

Role of Supervisors in Improving Teacher's Ability to Conduct Class VI Fiqh Learning Processes in State Madrasah Ibtidaiyah 7 Langkat

Candra Wijaya¹, Tien Rafida², Darno³

¹FITK UIN Sumatera Utara Medan, Indonesia

²FITK UIN Sumatera Utara Medan, Indonesia

³Postgraduate student MPI UIN Sumatera Utara Medan, Indonesia

Abstract

The purpose of this study is to determine the role of supervisors in improving the ability of teachers to implement the Fiqh learning process. The subjects of this study were Madrasah supervisors, Madrasah principals, Fiqh subject teachers, and Madrasah students in class VI Madrasah Ibtidaiyah Negeri 7 Langkat. The research method used is descriptive method with a qualitative approach. Data collection techniques are carried out by conducting observations and interviews with respondents and informants. The results showed that: 1) The implementation of the main tasks and functions of supervisors in guiding and guiding Class VI jurisprudence teachers in Madrasah Ibtidaiyah Negeri 7 Langkat refer to the Minister of Administrative Reform and Bureaucratic Reform No. 21 of 2010 concerning Functional Position of School Supervisors and Numbers Credit, using the principle of sustainability with the aim of increasing the ability of teachers to implement content standards, processes, graduate competencies, and assessments, 2) In carrying out class VI Fiqh learning planning in state Madrasah Ibtidaiyah 7 Langkat, Madrasah supervisors annually assess the teacher's ability to carry out planning class VI Fiqh learning in State Madrasah Ibtidaiyah 7 Langkat. The administration of Fiqh learning planning consists of 10 points, namely annual programs, semester programs, syllabus, lesson plans, educational calendars, face-to-face schedules, daily agendas, grades, KKM and student absences, and monitored through standard process supervision activities in Madrasahs one time activity, 3) The ability of teachers to implement class VI jurisprudence in Madrasah Ibtidaiyah 7 Langkat is measured based on the instruments that have been prepared by supervisors.

Keyword: supervisor, teacher ability, learning activity.

INTRODUCTION

One of the national educational objectives related to the pillars of the strategic plan of the Ministry of National Education or now called the Ministry of Education and Culture is improving the quality of education. Issues related to the quality improvement of the learning is the implementation of learning in schools that are more oriented on input-output without looking at the process and other

aspects. The next issue is that the level of teacher empowerment is still low in terms of performing learning management functions. This condition occurs at least after the transformation of the national education is centralistic to decentralisation, as well as the role of school supervisor or supervisor of Madrasah on the process of teaching-learning, which is still relatively low.

So far, teachers only do the utmost learning and tend to give excellent value to the students no longer pay attention to their level of ability. Teachers must dare to give students the lowest amount that does not have good learning outcomes. Besides, teachers are also unable to manage optimal teaching and learning activities. Teachers are often unable to activate students in learning activities.

According to Margaret (2015), the objective conditions of the quality of teachers in Indonesia are still low, this is evident in the low value of UN in some areas, many teachers who do not understand the scientific substance or the proper pattern of learning is still an indicator The teacher's low quality and professionalism. When compared with neighboring countries, the quality of education in Indonesia is relatively small, Margaret explained that the quality of education in Indonesia is lagged compared to neighboring countries such as Malaysia, Singapore, and The Philippines, this data based on the research of the Programme for International Study Assessment (PISA) 2012 which puts Indonesia in the second bottom of the 65 countries examined in terms of achievement of education quality.

Therefore, the quality improvement of teachers must continue implemented in a planned and measurable manner. Through the education supervisor because they are the technical officers who descend to the field directly facing the teachers in school/Madrasah. The involvement of the Madrasah supervisor to improve it, conducting coaching as well as supervision to the teachers of the subjects, not only on the aspect of managerial activities but also on the issues of the teaching-learning process.

The role of the supervisor of Madrasah is very supportive because, without the supervision of an expert (professional), it is unlikely that also a Madrasah will run well and the quality of the learning process. Thus, one of the factors that determine the improvement of quality of learning is the supervisor of Madrasah and professional teachers. The supervisor of Madrasah has a significant and strategic role in the process of learning and improving the outcomes of quality education in school.

In this context, the role of Madrasah supervisors includes monitoring, supervision, evaluation, reporting and follow-up supervisors that must be performed on a regular and sustainable basis. The supervisory role is concerned with the main task of supervisors in conducting managerial and academic supervision as well as coaching, monitoring and assessment. The role of supervisor of Madrasah in coaching at least as an example for schools and co-workers who are compatible with the school in advancing its binary schools.

The Ministry of Education (2011:5) explained that the role of supervisory was implemented by "the scientific, clinical, human, collaborative, artistic, interpretive and socio-cultural approach. This approach aims to improve the quality of learning". The Education Supervisor acts as a stimulator, mentor and consultant for teachers in the improvement of teaching and creates a good teaching and learning situation. In addition, supervision is expected to bring good developmental impact to the progress of the learning process.

LITERATURE REVIEW

According to Qodri A. Azizy (2003:7), the Arabic Madrasah is derived from the word "darasa" meaning the place of study or place to give lessons. In regulation of the Minister of Religious Affairs No. 2 of 2012 on the supervisor of Madrasah and supervisor of Islamic Education in schools (2012:2) explained that the meaning of the Madrasah is "a formal education unit in the Minister of Religious Affairs

Organized a public education with the peculiarities of Islamic religion which includes Raudhatul Athfal (RA), Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), Madrasah Aliyah (MA), and Madrasah Aliyah Vocational (MAK)".

Thus it can be understood that the supervisor of the Madrasah is a civil servant who was given the duty to conduct supervision activities at Madrasah with the aim to improve the quality of learning and quality of Madrasah. Then it can also be understood that the supervisor of the Madrasah must have the background of a teacher, Sipil state apparatus in the relevant government institution is ASN in the Ministry of Religious Affairs, and has a basic duties and functions in terms of school supervision or Madrasah. This means that someone who doesn't have a background as a teacher cannot be a supervisor. Similarly, someone who is not as ASN or can become a supervisor.

When searching the Quran, the term supervision can also be found. In the Quran Allah almighty explains the story of Sulaiman the U.S. prophet who supervise the birds Hud-Hud, as in Q.S. Al-Naml/27:20 as follows:

"and he examined the birds and said, why do i not see the Hud-Hud, whether he is absent. Truly i will actually be able to do it with a hard punishment or actually slaughtering it unless he really comes to me with a bright reason. So it was not long before (came the Hud-Hud), and he said: "I know something that you do not yet know; and i bring thee from the land of Saba an important (Q.S. Al-Naml/27:20)

The passage describes the story of Solomon's prophet who examined his soldiers' discipline. The Prophet Sulaiman watched over the members who were not present in line. Apparently the Hud-HUD bird is not in its line and then comes late. But Sulaiman's prophet did not immediately sentence the Hud-HUD, but asked for an explanation of his delay in the armies of the Prophet Sulaiman. In addition to Q.S. Al-Naml/27:22 Above, information on surveillance activities can also be found in Q.S. Al-QAF/50:18 as follows:

مَا يَلْفِظُ مِنْ قَوْلٍ إِلَّا لَدَيْهِ رَقِيبٌ عَتِيدٌ

"There is no such a said that is spoken but there is an angel of watchdog who is always present". (Q.S. Al-QAF/50:18).

The passage describes the Angel Raqib and Atid who always supervise the human deed as well as give a record of the results of his supervision. In addition to the two verses above, if more deeply examined is likely to be found again the foundation of the Quran related supervision activities.

School supervisors have a significant and strategic role in the process and outcomes of quality education in schools, including the quality of learning in the classroom. In this context, the role of school supervisors or supervisors includes monitoring of learning activities, academic and managerial supervision, evaluation of learning activities and Madrasahs, reporting of supervision activities per month, offering A year, and a follow-up watchdog to do regularly and continuously. The role relates to the main task of the Madrasah supervisor in conducting managerial and academic supervision and supervisory role in the guidance of teachers and head of Madrasah, monitoring and assessment of 8 national education standards.

The role of school supervisor or supervisor Madrasah in coaching at least as an example for the school and as a co-worker who is compatible with the school in advancing its binary schools. The role of supervision is implemented by the supervision approach that is scientifically appropriate or use scientific work in monitoring, clinical, human, collaborative, artistic, interpretive, and based socio-cultural conditions. This approach aims to improve the quality of learning and quality of Madrasah.

METHOD

This research took location in Madrasah Ibtidaiyah Negeri 7 Langkat address on the road Ampera village Pekan Bahorok Bahorok District of the district of Langkat. This Madrasah is often known as Madrasah Ibtidaiyah Negeri Bahorok, because it is not far from the week or Bahorok tax. This research uses qualitative descriptive methods. According to Suharsimi Arikunto (2010:114), qualitative descriptive research is a study to investigate the circumstances, conditions, or other things already mentioned, whose results are presented in the form of research reports.

The source of the data comes from the head of Madrasah, a teacher of Fiqh subjects, students and supervisors in Madrasah Ibtidaiyah Negeri 7 Langkat. While the instrument used in retrieving data is through observation, interviews, and document/archival studies contained in the supervisor or in the Madrasah. The data analysis used in this study is a descriptive analysis with a qualitative approach. In conducting data analysis authors follow the models Miles and Huberman.

RESULTS AND DISCUSSION

Implementation of principal tasks and supervisory functions in conducting guidance and coaching to the Fiqh class VI teachers in Madrasah Ibtidaiyah Negeri 7 Langkat. The implementation of principal tasks and supervisory functions in conducting guidance and coaching to teachers, especially the Fiqh teacher in class VI Madrasah Ibtidaiyah Negeri 7 Langkat refers to several things

first; Regulation of the Minister of administrative reform and bureaucratic reforms number 21 years 2010 about the functional department of school supervisors and their credit numbers. Second PMA Number 2 year 2012 about the supervisor of Madrasah and the supervisor of Islamic Religious education, third; School Supervisors work Guide primary and secondary education, fourth; Government Regulation No. 74 year 2008 about teachers.

Implementation of main tasks and supervisory functions in conducting guidance and coaching to the Fiqh teachers in class VI Madrasah Ibtidaiyah Negeri 7 Langkat using the sustainable principle that the training and coaching activities are done not once or twice, but it is done continuously in accordance with the development of education, such as curriculum development, development of evaluation techniques, planning and advanced learning models.

Implementation of main tasks and supervisory functions in conducting guidance and coaching to the Fiqh teachers in class VI Madrasah Ibtidaiyah Negeri 7 Langkat aims to improve the understanding of the competency of teachers, especially in pedagogic competence and Professionalism of teachers; Improve teachers ' ability in implementing standard content, processes, graduates ' competencies, and assessments; Improve teachers ' ability to develop PTK; In the implementation of principal tasks and supervisory functions in conducting guidance and coaching to the Fiqh teachers; conducting the Fiqh teacher mentoring in improving the ability to organize learning planning administration; conducting the guidance of Fiqh teachers in improving the teacher's ability in the learning process; conducting the Fiqh teacher mentoring in improving the ability to assessment learning outcomes; conducting the Fiqh teacher mentoring in improving the ability to use media and learning resources; provide input to the Fiqh teachers in utilizing the environment and learning resources; guide to the Fiqh teacher in using learning technology.

The ability of teachers to implement the Fiqh class VI learning planning at Madrasah Ibtidaiyah Negeri 7 Langkat, 1) supervision of Madrasah annually conducts the assessment of the teacher's ability to carry out planning of Fiqh class VI in Madrasah Ibtidaiyah Negeri 7 Langkat. 2) Administration of Fiqh Learning planning consists of 10 points namely annual program, semester program, Syllabus, RPP, education calendar, face-to-face schedule, daily agenda, value list, KKM and attendance. 3) The ability of teachers to carry out planning of Fiqh class VI in Madrasah Ibtidaiyah Negeri 7 Langkat monitored through process standard supervision activities in Madrasah one-time activities. 4) teachers are still late in preparing a learning planning device, especially in terms of implementation of Learning Plan (RPP). Each year in the implementation of standard supervision process still has a teacher who has not completed the RPP. Even there are still many RPP that have not been signed by the head of Madrasah, including in Madrasah Ibtidaiyah Negeri 7 Langkat.

All RPP start from odd semester until complete semester is owned by the Fiqh class VI MIN 7 Langkat. The existence of the Learning Plan is equipped with other planning administration such as annual program, semester program and syllabus. The learning planning is fully archived in the teacher's workbook, i.e. the workbook I (book I). The teacher's workbook was signed by the head of Madrasah. The learning planning created by the Fiqh teacher is examined starting from the beginning of the study from the second week of July to the first week of August. All teachers, both class teachers and subject teachers, must have completed the Learning Plan. The learning planning that teachers have done shows that the ability of teachers to implement lesson planning of Fiqh class VI in Madrasah Ibtidaiyah Negeri 7 Langkat is very good.

The ability of the teacher to perform class VI Fiqh learning in Madrasah Ibtidaiyah Negeri 7 Langkat is measured based on the instrument that has been prepared by the supervisor. Each teacher of Madrasah has the same measuring instrument to monitor the teacher's ability to implement learning including a class

VI Fiqh teacher at Madrasah Ibtidaiyah Negeri 7 Langkat. While the measure of the ability of teachers to carry out learning activities there are 2 things, first about the readiness of teachers and second about the implementation of the learning itself. In preparation, the teacher must bring Prota, Prosem, Syllabus, RPP, teaching materials and so forth. As for implementation, among others, the appearance of the teacher, the exception or motivation, the use of language, material mastery, presentation in the order of material, approach and use of methods and so on.

The Fiqh teachers begin their learning by granting students, who among the students are absent and why not attend. Furthermore, teachers give students a passion for study, the teacher asks students to open the Fiqh textbook, and ask about the material that has been studied in the previous week. The Fiqh teachers sometimes ask students about the material that was studied the week before. Then the Fiqh teacher divides the students into groups of 5 groups in the classroom. Learning activities using lecture methods are combined with discussion and question and answer methods. Teachers are explaining the lesson material rather than digging student knowledge. Students' activities in learning seem to answer and give questions, observe the learning media, perform practice activities, read guidebooks and perform learning tasks in the classroom while waiting for time change of lesson hours. More learning activities are dominated by Fiqh teacher.

The teacher has used several learning media such as picture paper, Plano paper displayed in front of the class, media infocus using audio visual through picture and sound film. The Fiqh teacher in class VI Madrasah Ibtidaiyah Negeri 7 Langkat is also in conducting Fiqh learning activities of teachers using picture film, student reading book as source or lesson material. Illustrated films as a learning resource are used. Every year the Madrasah supervisors conducted an assessment of the learning implementation conducted by the Fiqh teachers in Madrasah Ibtidaiyah Negeri 7 Langkat. The assessment result is a measure and evaluation of the workload and certification of teachers.

To improve the ability of teachers to implement the class VI Fiqh learning evaluation in Madrasah Ibtidaiyah Negeri 7 Langkat Then the supervisory work group (POKJAWAS) Madrasah has carried out the mentoring to the teachers of Madrasah by conducting workshops A HOTS-based assessment (High Order Thinking Skill) in January 2019. HOTS-based assessment technology was also held in Madrasah in February 2019 at the Madrasah with Supervisor and supervisors tutor of Madrasah. This is in accordance with director general of number 5164 about the preparation guidelines of RPP in which there are learning and assessment based hots. The technical tutoring activities were funded from BOS funds.

Teachers are not yet accustomed to implement HOTS-based assessments, given that during this time the questions were given only at the level of knowledge, understanding and peeration, so as to not have the maximum ability to create and compile problems at a high level. The prominent role of Madrasah supervisor is as supervisor. Supervision is not only the supervision of only manjerial, but also many more academic supervision by providing coaching to teachers of subjects. The academic supervision is done in relation to the teaching preparation that is owned by the teacher, RPP, attendance of students, the list of daily values owned by teachers, curriculum used by teachers and others. In supervising supervision activities have prepared supervision devices and travel letter service.

The Madrasah supervisor also serves as a coach or mentor. Communication carried out by the supervisor of the Madrasah with the school principal and teachers was good enough, did not instruct but invited teachers to improve the quality of education and invite teachers to improve the quality of learning. Language spoken using friendly language, not in the form of a supervisor with subordinate. The Madrasah supervisor also serves as an informant. As a supervisory informant of Madrasah provides information on the latest government regulations, as well as a sophisticated learning model with the intention that teachers can read, review the rules.

The Madrasah inspectors also acted as motivators. Supervisors conduct every activity constantly to motivate teachers to carry out the task of teaching sincerely, guiding the students with enthusiasm, and trying to find ways to make students' learning outcomes more optimal. The supervisor role of Madrasah was applied with several techniques such as the Madrasah supervisor requesting absence of teacher attendance, lesson schedule and clerk. Usually the supervisor of Madrasah asked some teachers who have not been in teaching to show the preparation of teaching brought mainly RPP. The supervisor of Madrasah often gives teachers feedback on how to teach and use learning media.

The Madrasah supervisors also sometimes walked on the terrace of the study room to listen to the teacher. The Madrasah supervisor also conducts managerial coaching to the school principal in connection with the fulfillment of eight national standards of education. Sometimes the supervisor of the Madrasah comes only for monitoring of mid semester exam activities, semester exams, school final examinations, national standard Madrasah and national exam exams.

The obstacles faced by the supervisor in improving the ability of teachers to implement class VI Fiqh learning process in Madrasah Ibtidaiyah Negeri 7 Langkat and efforts to overcome it. There are still many teachers who have not followed the guidance of the 2013 curriculum technique that is being applied in the Madrasah, so that the supervision carried out by the supervisor of Madrasah to apply the curriculum 2013 Revision edition in Madrasah can not be fulfilled by all teachers Madrasah. To overcome this, the supervisor of Madrasah in collaboration with POKJAWAS Madrasah provide training in the form of workshops and department of Religion in the Office of the Ministry of Religious Affairs, and in carrying out zones or target areas. The financing is handed over to the teacher and head of Madrasah. While the tutor is presented from among the Wiyaswara religious training Hall Medan. Over the last 3 years there are 4 activities conducted by POKJAWAS in enhancing the competency of teachers.

The distance of the school with the place of the teacher there is a distance that is about 70 km, therefore the discipline of the whole teacher to come early morning difficult to apply because of the mileage. Therefore, for the distant teacher, it is given in the third hour onwards. In addition, in anticipation of the openness of the teacher, in the morning carried out the activities of Tahfiz Al-Quran every day about 1 hour lesson. Besides, the supervisor suggested to the head of Madrasah to prepare the office/lodging house in the Madrasah so that teachers who come from Binjai City can stay in Madrasah during weekdays. Supervisors cannot accurately explain the date of their coming, so the teacher around time. This is due to various sudden activities that the supervisor must follow, both in the Ministry of Religious Affairs, and outside such as the implementation of visitation in other districts, with about 1 week. This situation sometimes makes the teacher disappointed because what has been prepared is not checked. Often planned schedules are unenforceable and must be replanned.

The distance from the supervisor's office with Madrasah Ibtidaiyah 7 Langkat is very far away with a distance of about 86 km, so it is difficult to monitor every week the learning Quality development performed by the teacher. Meanwhile, the supervisor of the Madrasah must be absent pinger print and follow the morning, according to the order of the head of office of the district Ministry of Religion Langkat. As for the travel time to the Madrasah about 2-2.5 hours.

This results in the supervision, construction and mentoring can not be optimal, because at 14.00 Supervisors should return to the office for an afternoon absent at 16.00 Wib. Therefore, to overcome this time obstacle, the supervisor of Madrasah more often do construction and supervision on saturday, because on that day the supervisor of the Madrasah does not require absent morning and afternoon. In addition, if it must be carried out on a working day, then the supervisor may sometimes ask the head of the office to not follow the morning.

A professional supervisor in conducting supervision duties at Madrasah Ibtidaiyah Negeri 7 Langkat has had (1) the care to see the condition of the school, (2) sharpness analysis and Synthesis, (3) accuracy and creativity in providing treatment that Required, as well as (4) good communication skills with every individual at school. The preparation of surveillance programs focused on improving the fulfillment of national standards of education, specifically in the process standards conducted by the Fiqh teacher in class VI Madrasah Ibtidaiyah Negeri 7 Langkat. The implementation of supervision programs in Madrasah Ibtidaiyah Negeri 7 Langkat to teachers of class VI Fiqh subjects include (1) conducting teacher and school principals, (2) monitoring eight national education standards, and (3) conducting assessments performance of teachers and/or principals. The evaluation of the results of supervision programs starts from the target school level and district level.

The results of the above research also shows what the supervisor has done in conducting supervision activities to the teachers of Fiqh subjects. The conducting mentoring in improving teachers' ability to organize the administration of learning planning/mentoring program. The improve teachers' ability in the implementation of learning/guidance. The mentoring teachers to improve the ability to perform assessment of student learning outcomes. To improve teachers' ability to use media and learning resources.

The feedback to teachers in utilizing the environment and learning resources. Provide recommendations to teachers about the task of guiding and training learners. To provide guidance to teachers using information and communication technology for learning. To provide guidance to teachers in the utilization of basil assessment to improve the quality of education and learning/mentoring. Provide guidance to the teacher to reflect the results achieved.

CONCLUSION

The role of supervisors in improving teachers' ability to implement the class VI Fiqh learning process at Madrasah Ibtidaiyah Negeri 7 Langkat, among others, is a supervisor, contractor, informant, and motivator. The supervision is not only the supervision of only managerial, but also many more academic supervision of the Madrasah also serves as a supervisor or mentor. The communication carried out by the supervisor of the Madrasah with the school principal and teachers was good enough, did not instruct but invited teachers to improve the quality of education and invite teachers to improve the quality of learning. The language spoken using a friendly language, not in the form of a supervisor with subordinate.

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