnel management system companies, such as to transfer, demotion, dismissal especially school officials were incompetent. Similarly, changes in the curriculum of highly-centralized less attention to the differences of each school, and that makes a standard of success is difficult to measure evenly, which if implemented will lead to frustration on the executors in the field, especially for teachers who are in areas.

g. **Supervision process that is carried out in Islamic School be a means of collaboration between teachers, leaders and Islamic School supervisors**

The seventh statement is "Supervision process that is carried out in Islamic School be a means of collaboration between teachers, leaders and

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[37] Coimbra, Maria de Nazaré Castro Trigo, *Opcit*, p.3

Islamic School supervisors". How about the teachers' responses? It can be interpreted plainly that most of teachers state that supervision process that is carried out in Islamic school be a means of collaboration between teachers, leaders and supervisors in MAN Kudus. It can be seen on the diagram. 56 or 43.1% respondents answer "often" in this seventh statement and 48 or 36.9% respondents replay "always". Only 15 or 11.5% respondents, they say "rarely" and 11 or 8.5% who choose "No" in their sheet. Respondents mostly have perspectives when supervision runs in MAN Kudus; they think that supervision process that is carried out in Islamic School be a means of collaboration between teachers, leaders and Islamic School supervisors.

Only 8.5% of the respondents think that supervision process that is not carried out in Islamic School be a means of collaboration between teachers, leaders and Islamic School supervisors. So, 91.5% think that supervision process that is carried out in Islamic School be a means of collaboration between teachers, leaders and Islamic School supervisors. It means, they mostly think supervision process gives many times to collaborate between teachers and supervisors. Although, some of them answer that there are just a little or no collaboration in doing supervision.

Those results above are reinforced by Mr. Chumaidi answered; the process of supervision in our madrasah was indeed true comprehensive. That is not only done by a supervisor and then the headmaster independently but also collaborative. That is, also includes e senior teachers who constitute the core of teachers in each e maple. That is, the senior teacher was as smart as a rank order list; he is higher, so it is then able to provide guidance, and motivation even to the evaluation of teachers younger or junior. Then, sometimes there name father headmaster then provide information before being assessed by a senior teacher or teacher's core then each teacher also conduct self-evaluation.

In performing its duties the teacher fostered and overseen by a supervisor. If there are problems faced by the teachers in their duties, then the presence of inspectors is expected to provide a solution. A supervisor also known as supervisor is the person who performs supervision. Supervision in education has long been known, but not all people in the world know what the nature of the supervision of the education itself. Supervision is significantly less realistic due to:

a. Supervision equated with controlling or supervising the work, supervisors overseeing more than sharing ideas experience. Helping teachers improve their teaching is not a major concern, people tend to get restless and fearful when they are being monitored or evaluated.

b. Interests and needs supervision instead of coming from the teachers, but the supervisor's own duties.

c. Supervisor themselves may not know what will be observed and judged, while teachers also do not have knowledge of what is observed and assessed supervisor. As a result of observational data is clearly visible not systematic, are highly subjective and vague.

d. On the other hand most of the teachers do not like to be supervised even if it is part of the education process and their work.

The fact is common (though not wholly) occur in our education, and the phenomenon may be a bit much to contribute low quality of education over the years. Reflection is needed by all parties involved in our education, not to mention the school superintendent that the scope of their duties in direct contact with teachers who are the main actors of the implementation of formal education through learning in school.

A supervisor let the sensitivity to want to listen to the opinions of teachers, paying close attention to what the complaints and problems faced by teachers' relation to the execution of his duty to implement the learning process in the classroom. Then responding or responding to what the

teacher. Trying to explain the re-seated problems faced by teachers, and then gives some views or representations of solutions that can be done.

h. The process of supervision in Islamic School boost confidence and motivation of teachers

The last statement is "The process of supervision in Islamic School boost confidence and motivation of teachers". How about the teachers' responses? It can be interpreted plainly that most of teachers state that the process of supervision in Islamic School boost confidence and motivation of teachers in MAN Kudus. It can be seen on the diagram. 55 or 42.5% respondents answer "always" in this2last statement and 52 or 40.0% respondents replay "often". Only 15 or 11.5% respondents, they say "rarely" and 8 or 6.2% who choose "No" in their sheet. Respondents mostly have perspectives when supervision runs in MAN Kudus; they think that the process of supervision in Islamic School boost confidence and motivation of teachers. Only 6.5% of the respondents think that the process of supervision in Islamic School boosts confidence and motivation of teachers. So, 93.8% think that the process of supervision in Islamic School boosts confidence and motivation of teachers. It means, they mostly think supervision process boosts confidence and motivation of teachers. Although, some of them answer that there are just a little or no booster in doing supervision.

Motivation that leads to the guidance of the teacher encouraged him to act and act towards the objectives set so that there is opportunity to grow can help teachers toward the development of learning situations better improve self-esteem and reward yourself so that the front is able to work and perform better that principle is no chance to develop.In detail, the purpose of supervision is to help teachers to develop the ability to reach the learning objectives proclaimed for their students. Through the expected academic supervision carried out by the academic quality of teachers is increasing. Capacity-building in this context must not be

interpreted narrowly, solely focused on improving the knowledge and teaching skills of teachers, but also on increased commitments or volition or motivation of teachers, because with increasing abilities and motivation of teachers , the quality of learning will increase.

Some of the principles that must be observed and realized by supervisors in carrying out academic supervision, as follows; 1) Academic Supervision should be able to create a harmonious human relations; 2) Academic Supervision must be done on an ongoing basis; 3) academic supervision should be democratic; 4) Program academic supervision should be integral to the educational program; 5) Academic Supervision must be comprehensive; 6) Academic Supervision must be constructive; 7) academic supervision should be objective.

The researcher has discussed from the first statement until the last one. All of the answers indicate that supervision process in Madrasah Aliyah Negeri (MAN) in Kudus has positive value related to the teachers' perspectives and low negative impacts. By the supervision that had been done and used is effective enough, based on his perspective, the process of supervision in his school; has clear regulations, not only critics the teachers are good or not, but also trains them by using effective methods, gives effective guidance and tutorial from the head-master as the manager, runs objectively, not seeing the who the teachers are but what they have done as a teacher, control the reality of education process, run continuously, has planned well, flow significantly, has reported and inventoried well.

The success of an educational institution is influenced by several factors, both coming from within or from outside the neighborhood sendiri.Faktor supervision and motivation that leads to the guidance of the performance can drive creativity kerja.Yang should clearly note that each teacher has different characteristics specially between one more in educating children to be individuals who have knowledge, skills and

knowledge have moral maturity. For that a teacher in carrying out the task should have a Great Spirit and soul, so that the learning process right to match expectations and educational purposes.
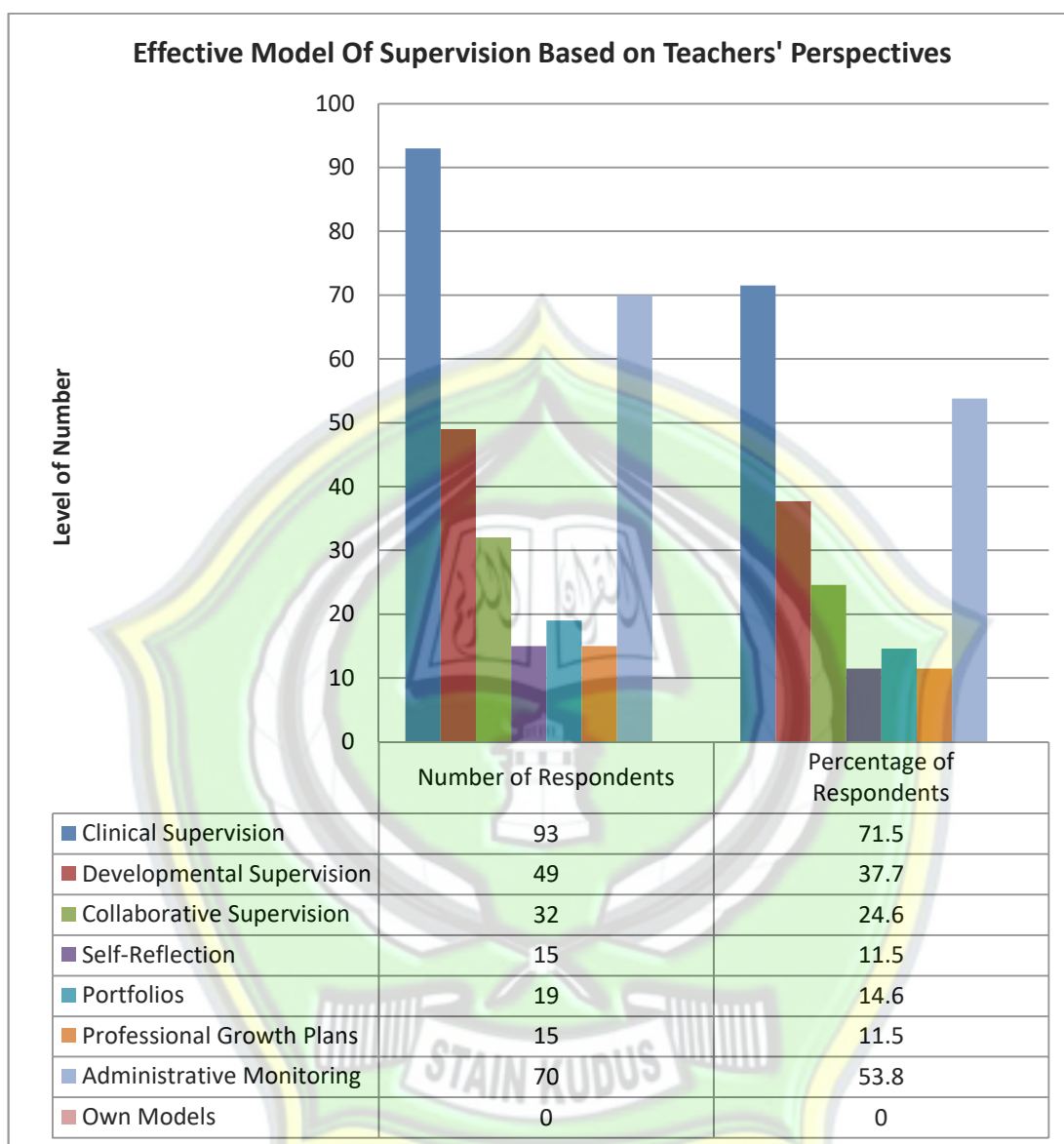
The researcher has discussed from the first statement until the last one. All of the answers conclude that supervision process in Madrasah Aliyah Negeri (MAN) in Kudus run effectively. Moreover, this conclusion is strengthened by the result of interview with the teachers of MAN who capable in supervision. Based on data finding of qualitative, all of the respondents answer that supervision run in MAN Kudus is positive. They explain that it does all of statements of the perspective to effective supervision. The points of the qualitative result are; teachers confident to do supervision process, teachers have accustomed to do supervision process, supervision process is helpful for them, supervision process is time to collaborate between teachers and supervisors and also way to be creative teachers, supervision process is going smoothly, supervision process gives many benefits to teachers, supervision process gives many times to collaborate between teachers and supervisors and supervision process boosts confidence and motivation of teachers.

So, after discussing the quantitative data and qualitative data, the researcher is integrating both of data. He concludes that the teachers' perspectives to supervision process of Madrasah Aliyah Negeri (MAN) in Kudus are positive. It answers the second statement of the problem.

3. **The Effective Supervision Model Related to Teachers' Perspectives of Madrasah Aliyah Negeri (MAN) in Kudus**

In this part, the researcher discusses the data finding to answer the third statement of the problem; "What is the model of supervision which effectively runs in Madrasah Aliyah Negeri (MAN) in Kudus based on the teachers' perspectives?" These diagram below shows the result of data of effective models which have been chosen by the respondents.

Diagram 4.1 Effective Model of Supervision

Effective Model Of Supervision Based on Teachers' Perspectives

	Number of Respondents	Percentage of Respondents
Clinical Supervision	93	71.5
Developmental Supervision	49	37.7
Collaborative Supervision	32	24.6
Self-Reflection	15	11.5
Portfolios	19	14.6
Professional Growth Plans	15	11.5
Administrative Monitoring	70	53.8
Own Models	0	0

The educational practice of instructional supervision appears to be a contentious issue in contemporary educational circles, and it has been characterized by shifting attitudes among researchers and educators alike. Sergiovanni and Starratt[38] stated that contemporary schools need to provide teachers with options in supervisory approaches. The set of approaches may differ for beginning and experienced teachers.

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[38] Sergiovanni and Starratt, *Opcit*, p.49.

The answer are based on types of supervision model developed by Goldhammer and friends; clinical supervision, developmental supervision, collaborative supervision, self-reflection, portfolios, professional growth plans and administrative monitoring. But, the researcher also provide blank sheet in order to give a chance for every teacher to show their own supervision model or model which are not mentioned in explanation above. He also prepare blank part to respondents to give their reason why they choose that supervision models. It purposes to make data collected by the researcher more valid and useful for the future.

Teachers and supervisors conceptualizations of instructional supervision are similar to how they experienced and practiced it in their schools[39]. In other words, their conceptualizations of instructional supervision are also characterized by a combination of both traditional and contemporary models of supervision. When asked about their conceptualizations of instructional supervision, teachers and supervisors listed aspects and practices

a. **Clinical supervision**

The supervision model which mostly prefers to use based on teachers' perspectives is clinical supervision (93 respondents or 71.5%). Some of them explain why they choose this model because clinical supervision is the model which is very scientific and structured used to supervision process. Another respondents say that it is the model which usually used by their head master/ manager to supervise their performances. Then, the rest respondents do not give any reason in the sheet.

The result above is not surprised because clinical supervision is increasingly being carried out as an aspect of personal and professional development in both primary and secondary care. It is an aspect of lifelong learning with potential benefits for both supervisor and supervisee.

b. **Administrative monitoring**

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[39] Shodiya, Tunde Gbenga, *Models of Supervision in Education*, University of Ilorin, Ilorin Nigeria, p.4

Administrative monitoring is a process of supervision/evaluation where typically principals are responsible for monitoring[40]. The process involves either announced or unannounced visits followed by brief notes and/or face-to-face discussions as necessary. This process allows the building administrator to keep abreast of curriculum offerings and provides a means to be visible to staff and students.

The role of role/responsibility of all professional teachers in administrative monitoring are; developing and implementing lessons plans, instructional design, instructional strategies and assessment consistent with the planned courses (*Curriculum Maps*) and the Department of Education Standards[41]. All teachers are typically subject to this process of supervision each year. This process may not be chosen by teachers as their sole supervision mode for the year. It is the second most prefer to use supervision model (70 respondents or 53.8%). The respondents explain that this model is easy to be supervised because the object is teachers' administrations. Some of them tell that it is ordinary model which used to supervise education process. The rest say nothing in the sheet.

c. **Developmental supervision**

Then, the third is developmental supervision model (49 respondents or 37.7%). Some of them say that supervision is not only for short time but also for long time education purposes, because education process need long time to do. Then, the rest tell no reason for choosing this model.

In developmental supervision, primarily the supervisor must determine the teachers' cognitive development level by observing and asking questions to them; then the supervisor uses one of suitable supervisory approaches which are respectively directive, collaborative and

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[40] Sergiovanni and Starratt, *Opcit*, p.51

[41] Sergiovanni, T. J. and Starratt R, 2002, *Supervision: A redefinition (7th ed.)*, New York, MacGraw-Hill, p.44

non directive behaviors. Finally, the supervisor supports them to advance higher supervisory behavior[42].

Directive behavior is divided in two, directive control behavior and directive informational approach behavior. Directive control behaviors are for first stage teachers. The supervisor is responsible for everything of supervision process. This approach can be used when teachers have serious problems on teaching and they need first hand help, they have not got any information about a topic and emergency case has happened[43]. Since this kind of teachers need not only guiding both also close supervision and following up. The supervisor who applies directive informational behaviors, offers teachers informational resources nevertheless, he or she still has all responsibility. The main differences between directive control and directive informational behaviors are that the supervisor always asks teachers' opinion and teachers choose the options offered by the supervisor to improve teachers in directive informational behavior. The supervisor doesn't suggest any options to teachers; s\he says only what s\he wants to do in directive control behavior[44].

d. Collaborative supervision

The next is collaborative supervision (32 respondents or 24.6%). This model can be used for the teacher who is good at observing but passive at deciding about something. In this model, the supervisor and the supervisee take equal responsibility. That is, when finding a solution or making a decision, both the supervisor and the supervisee have equal right to speak. They share their opinions with each other. A decision and a development plan on which is achieved a consensus by them, rises at the end of this

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[42] Glickman, C. D., and Gordon, S. P. (1987), *Clarifying developmental supervision.* Educational Leadeship, 44 (8), p. 64-68.

[43] Glickman, C. D., Gordon, S. P., and Ross- Gordon, J. M. (2010), *Supervision and Instructional leadership*: *A Developmental Approach* (Eighth Edition b.), Boston, Pearson, p. 178-180.

[44] Sergiovanni, T. J., and Starratt, R. J. (1988), *Supervision. Human Perspectives* (Fourth Edition b.). New York, Amerika, McGraw-Hill Publishing Company, p. 64-68.

process[45]. If they do not reach an agreement on it, a third person who is not partial, gets involved in this process, or this process is begun from scratch. Although, this model is usually discussed and acknowledged as the one which has many benefits and a little shortage, in fact, just a quarter of the respondents who choose this model. They explain that it is very useful for cooperating all of aspects in education area. But, in reality it is very difficult to do. Most of the respondents who choose this model give no reason.

e. **Portfolios**

Portfolios model is following (19 respondents or 14.6%). This model needs carefulness of the teachers. They should collect all of students' assignments, structured tasks and tests as the proof for the portfolio. Some of respondents say that students' skills must be proved by their portfolios. Usually, teachers can score students based on the track record. Most of the respondents who choose this model also give no reason.

Portfolios model is an individualized, ongoing record of growth that provides the opportunity for teachers to collect artifacts over an extended period of time; an entire school year, even from year to year.[46]. Portfolio is a teacher compiled collection of artifacts, reproductions, testimonials, and productions that represents the teacher's professional growth and abilities. A professional portfolio can serve many different purposes. Although the portfolio can be time-consuming to construct and cumbersome to review, it not only documents the development of innovative and effective practices, but it is a central vehicle for the growth of the teacher through self-reflection, analysis, and sharing with colleagues through discussion and writing.

The use of this model has several benefits;

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[45] Glickman, C. D., Gordon, S. P., and Ross- Gordon, J. M. (2010), *Opcit*, p. 178.
[46] Manuel Cebrián de la Serna, *Supervision Using Portfolios and Its Impact on Student Reflections during the Practicum: a Case Study*, Journal of University of Malaga. Faculty of Educational Sciences, Malaga, Spain, p.3

1. The portfolio can extend supervision by providing the mechanism by which information from classroom observations may be charted from year to year, changes in practice following postobservation conferences may be documented, and teaching development activities related to agreed upon goals may be chronicled. By using such portfolios, supervisors will be in a better position to offer a more comprehensive evaluation at the end of the year.

2. It is an efficient support to help teachers to reflect on their own carriers and share their teaching experiences with their collegues and supervisor, hence contributing to a practice that can be further extended to lifelong education;

Teachers can be empowered to take charge of their own learning. Through the portfolio development process, instructional supervision potentially can extend the opportunities for teachers to make increased meanings of their practices with the support of a colleague. Without doubt, thorny issues will develop around portfolio development as a supervisory process. However, teachers, students, and administrators can benefit from the professionalism and personal development yielded by such an effort.

f. Self-reflection and Professional growth plans

After that, there are two models which have the same point; self-reflection and professional growth plans (15 respondents or 11.5%). Self-reflection model needs teachers' sensitivities to correct themselves. If there is no sensitivity, it is impossible to do this model. Most of the respondents who choose this model give no reason. Reflective supervision is the regular collaborative reflection between a service provider (clinical or other) and supervisor that builds on the supervisee's use of her thoughts, feelings, and values within a service encounter[47].

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[47] Barnes, K., 2004, *Applying self-efficacy theory to counselor training and supervision: A comparison of two approaches*, Counselor Education and Supervision, 44, p.56-69.

The last is respondents' own models (0 respondents or 0%). No one choose or mention their own' models. They disposed to choose supervision models which have been implicated in their education area. When he was interviewing related to supervision models which is very effective based on his perspective, he explained his answers briefly that teachers think no model is perfect. Then indeed this e father headmaster must also use existing models in order to streamline the process supervision in our madrasah.

Supervisor and supervisee in this model meet regularly (for example, for an hour weekly or monthly) to discuss difficult cases. The case and direction of discussion are chosen by the supervisee, who is guided by the supervisor to examine her feelings or thoughts about the case and use this awareness to better serve the client. The relationship between supervisor and supervisee in reflective supervision models the desired relationships between provider and client in a therapeutic/helping relationship. In particular, like TIS, the relationship is based on collaboration, choice, trust, and control.

When he was interviewing related to supervision models which is very effective based on his perspective, he explained his answers teachers are sure method to method already ba there are many methods. Everything is good. Maybe e we should see continuity and what goal yes then this should be clearly. Based on the answer of Mr. Saifuddin, it can be acknowledged that All of the model of supervision which effectively runs in MAN, because all of model are perfect. He underlines the continuity of the use of that model. He also says that the goal and criteria of what purpose to reach must be clear.

From the explanation which delivered by Mr. Chumaidi above, it can be known that No the model of supervision which effectively runs in MAN, because No model is perfect. The manager of the school does not use only one model to supervise the teachers. He uses more than one; uses the benefit

of one model to fill other weakness. So, it can be run effectively. Supervision models which are very effective based on his perspective, he explained his answers that it is hierarchy, sometimes hierarchy is between senior and junior, and so forth so that it will achieve a perfect experience.

From the transcript of Mr. Muspahaji's answer above, it can be taken an elaboration that the model of supervision which effectively runs in MAN is hierarchy. Senior teachers can assist their junior. After that, the principle or supervisor can include to give advice or guidance. When he was interviewing related to supervision models which is very effective based on his perspective, he explained his answers. Teachers think it is still in the process. So, this process continues the hope for change. If that was pursued the result, certainly there is no critical processes. The need is just physical already.

If the process of education is already good, automatically the result is following. If the supervisors just focus on the product, the supervision is fail. When he was interviewing related to supervision models which is very effective based on his perspective, he explained his answers. Model of supervision here is effective because at the school, when teachers use collaborative models for example. If teachers and supervisor collaborate each other, our communication better and the timing may not have to turn our wide. The model of supervision which effectively runs in MAN is collaborative model. He says that this model provides a better communication way between the man who supervised and supervisor. It also takes no longer time. It does not bother teachers' teaching schedule.

Supervision implies extensive. Each activity or the work is done in schools or offices requiring supervision adanhya that a work can proceed smoothly and achieve the goal that has been set. Based on the amount of work being done by teachers and principals and officers, employees or staff of the school, referring to the descriptions of educational supervision, can be

explained that supervision in education to differentiate into two kinds, namely the general supervision and teaching.

How important a supervisor understand the types and models of supervision as the stock of knowledge (knowledge) and skills (skills) to perform the duties, functions and responsibilities as supervisor of education professionals. Therefore, descriptions of types and models of supervision in this chapter is expected to at least be able to deliver the insight supervisor and supervisor skills can inspire in the course of supervision at school as well as possible.

Furthermore, the researcher gives more data discussed in this part.

Diagram 4.2 Respondents' Choice Supervision Models
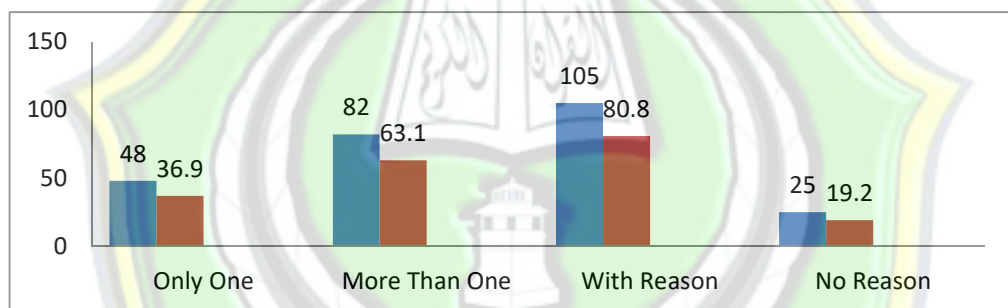
From the diagram above, it can be drawn that 48 or 36.9% of the respondents only choose one supervision model. Then, 82 or 63.1% of the respondents choose more than one supervision model. After that, 105 or 80.8% of the respondents give reason for their chosen models and 25 or 19.2% of the respondents give no reason.

Moreover, this conclusion above is strengthened by the result of interview with the teachers of MAN who capable in supervision. The most appropriate method of recording will depend on the working environment, the resources available and the personal preference of the supervisor. For instance, many supervisors prefer to take brief notes during the meeting and then write or type these up later. Others, particularly people with several supervisees, may struggle to complete their records promptly and prefer to do handwritten notes during the meeting. Although this may disrupt the flow of the meeting

somewhat, pauses to record decisions or actions agreed can be useful and this method provides the opportunity for the exact wording to be agreed, for both to sign the notes at the end of the meeting and for a copy of the record to be given to the supervisee immediately.

Whichever method is chosen, it is important that key decisions and actions agreed are recorded with clear timescales and responsibilities. This will reduce any confusion and the chances of actions not being followed through or delayed. This will be as important to the supervisee as to the supervisor and reinforces the two- Good supervision keeps staff and volunteers with the organization. It makes them feel that someone cares whether or not they do a good job, and that there's a solid structure supporting them if they run into problems. These are factors that keep people happy with their jobs, and encourage them to stay.

Good supervision models the type of relationship that should exist throughout the organization. Supervisors who understand their job treat all employees and volunteers with respect, focus on the professional and personal needs and development of those they supervise, and inspire enthusiasm for the work and loyalty to the organization's vision and mission.

The standard view of the supervisory relationship, as we have mentioned, is often negative. Supervisors are seen as overseeing and criticizing – perhaps in a hostile manner of the work of those they supervise. The reality is that effective supervision is a partnership. The supervisor provides professional and emotional support, information, advice, and a connection to the larger organization (passing on concerns, helping to obtain supplies and equipment, etc.), and supervisor and supervisee work on and solve problems together. For health and community service organizations, this type of supervision makes sense not only practically, but philosophically. The supportive, partnership supervisory relationship reflects the democratic and humanistic ideals of most organizations of this type, and models and promotes the sort of relationship

that staff and volunteers should develop with one another and with program participants.

At the same time, supervisors in most organizations have responsibilities that go beyond support and advice. They're responsible for making sure their supervisees have the knowledge, materials, space, etc. they need to do a good job, and they're responsible as well for making sure work gets done well and on time. That's the practical side of supervision, and it can determine whether or not the organization reaches its goals.