SUPERVISION IMPLEMENTATION IN MANAGEMENT QUALITY: AN ATTEMPT TO IMPROVE THE QUALITY OF LEARNING AT MADRASAH ALIYAH DARUL A'MAL METRO

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ABSTRACT
The primary purpose of this qualitative study is to identify and analyze supervision by implementing management quality to improve the quality of learning at *Madrasah Aliyah* Darul A'mal Metro, Lampung. The quality of management implementation is elaborated in the steps of assurance of learning quality. Two instruments, which consist of observation and questionnaire, were used in this study of which each instrument was analyzed based the deductive framework. The results of this study from each instrument revealed four steps of assurance of learning quality, among others (1) by socializing academic supervision program and its advantages to all stake holders, and (2) by implementing stages of assurance through academic supervision by the principals of *Madrasah Aliyah* Darul A'mal and supervisor, (3) performing supervision that is equipped with valid instrument to measure learning success, (4) performing the follow-up program by clinical and group discussion to provide appropriate model of performance.

Keywords: Supervision, Quality Management, Madrasah Aliyah Darul A'mal

ABSTRAK
Tujuan utama dari penelitian kualitatif ini adalah untuk mengidentifikasi dan menganalisa pelaksanaan pengawasan dengan mengimplementasikan manajemen mutu unutk memperbaiki kualistas pembelajaran di Madrasah Aliyah Darul A'mal Metro, Lampung. Penerapan manajemen mutu dielaborasi dalam langkah – langkah penjaminan mutu pembelajaran. Dua instrumen, yang terdiri dari obsevaasi dan kuesioner, digunakan dalam penelitian ini yang mana masing- masing dianalisa berdasarkan kerangka pikir deduktif. Hasil dari penelitian ini dari masing –masing instrumen menggambarkan bahwa ada empat langkah pemenjaminan mutu yang terdiri dari (1) dengan sosialisasi supervisi akademik dan manfaatnya untuk semua stake holder, (2) dengan penerapan tahapan penjaminan melalu supervisi akademik oleh kepala sekolah dan pengawas, (3) pelasanaan supervisi yang lengkapi insturmen valid untuk mengukur keberhasilan belajar, (4) pelaksanaan tindak lanjut program oleh diskusi klinis dan kelompok. Untuk memberikan model yang sesuai dengan pelaksanaan.

Kata Kunci: Supervisi, Manajemen Mutu, Madrasah Aliyah Darul A'mal

INTRODUCTION

Toughly educational global competition in the third millennium in Indonesia causes private school organizers such as private *Madrasah Aliyah*, encounter difficulties in pursuing educational development. Two factors that cause the private school organizers' difficulties encompass inappropriate quality and instruments of education to educational goals. Therefore, most of private schools collapse in as much as they are unable to compete with state *Madrasah Aliyah*.

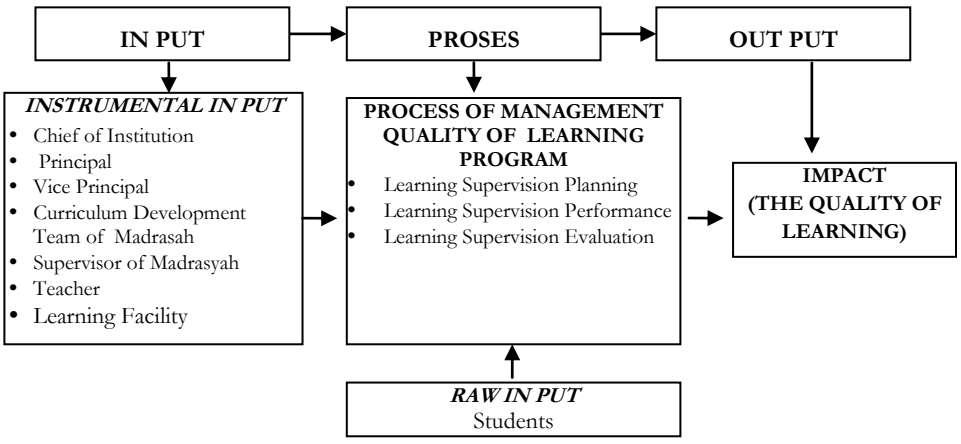
This phenomenon will emerge the image of the quality gap between state *Madrasah Aliyah* and private *Madrasah Aliyah* claiming that the state *Madrasah Aliyah* has better quality than the private *Madrasah Aliyah*. This condition triggers Indonesian society to trust state *Madrasah Aliyah* more than that of private *Madrasah Aliyah* by sending their children to state *Madrasah Aliyah*. In line with the district autonomy, this gap would be a hard challenge faced by private *Madrasah Aliyah* since educational policy is decided by private *Madrasah Aliya*h under the Act of the republic of Indonesia no. 32 year 2004 concerning regional political area. This governmental policy enables the state *Madrasah Aliyah* to manage their educational institutions including to recruit teaching employer, to admit students, and to run financial management. Thus, between state *Madrasah Aliah* and private *Madrasah Aliyah* would be tough competitive to appeal society to send their children to study. This phenomenon might be the fact that private *Madrasah Aliyah* are less competitive than state *Madrasah Aliyah*. Therefore, the results of the learning quality in private *MadrayahAliyah* are far much better than those of private *Madrasah Aliyah*. This fact also occurs in *Madrasah Aliyah* DarulA'mal Metro as one of private Islamic schools in Lampung, which is designed as education and training area (*Kawah Candradimuka*) to develop knowledge and science surrounding *Nahdlatul Ulama (NU)*. Sobirin (2004, p. 9) reported that the quality of output in *Madrasah Aliyah* Darul A'mal Metro, Lampung was still unsatisfied in the national scale. According to statistic data 2011, the number of poverties of Indonesian people has reached 12% and the number of visible and invisible unemployment boosted 100 million of elementary graduate people. These results indicate that 35 % of Indonesian human resources are categorized into low human resource quality. According to Number of Participations, the number of senior secondary school graduates in the entire Indonesia who continue their study to state and private universities achieve 17%. Conversely, the number of senior secondary school graduates from Lampung indicates less than 16% who continue their study to state and private universities. This result implicates that most graduates return to their society by possessing secondary high school capabilities. Moreover, Human Development Index (HDI) reported that among 117

countries, Indonesia's rank is in the 108th country for educational Index which indicated its rank beyond Singapore, Malaysia, Philippines, and Vietnam. This result is the challenge for educational institutions to pursue their retarded quality of education.

Two essential components to enhance the educational quality comprise educators which include teachers and formal education organizers which include principals. To realize this, it would be a very time-consuming job due to three educational considerations. Bock (1992) advances three pivotal rules of educator covering (1) by socializing nation ideology and socio culture, (2) by providing employer to overcome poverty and stupidity to encourage social changes, and (3) by equalizing income. Hence, the three proposals on educator rules can endorse educators to face the 21st century in which its specific trait refers to global competition. Moreover, Tilaar (1999, p. 27) points out that global competition is the societies who are able to well compete and to possess global consciousness. Therefore, maintaining educational programs are absolutely demanded to lead better educational qualities to promote education institutions existence in the future. Furthermore, Kennedy (1993, p. 22) proposes that education refers to changes of a way of life for those who look at the past or present which will miss the future. This idea implies that educational reformation requires the principles of future prospective which is able to encounter global competition well. An effort to enhance the quality of education, particularly in private *Madrasah,* is the big responsibility by providing a significant contribution in improving the learning quality. The role of private *Madrasah Aliyah* provides significant contribution on social and academic atmosphere in Indonesia. Tilaar (2001c, p. 83) states that an effort to improve the quality of education in national scale still requires the participations and the roles of private institutions. As proposed by Jalal and Supriyadi (2001, p. 74), nowadays people's hope and demand for better quality of education are highly increasing by evaluating school organizers in managing the quality of institution. Private *Madrasah Aliyah*, consequently, will be able to well empower secondary schools to educate Indonesian people. This prospective is affirmed by Tilaar (2000b, p. 4) and Syafaruddin (2002, p. 1) who assert that education is an integrative part and national educational goal. This assertion implies that the roles of the education elements are urgently needed to realize national educational goals. Concerning educational context, a number of endeavors by private *Madrasah Aliyah* for surviving their institutions to gain better credibility have been done. Several programs to survive the schools' credibility are done (1) by well managing the quality of teaching programs available in educational vision, mission, goal, strategy, and policy; and (2), by applying supervising strategy through numerous integrated

implementations. As a result, it is much expected that the private *Madrasah Aliyah* can yield competitive output in the future. To run the educational system in *Madrasah Aliyah*, the school organizers are suggested to formulate learning management in accordance with the concepts of management-based educational program. The reason of formulation is to anticipate business of education in the international era to access educational reformation to face global competition that is inevitable by private *Madrasah Aliyah*. Therefore, *Madrasyah Aliyah* are suggested to focus on employing management quality of secondary school program rather than conventional management. Furthermore, Sallis (2001, p. 9) and Oakland (1989, p. 34) assert that the application of program quality management on the educational word enables the schools to use several strategic assurances of its existence. With regard to this assertion, the implementation of management quality provides significant impacts on learning management in *Madrasyah Aliyah* Darul A'mal, Metro. Some reasons of significance of the implementation of quality management in *Madrasyah Aliyah* Darul A'mal, Metro are (1)performing educational process in *Madrasyah Aliyah* Darul A'mal Metro will become existent owing to its support by better learning quality; (2) performing educational process in *Madrasah Aliyah* Darul A'mal Metro will supply competitive capabilities with secondary schools from other countries which possess the same level of competitive quality; (3) performing educational process in *Madrasah Aliyah* will develop industrial world partnership that leads to excellent educational output that is appropriately needed in this present era. The result of survey research in the 2011 showed that 37% of *Madrasah Aliyah* were inconsistent in performing educational supervision and in implementing management quality that induced less competitive output. Through this study, the researcher expects that this study will provide contribution on the quality of educational program enhancement in all *Madrasah Aliyah* in Metro that will be beneficial for managing Islamic schools in Lampung. Based on aforementioned background of the problem and the analysis of the survey, four research problems that identified to be proposed in this study include (1) supervision program that is conducted by the principals of the state and private *Madrasah Aliyah* in quality management of learning program is not well performed; (2) the implementation of assurance quality program in private *Madrasah Aliyah* which is not in the optimum results induces less productive and competitive output; (3) the prospect of students' desire for enrolling private *Madrasah Aliyah* decreases in each year; (4) assurance program of learning quality process is not well due to the program still on the administrative record. Some reasons of the study on the implementation of supervision program in the quality management which are carried out in Madrasah Aliyah Darul A'mal as one of private Islamic schools include.

Firstly, *Madrasah Aliyah* Darul A'mal is an educational institution on the basis of cultural and religious values which has been academically supervised to mediate excellent capability of bringing about competitive and integrative graduates. Secondly, *Madrasah Aliyah* Darul A'mal, which is located in Metro where the town is well known as the town of educational center, enable surroundings society to gain access to information particularly linked with development and innovation of education. By considering these assumptions, the researcher is comprehensively carrying out a study on the implementation of supervising program in the management quality to find out an answer from the assumptions. Additionally, the results of the study can be academic reference for private *Madrasah Aliyah* in the effective assurance of quality learning program. Educational performance in the state and private *Madrasah Aliyah* in Metro does not adequately apply the action of academic supervision as one of the program of assurances of management quality. Some factors of inadequacies of supervising program include (1) most private *Madrasah Aliyah* organizers possess low ability to understand the concept of quality management; (2), very few human resources in private *Madrasah Aliyah* Metro possess the competence in the management quality application professionally; (3) very few fund which is emanated from internal institution supports management quality program. These factors bring about low academic quality. Accordingly, by applying quality management of educational program through academic supervision, it is expected that the implementation of quality management will provide private *Madrasah Aliyah* Darul A'mal Metro with the ease of reducing the weakness and failure of *Madrasah Aliyah* management with the purpose of bringing about excellent competitive output. The followings are the charts of the research problem in this study that is outlined by the researcher depicted in Figure 1.



Gambar.1.1. Pemetaan Aspek Penelitian

To avoid wider research problem, the researcher needs to delineate this study in the management quality program that comprises (1) learning management, (2) performing learning process, and (3) learning assessment and learning quality. Based on the formulation of the problem, some focuses of the problem in this study that can be mapped consist of three aspects including the problem related to academic supervision that is one of the parts of assurances of learning quality. The focus of the problem from analysis and research assumption states that there is significant relationship between two variables. Therefore, implementing educational supervision can provide better learning quality and learning results inasmuch as implementing supervision program of management of quality can impact on competitive and excellent learning goals. Based on aforementioned the problem identification and problem delimitation, some research questions on the implementation of supervision management problem in the context of quality assurance of *Madrasyah Aliyah* that are formulated as follows.

a. How does the principal of *Madrasah Aliyah* recognize, understand, and socialize the concept of the quality of learning program?
b. What does the principal of *Madrasah Aliyah* plan in the learning supervision program?
c. How does the principal of *Madrasah Ali*yah perform in the learning quality implementation?

Based on the research questions, the purpose of the study in general is to identify and analyze the implementation of quality management of learning program. Meanwhile, specifically the purpose of this study is to (1) to investigate the socialization process the learning quality, (2) to investigate and analyze the implementation of teaching program quality, (3) to investigate the effectiveness of learning supervision performance in the quality improvement. Theoretically, the advantage of the study is to provide new knowledge of academic supervision. Practically, the advantage of the study is to provide answers of the formulation of the problem that can be applicative consideration. The advantages of the study can provide further theoretical study to manage *Madrasah Aliyah* to develop new theories of assurance of learning management quality which are more comprehensive, comparable, and acceptable to school organizers.

This study can contribute practical advantages to manage *Madrasah Aliyah* in better and competitive quality of management process and quality management of learning program implementation to face the challenges and reduce the weaknesses of quality management implementation. In addition, practical advantages can provide reference to *Madrasah Aliyah* to strongly support the school organizers to survive the *Madrasah Aliyah* Management.

FINDINGS AND ANALYSIS

To integrate the perception of this study, it is essential to operational words which refer to each concept. The concepts of this study are clarified as follows. Ngalim Purwanto (2007, p. 74) mentions that supervision refers to supervisor activity that is performed to improve teaching and learning process. Two aims of supervision are (1) to teachers' enhancement in teaching and learning process and learning quality. Academic supervision is to focus on teaching and learning improvement through systematic cycle that consists of planning, observing, intensely analyzing to teaching performance with the intention of improve teaching and learning process. Dubrin (1994, p. 53) proposes that management is the study; on the other side, management is considered as a process of employing human resource in organization to reach the purpose of organization through function of planning, organizing, leadership, and controlling. Additionally, management is considered as the power of events to push various human resources in the same time to gain effective and efficient solutions. Some resources that are employed in organizational management include (1) human resources, (2) financial resources, (3) physical resources, and (4) information resources. Whereas, the concept of *Madrasyah* Management is the sequential activity or whole process that is done by a number of people cooperating each other. The cooperation is assisted by other resources to systematically achieve the educational goal in Madrasah that is held in Madrasah environment. The concept of quality management of educational program deals with educational management discussion. This concept refers to the continuum or the whole process of controlling cooperation of people to systematically reach that is held in particular secondary school environment in which its implementation is based on the principle of total management quality which orientates to the quality educational program. The research limits the sectors in management quality of education include (1) introductory process to understand and socialize the concept of management quality of educational program, (1) the planning of quality of educational program, (3) the performance of quality of educational program, (4) the evaluation of the quality of educational program, (5) the impact of the application of the quality of educational program on the quality of educational results. Ishikawa (1985, p. 11) suggests that the quality of learning contains a meaning of degree from superiority of the product as well as goods or services. This means that educational goods or services are visible and invisible but they are sensible. Crosby (1986, p. 7) states that the quality of learning concerns the unification of product attributes that showed its ability to fulfill requirements encompassing direct or indirect customers and implicit or explicit requirements. This statement means that the quality is the satisfied society with the educational output,

which is specifically achieved by *Madrasyah Aliyah*, is based on the society's hopes. With regard to the understanding of the quality cited above, Atkinson (1990, p. 41) outlines the indicators of the quality of learning consist of three: firstly, the quality of secondary learning process can be recognized from ultimate outcome that is the most essential factors in the educational institution. The indicators that can be noticed from graduates cover (1) their behavior in their surroundings, and (2) their competency in their job. Secondly, other ways to view the quality of secondary education are by measuring their direct outcome which is shown by cognitive, affective, and psychomotor after completing their education. Thirdly, the quality of secondary education is depicted by the learning process inasmuch as the learning process is as the indicator of immediate outcome at the end of education. The factors of educational process should be closely connected with the learning outcome from theatrical aspect or empirical aspect. To assure the quality of learning in M*adras*ah, the learning supervision that is performed by principals of *Madrasah* curriculum development team, school supervisor are continuously done when the learning process takes place in *Madrasah*. It is expected from the supervision, the school organizers will immediately gain information dealing with the effectiveness of teaching and learning process and influential factors during the teaching and learning process in *Madrasah*. Consequently, the problem that emerges from the teaching and learning process impeding the success of the teaching and learning process can be solved. Some aims of academic supervision cover (1) evaluating the teaching and learning process, (2) caring to improve the teaching and learning process, (3) analyzing the appropriateness of learning materials, teaching materials, and teaching strategy with teaching method and technique, (4) the follow-up to the result that would be considered by the principals of *Madrasah Aliyah* to decide strategic policy to realize the quality of education. Supervision is categorized into two types including (1) academic supervision to enhance teaching and learning process and (2) managerial supervision to guide and monitor the institutional activities such as educational staff, curriculum program, students' guidance, and school facility. Academic supervision includes the continuum of educational activities to assist teachers to develop their abilities to handle classroom management to attain learning goals. The goal of academic supervision is not to evaluate the teachers' teaching achievement but to assist them. The responsibilities of the principals of *Madrasah* in academic supervision include (1) guiding the teachers in performing their duties, (2) monitoring teachers' teaching achievement in planning, acting, evaluating learning result. Some functions of supervisor in the implementation of academic supervision cover (1) guiding teachers that are appropriate with school conditions in teaching

and learning process, (2) monitoring standard of content, standard of competence, standard of graduate, standard of process, and standard of evaluation, (3) providing motivation to teachers in performing their duties, (4) guiding the teachers' behavior toward positive attitude. The principles of academic supervision consist of seven including (1) humanity, (2) continuity, (3) democratic, (4) integral, (5) comprehensive, (6) constructive, and (7) objective. Suhertian (2000, p. 44-45) states three approaches to academic supervision including (1) direct approach refer to more responsibilities to supervisor, (2) indirect approach refers to more responsibility to teachers, (3) collaborative approach refers to the same responsible proportion between teacher and supervisor. Meanwhile, Archecon, et al., (1987) suggest approaches to academic supervision that comprise three covering (1) scientific from observation result, (2) artistic, (3) diagnose based clinic. Moreover, Gwyn proposes techniques of supervision that are grouped into two. First, Individual supervision includes (1) teacher visitation, (2) individual meeting, (3) classroom visitation, (4) self-evaluation, (4) portfolio supervision, (5) action research supervision, (6) peer coaching, and (7) mentoring and inducting. Second, group supervision includes (1) committee arrangement, (2) work group, (3) curriculum laboratory, (4) leadership reading, (5) learning demonstration, (6) travelling, (7) lecturing, (8) discussion panel, (9) library profession, (10) professional organization, (11) bulletin supervision, and (12) teachers' meeting. Academic supervision on teachers' guidance comprises of five steps including (1) establishing harmonious relationship, (2) need analysis, (3) supervision performance, (4) academic supervision evaluation, (5) academic supervisions program improvement. Implementing supervision program in *Madrasyah Aliyah* is equipped with the instrument of supervision and learning process supervision. The results of supervision was analyzed and recommended to know whether there will be performed clinical supervision or group supervision in terms of teachers' problem in the teaching and learning process. The targets of academic supervision that are performed by the principal of *Madrasyah Aliyah* related to learning achievement attributes are presented in Figure 2.

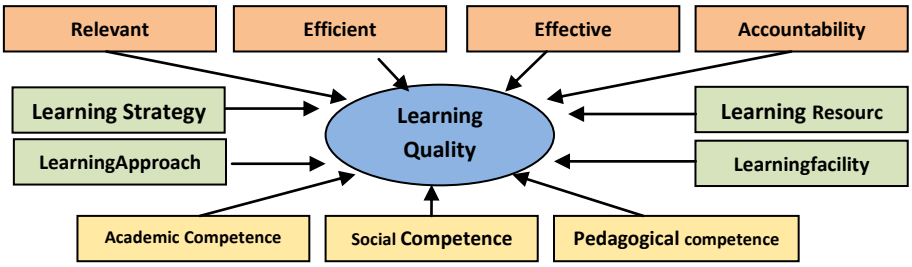


Figure 2. Learning Quality Attribute by Tampubolon, (2001:35)

The understanding of *Madrasah* does not mean to provide static concept but developing concept according to demanded need for the outcome in relation with the advance of knowledge and technology to attain the goal of the development of the quality of human resources. The quality of learning outcome is one of national problems that must be encountered by the system of *Madrasah* in our country. A number of attempts to develop program of *Madrasah* improvement for the better quality are by applying total quality management. These attempts can be done by managing *Madrasah* that is performed by the principals in the follow –up program.

The results of the data analysis and observation showed that socializing the quality of teaching program through supervision performance was done by the principals of *Madrasah Aliyah* Darul A'mal Metro that has been well planned and the team of developing team. The supervision socialization is held in the beginning of the year meeting, middle semester meeting, and final semester with the intention of supplying stake holders with better understanding of supervision. The numbers of stake holders consist of thirty teacher, 7 staff administrations, and other people which represent school committee. The number of school committees includes two including the chief and secretary. One person derived from institutional organizers, one person from supervisor of *Madrasyah Aliyah*. Hence, the assurance of learning program is needed to survive *Madrasah* Darul A'mal Metro to be able to compete with other school competitively.

a. Schedule of Supervision Academic Year 2014/2015

Tabel 1.1. Planning (Classroom Supervision Schedule)

NO	Teacher's Name	Code	Subject	SEPTEMBER																											
				X IPA 1		X IPA 2		X IPA 3		X IPS 1		X IPS 2		X IPS 3		XI IPA 1		XI IPA 2		XI IPS 1		XI IPS 2		XII IPA 1		XII IPA 2		XII IPS 1		XII IPS 2	
				1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Drs. H. Sutrisno, M.Pd.I	A	Qur'an Hadist																												
2	KH. ZainalAbidin	B	Fiqih																												
3	WahadiGhuna, S.HI	C	Sejarah																												
4	Drs. Warsikan	D	Aqidah Akhlaq																												
5	Dra. SitiSubha	A	PPKn																												
6	WachidAs'ari, S.Pd.I.M.Pd.I	B	B.Arab																												
7	Hj.kusmiati, SE	C	Akutansi																												
8	BintiNgasarotun, S.Pd..M.Pd.	D	Ekonomi																												
			Ekonomi Lintas Minat																												

NO	Teacher's Name	Code	Subject	SEPTEMBER																									
				X IPA 1		X IPA 2		X IPA 3		X IPS 1		X IPS 2		X IPS 3		XI IPA 1		XI IPA 2		XI IPS 1		XI IPS 2		XII IPA 1		XII IPA 2		XII IPS 1		XII IPS 2	
				1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
9	HusnilFajariah, S.Pd	A	B.Inggris																												
10	Ngatiman, S.Pd. I	B	Matematika																												
11	Samini, S.Pd	C	B.Indonesia																												
12	Muqorobin, M.Pd. I	D	Quran Hadits																												
13	M.ZamroniAly, S.Pd. I	A	Aswaja																												
14	MuhamadAnsori, SHI	B	AqidahAhlak																												
15	Taufiqurrohman S.Pd.I	C	B.Arab																												
16	AgusSunyoto, S.Pd	D	Matematika																												
17	Hamid Asrori	A	Keterampilan																												
		B	Fiqih																												
18	Winarni, S.Pd	C	Geografi																												
			Geografi Lintas Minat																												
19	Supriyati, S.Pd	D	Kimia																												
			Kimia LintasMinat																												
			Matematika																												
20	Johan Iswahyudi	A	Penjaskes																												
21	Meilana Vika, S.Kom	B	Komputer																												
22	Juliyanto, S.S	C	B.Inggris																												
			B.Inggris Lintas Minat																												
23	Novika S. S.Pd	D	Fisika																												
			Fisika Lintas Minat																												
24	Yos Eka Virman, S.pd	A	B. Indonesia																												
25	Suwarni.S.Pd	B	Matematika																												
26	Eli Prasetio, S.Pd	C	Biologi																												
27	Agus Angga Prabowo,	D	Geografi																												
-			Sejarah																												
28	Wahyu Titi Pratitis, S.Pd	A	Kimia																												
29	Siti Zubaidah, S.Pd	B	B. Indonesia																												
30	Mufid Arsyad, S.Pd.I., M.Pd.I	C	Fisika																												
31	Dra. Dwi Pertiwi Setiawati.	D	Biologi																												
			Biologi Lintas Minat																												

NO	Teacher's Name	Code	Subject	SEPTEMBER																											
				X IPA 1		X IPA 2		X IPA 3		X IPS 1		X IPS 2		X IPS 3		XI IPA 1		XI IPA 2		XI IPS 1		XI IPS 2		XII IPA 1		XII IPA 2		XII IPS 1		XII IPS 2	
				1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
32	Zainal Mahmudi S.Pd.I	A	Fiqih																												
33	Toni Wijaya, AM.pd	B	Sejarah																												
34	Siti Mudawamah, SHI	C	Bahasa Arab																												
35	Dra. Ambar Yogiyanti	D	BK																												
36	Ali syarifuddin,S.Pd.	A	Sosiologi																												
			Sosiologi Lintas Minat																												
37	Ratna Istighfaryana, S.Pd.I	B	SKI																												
38	H. Musthofa, S.Pd.I	C	SKI																												
			Prakarya & Kewirausahaan																												

Code A. Supervision by Supervisor of Madrasah
B. Supervision by the principal of Madrasah
C. Supervision by Vice principal for academic section
D. Supervision by senior teacher

Performing supervision is done by class visitation that comprises two stages including observational stage and classroom visitation stage. The program of classroom visitation is organized in Table 1.

Tabel 2. Classroom Observation Technique

Classroom Observation Performance	Classroom Observation Technique
1. Consuming 1 meeting time 2. Supervisor observes the whole learning process. 3. Analyzing the quality of teachers and their improvement 4. Supervisor does not intervene but guides the teacher 5. Supervisor observes during the teaching learning process 6. Supervisor holds discussion meeting to discuss the teachers' learning weakness	1. Supervisor takes a 10 or 15 minute classroom visitation 2. Supervisor observes the weak learning process. 3. Supervisor detects teachers' weakness. 4. Supervisor corrects the weakness of learning process immediately. 5. Supervisor analyzes the result of classroom visitation by giving recommendation. 6. Supervisor intervenes the weakness of teaching process by classifying each weakness to improve the further teaching process.

Supervisor decides two further steps including first, by categorizing the problems of learning that are taken from the results of classroom visitation and classroom observation. Second, the supervisor analyzes the results of weakness of learning process that is performed by teachers during the teaching and learning process.

Recommendations are delivered to teachers based on the instruments that have been designed between supervisor and teacher in the observation

process. The guidance of the instruments comprise six components including (1) the teachers' ability to select the learning materials, (2) the teachers' ability to determine teaching method and technique, (3) the teachers' ability to guide their students, (4) the teachers' ability to motivate their students to ask questions and express their ideas, (5) the teachers' ability to determine learning evaluation technique, and (6) the teachers' ability to perform further evaluation. The process of supervising performance that has been programmed and continuously done has impact on the increase of the teachers' ability to perform teaching and learning process. Consequently, the quality of learning is effectively measurable.

CONCLUSION

On the basis of data analysis of this study, the conclusions are drawn that firstly, the principal of *Madrasah Aliyah* are able to design learning supervision planning that is scheduled for one year consisting of two semester, i.e., odd semester and odd semester. The learning supervision can be performed into two stages covering (1) socializing supervision performance and advantage of learning supervision to all stake holders. Secondly, the stages of the supervision consist of four including supervision by the principal of *Madrasah Aliyah*, the vice of the principal, and senior teachers in which supervision performance is equipped with valid supervision instrument as guidance to learning supervision performance. Thirdly, supervisors analyze the learning weakness with the intention to be the indicators of learning problem – solving as the follow-up results from the learning supervision. The results of analysis and recommendation from the supervision performance can be pursued by performing clinical supervision. As a result, the personal problem from teachers can be solved well. Finally, from the results of the analysis from the learning supervision, the same learning weakness among the teachers can be solved through group supervision. As a result, supervisors are able to enhance the quality of learning at *Madrasah Aliyah* in scheduled ways to analyze the results of supervision performance and investigate the learning weakness to find solution of the weakness. Three steps of solution of the weakness cover (1) provide the guideline of solution stage, (2) provide the model of an appropriate leaning performance to teachers, (3) guide the teachers with the quality of learning to minimize the problem in the teaching and learning process to better the further learning atmosphere in the quality improvement. Recommendations are addressed to principals and teachers of *Madrasah* pertaining to the implementation of supervision in the management quality. One recommendation for the principal of *Madrasyah* and two recommendations for teachers of *Madrasah* are established in this study. 1. The principals of *Madrasah Aliyah* requires to do pre-observation with the

hope for knowing the teachers' readiness to construct the learning planning so that the results of the observation is needed as the follow-up program by guiding the teachers to reach the effective learning process. 2. Teacher of *Madrasah Aliyah* is one of the most essential elements in the school organizer to produce the learning product. Therefore, teachers of *Madrasah* always develop the quality of teaching and learning process to present learning improvement as the reflection of learning supervision performance. 3. Teachers of *Madrasah Aliyah* need to establish group discussion to overcome the formal weakness of leaning supervision program. Aadditionally, the teachers of *Madrasyah* establish focused- discussion to discuss the problem of learning to create innovative learning that has benefits to detect the learning weakness and find the solution.

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