

## MANAGEMENT OF MADRASA: AN OVERVIEW ON PRINCIPALS' MANAGERIAL SKILLS, SUPERVISORS' COACHING QUALITY AND TEACHERS' PERFORMANCE

Abu Anwar

Universitas Islam Negeri (UIN) Sultan Syarif Kasim Riau  
Jl. H. R. Soebrantas No. 155 Km. 15 Simpang Baru Panam Pekanbaru, Indonesia 28292  
Email: hafizoh.anwar@gmail.com

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### ABSTRACT

This study aims to describe the quality of principals' managerial capabilities, supervisors' coaching quality, PAI (*Pendidikan Agama Islam*/Islamic education) teachers' performance in Madrasa *Aliyah* (equal to senior high school level), and the relationship among those three aspects. The research method used in this study is an explanatory survey that tries to connect each variable. The respondent of the research was 57 teachers of PAI in a madrasa *aliyah* in Pekanbaru. The data were obtained through questionnaire. To analyze the data, the study used Bivariate correlation, regression, and coefficient of determination test. Having performed the necessary statistical computations, this study found out that principals' managerial abilities, supervisors' coaching quality, and PAI teachers' performance were all categorized into sufficient. Regarding correlation, it has been proven that there was positive correlation between the teachers' performance and principals' managerial abilities, between principals' managerial abilities and supervisors' coaching quality, and between teachers' performance and supervisors' coaching quality. These results imply that there is a need of those three aspects enhancement in madrasa *aliyah* so that that madrasa can compete with public schools both in academic and non-academic aspects.

Keywords: Madrasa, Principals' Managerial Abilities, Supervisors' Coaching Quality, Teachers' Performance.

### ABSTRAK

*Makalah ini bertujuan untuk memaparkan kemampuan manajerial kepala sekolah, kualitas pembinaan atasan, kualitas kinerja guru PAI Madrasah Aliyah (setara dengan tingkat sekolah menengah atas), dan hubungan yang signifikan antara ketiga aspek tersebut. Metode penelitian yang digunakan adalah survey yang mencoba menghubungkan setiap variabel penelitian. Responden penelitian adalah 57 guru PAI di Madrasah Aliyah di Pekanbaru Indonesia. Data diperoleh melalui angket. Untuk menganalisis data, digunakan uji korelasi Bivariat, uji regresi, dan koefisien uji determinasi. Setelah melakukan perhitungan statistik, hasil penelitian menunjukkan bahwa kemampuan manajerial kepala sekolah, kualitas bimbingan pengawas, dan kinerja guru PAI termasuk pada kategori cukup. Hasil perhitungan korelasi menunjukkan adanya korelasi positif antara kinerja guru dan kemampuan manajerial kepala sekolah, antara kemampuan manajerial kepala sekolah dan kualitas pembinaan atasan, dan antara kinerja guru dan kualitas pembinaan pengawas. Hasil penelitian juga menunjukkan perlu adanya peningkatan ketiga aspek tersebut di madrasah aliyah, sehingga madrasah dapat bersaing dengan sekolah umum baik dalam aspek akademik maupun non akademik.*

*Kata Kunci: Madrasah, Kemampuan Manajerial Kepala Sekolah, Kualitas Pelatih Pengawas, Kinerja Guru.*

### INTRODUCTION

Madrasa which is simply defined as an Islamic school, has been started to compete with public school in answering the global challenges (Park & Niyozov, 2008). Among countries with the majority of Muslims such as in the Middle East and South East Asia, the number of madrasas is getting bigger day by day (Bano, 2011). Parents prefer to send their children to madrasa rather than public schools. Most of them believe that madrasa can keep their children's behaviors good since the system, including the teachers of madrasa, make Islamic values as their ground to spread the knowledge. So that the moral education in conveyed through Islamic teachings

(Suleymanova, 2015). However, it is believed that to certain extent, madrasa is left behind compared to public schools in terms of such aspects as teachers' performance, principals' managerial abilities, and supervisors' coaching quality. As a matter of fact, those three aspects are some of the most important keys to having an educational institution with good quality.

The educational purpose set by an institution should be implemented together by the educational institution and other correlated stakeholders either individual or institutional (Kanji, Malek, & Tambi, 1999). To achieve the goals of education, there needs to be a mature set of works such as careful planning, work organizing, an appropriate and useful briefing, communications, supervision, and evaluation (Stuckey, 2007).

To cope with it, the existence of qualified human resources with the ability to manage well is inevitable. By doing so, those people can create working linkages which seek to achieve a goal that has been set by an institution. It is stated that principals as managers should be willing and able to manage all resources of the school to realize the visions, missions, and goals already set (Wahyudi, 2009). By optimizing managerial skills, the headmasters can build and maintain their teachers' positive performance. Therefore, we can understand that the managerial skills are needed in carrying out the principal role and functions in order to achieve the goals that have been set.

However, the reality in the field often reveals that the principals are simply clever yet without technical, conceptual, and social skills, as well as managerial skills. In fact, good managerial skills of principals often lead to the increase of teachers' performance (Botha, 2011). The managerial capabilities of the principal are still low, the skill of principals' problem solving has not been satisfactory. Also, up to the current administration and managerial concept mastery and regulation-regulation of educational duties relevant to the madrasa seem to have not deeply understood by the headmaster of madrasa. They tend to work out what it is relying on their experiences since the appointed teacher, homeroom, and head deputy of madrasa is appointed by the headmaster of madrasa. Those problems are caused by lack of understanding and skills of managerial of the principals. So that the quality of most madrasa is considered low. One of the most noticeable indicators of the low managerial skills of the madrasa is indicated by the reluctance of the teachers to attend meetings without notifying the school principals and the meeting leaders (Moghadami, 2010).

In line with the importance of managerial abilities of madrasa headmasters to improve teachers' performance, it is also important to identify the supervisors' coaching towards teachers as a part of framework for professional performance improvement among the teachers. Then, supervisors as builders who produce educators must be an expert in the field of education, professional and competent in providing oversight to its clients. Supervisory position is very strategic and can affect the overall quality of education (Darling, 2012). Functional and supervisors responsible for the process of learning, education and guidance in the neighborhood of schooling at different level and type of education. Its strategic functions can enhance the learning process and guidance conducted by teachers so that the educational process will take place effectively.

However, up to now a supervisory presence to provide good coaching for the headmater of the madrasa or the teachers are still very low. There are those whose presence just as reviewers and executed only one time in a year; some are only submit evidence of visit to sign some documents, attend meetings, etc. The supervisors often examine learning devices without giving a consistent follow-up regarding the results of their findings. Consulting the issue of teachers' classroom is seldom carried out since teachers feel hesitate to convey their problems. Supervisors often consider people who just check without any solution. So their arrival at school not very well-liked teacher. Whereas this stigma should have been changed. The supervisor is a colleague for teachers to find a workaround for what they face either in the classroom or in the

preparation of study program (Austin, 2002). The number of schools built by supervisors in some schools are 19 schools. Certainly at odds with the assignment of supervisors according to Law No.74 Year 2008 which is about the number of schools that must be constructed for each high school superintendent to conduct surveillance and build at least five schools and at most ten schools.

It is certainly contrary to how the rule should be implemented. A minimum workload of PAI and madrasa supervisor at the school is equivalent to 37.5 hours per week, including assessment, monitoring, mentoring, and tutoring implementation in madrasa. Supervisory awareness and responsibility towards task are expected so much, so that tasks can be implemented as well as possible. Teachers as educational personnel desperately need help of the supervisor. Therefore, the assessment of the performance of the teachers is a thing that needs to get serious attention from his superiors in particular by supervisor. Performance assessment of teachers, is one of the competencies that must be mastered by madrasa supervisor. The competencies belong to dimensions of education evaluation.

At the initial interview on 20<sup>th</sup> - 26<sup>th</sup> of November 2010 which was done to some madrasa in Pekanbaru, it is retrieved information from the madrasa headmaster and its deputy of madrasa curriculum section that in general the performance of PAI teachers: moral teacher, the teacher of Qur'an, the Hadith, Fiqh and teachers of SKI (*Sejarah Kebudayaan Islam*/history of Islam) madrasa *alijah* in Pekanbaru belongs to be still less or low. Low performance of PAI teacher as seen from a variety of things including: teachers' performance madrasa *alijah* in Pekanbaru are still less or low, annual and semester programs made desultory, material contained in curriculum of RPP (*Rencana Pelaksanaan Pembelajaran*/lesson plan) was not according to the teaching process, some of them do not carry the curriculum in teaching, many of them just copy paste other teacher's curriculum (RPP), they were less over matter presented, there was late entry to the teacher of the class, there was subject matter that was not taught by the teacher because of running out of time, teachers less understand of using media learning techniques not even use the media of instruction, the allocation of time and attendance of the teachers in the classroom was not fulfilled maximally, and others. Being respect to these issues, this research focuses on the performance of managerial ability, the madrasa headmaster and supervisor's coaching.

A similar case is also expressed by the headmaster of secondary education and vocational Education office Depok. Some of the findings obtained, related to the performance of civil servant in Depok include: (a) some teachers did not make the work planning, (b) some teachers were not yet able to operate the computer, (c) some teachers did not follow the seminar regularly, (d) there were obstacles in the strained relations between the teacher and the headmaster because of the limited time (Wulan, 2013).

In accordance with the formula given, then this paper aims to describe: madrasa *alijah* headmasters' quality of the managerial capability, supervisors' coaching in madrasa *alijah*, PAI teachers' performance in madrasa *alijah*, the correlation between the madrasa *alijah* headmasters' managerial capabilities and teachers' performance, the correlation between supervision and teachers' performance, and the correlation between the headmasters' managerial capabilities, supervisor and teachers' performance.

## METHOD

The research used correlational method to find out the relationship between two or more variables without any efforts to influence these variables. There is no manipulation of the variables in this study. The circumstances at the site are inadequate performance of PAI teachers' of madrasa *alijah* in Pekanbaru. The focus of the research is to reveal the influence of the free variables, namely madrasa *alijah* headmasters' quality of the managerial capability and

supervisors' coaching on PAI teachers' performance. This research was conducted in madrasa *aliyah* in Pekanbaru. There are nine names of madrasa *aliyah* which are presented in Table 1.

Tabel 1. The Names and Addresses of Madrasa *Aliyah* in Pekanbaru Indonesia.

| No. | Name of school                                 | Address              |
|-----|--|----------------------|
| 1   | Madrasa <i>Aliyah</i> Negeri – 1               | Jl. Bandeng          |
| 2   | Madrasa <i>Aliyah</i> Negeri – 2               | Jl. Diponegoro       |
| 3   | Madrasa <i>Aliyah</i> Hasanah                  | Jl. Cempedak         |
| 4   | Madrasa <i>Aliyah</i> Muhammadiyah             | Jl. Lobak            |
| 5   | Madrasa <i>Aliyah</i> Masmur                   | Jl. KH. Ahmad Dahlan |
| 6   | Madrasa <i>Aliyah</i> Dar el-Hikmah            | Jl. Manyar Sakti     |
| 7   | Madrasa <i>Aliyah</i> Al- Kautsar              | Jl. Hangtuh          |
| 8   | Madrasa <i>Aliyah</i> Pesantren Teknologi Riau | Jl. Harapan Raya     |
| 9   | Madrasa <i>Aliyah</i> Diniyah Putri            | Jl. KH.Ahmad Dahlan  |

Source: The Ministry of Religious Affairs of Republic of Indonesia

Data required to fulfill this study were collected by questionnaires. Questionnaires to obtain data about the madrasa *aliyah* PAI teachers' managerial, supervisory and coaching ability in Pekanbaru. The questionnaires used was Likert scale with five alternative answers, namely strongly agree, agree, somewhat agree, disagree and strongly disagree. The questionnaire was distributed to 57 PAI teachers' who have been designated as research respondents. To measure each item of each indicator, both the independent variable indicator and the dependent variable indicator were used closed questions using the same scale and then assigned weight according to their intensity. The questionnaire instrument has been qualified as a valid and reliable data collection tool through instrument testing.

Interview was used to obtain data from the headmaster of madrasa's managerial ability related to the ability of human relations, supervisor's coaching, and PAI teacher's performance in the learning process. Its techniques were used in order to strengthen the data obtained through questionnaires. It was conducted to the headmaster of madrasa as many as 9 (nine) people and 11 (eleven) madrasa supervisors.

There are two ways of analysis applied, namely the analysis of non-statistical tests and statistical tests. The nonstatistical test were used to describe the data for each variable into categories, such as high, medium and low. For the purposes of data analysis in understanding good relationship for each independent variable or variables, this study undertakes the independent Bivariate, regression coefficient, and double determination tests.

## RESULTS AND DISCUSSION

### The Quality of Madrasa *Aliyah* Headmasters' Managerial Capability

Indicator of madrasa *aliyah* headmaster managerial skill refers to planning, organizing, acting, and supervision. Percentage of achievement of each indicator can be seen in Table 2. The level of achievement of managerial capability of madrasa *aliyah*'s headmasters in general average is 71.14%. This percentage is categorized as sufficient as well. This means that from the points of view of managerial skills such as planning, organizing, and monitoring, they appear to have just enough level which needs to be upgraded to a better level. Meanwhile, the results of interviews with them has resulted information that in general they have not been able to provide excellent service to teachers. According to them, there needs to be coaching to improve the relationship between the headmaster of madrasa and teachers, in order to establish good communication between them.

Table 2. The Percentage of Headmaster Achievement Indicators.

| No. | Indicator   | Ideal score | Average score | % Achievement level | Category |
|-----|-------------|-------------|---------------|---------------------|----------|
| 1.  | Planning    | 65          | 47.1          | 72.5                | Enough   |
| 2.  | Organizing  | 35          | 24.8          | 70.8                | Enough   |
| 3.  | Acting      | 45          | 32.8          | 72.8                | Enough   |
| 4.  | Supervising | 10          | 6.8           | 68.42               | Enough   |

To achieve good managerial duties, headmasters should take three skills into consideration namely technical, human, and conceptual skills. In order for the headmaster of the madrasa to effectively perform their functions as managers, they must understand the values contained in the three skills above and are able to bring them into action or behavior. The values contained in the technical skills are (1) the knowledge of methods, processes, procedures, and techniques for carrying out specific activities and (2) the ability to utilize and utilize the means, tools needed to support such special activities. The values embodied in human skills are the abilities to: (1) understand human behavior and cooperation processes, (2) understand other people's attitudes and motives, why they say and behave, (3) communicate clearly and effectively, (4) create effective, cooperative, practical, and diplomatic cooperation, (5) capable of acceptable behavior. The values contained in the conceptual skill are the abilities to: (1) apply rational thinking, (2) perform skillful in various conceptions, (4) analyze the various events as well as the understand the various tendencies, (5) anticipate command, and (6) recognize and understand a social problem (Robbin, 2003).

To manage process of educational programs in Islamic educational institutions should reflect the values set forth in the Qur'an and hadith. For example Surah An-Nahl verse 90 suggests that managers should be fair and wise in planning educational process.

### **The Quality of Supervisors' Coaching In Madrasa *Aliyah***

Indicators of counseling by supervisors in this study is to give: direction to the teacher, guidance how to do activities, examples of activities, and suggestions for activities. Percentage of achievement of each indicator can be seen in Table 3. The average achievement level of supervisor of madrasa supervisor is 68,8%. The level of achievement belongs to enough category. This means that in general, the supervision of madrasa *aliyah* supervisors in Pekanbaru needs to be upgraded to a better level. This low achievement of supervision by supervisors is supported by result of interviews with madrasa supervisors. The supervisors complained about the volume of work they were performing. The number of madrassas they supervised was about a dozen in number, some of them even more than 20 madrassas. Another obstacle experienced by the supervisors' role is the distance of the madrassas far from each other, so the presence of supervisors to provide guidance, guidance, examples, and suggestion was very limited. Other problems concerned supervisors who had no teacher background. They hope that the policymakers will fix the problem.

The main function of educational supervision is to improve teachers' professional performance quality and to improve the process of learners' learning outcome quality (Decree of the Minister of Justice of the Republic of Indonesia No. 020/U/1998). Meanwhile, PAI supervisors in school belong to ministries of education and culture and in madrasa they belong to religious ministries. In madrasa context, they help teachers to improve the management of PAI.

Table 3. The Percentage of Supervisor Counseling Indicators Achievement.

| No. | Indicator                              | Ideal score | Average score | % achievement level | Category |
|-----|--|-------------|---------------|---------------------|----------|
| 1.  | Directing teachers                     | 15          | 9.96          | 66.4                | Enough   |
| 2.  | Guiding teachers to conduct activities | 45          | 31.26         | 69.5                | Enough   |
| 3.  | Demonstrating several activities       | 70          | 49.91         | 71.3                | Enough   |
| 4.  | Suggesting teachers to improve         | 30          | 6.8           | 67.9                | Enough   |

### The Performance of Madrasa *Aliyah's* Teacher in Pekanbaru

Indicators of madrasa *aliyah* PAI teachers' performance in this research refer to the quality of work speed and accuracy, initiative skills and communication skills. Percentage of achievement of each indicator can be seen in Table 4. The average level of achievement of teacher performance as a whole is 75.66%. So in general their performance is in enough category. However, indicator of their workability in madrasa *aliyah* in Pekanbaru still need to be improved. While the achievements of other indicators of work quality, speed and accuracy of work, and the communicate ability is good and needs to be maintained.

Table 4. The Percentages of PAI Teachers' Performance in Each Indicator.

| No. | Indicator                  | Ideal Score | Average Scores | % Achievement level | Category |
|-----|----------------------------|-------------|----------------|---------------------|----------|
| 1.  | Working quality            | 40          | 33             | 82.5                | Good     |
| 2.  | Working Speed and accuracy | 30          | 24.1           | 80.3                | Good     |
| 3.  | Working initiative         | 45          | 26.5           | 58.8                | Enough   |
| 4.  | Working ability            | 30          | 22.4           | 74.7                | Enough   |
| 5.  | Communication ability      | 30          | 24.6           | 82.0                | Good     |

Data of teachers' performance above is further clarified from the results of interview with headmaster of madrasa *aliyah* in Pekanbaru. The results of the interviews indicated that there were still many teachers that needed to be improved especially in the learning activities. Aspects of learning activities that must be addressed was their ability to sharpen their teaching materials, approaches, methods, learning strategies, media, and assessment. Their performance improvement can be done by themselves by continuing their study to a higher level. If their qualification is higher than their existing quality, their performance will increase and the quality of the process will be better so that the student output will be more qualified.

According Mulyana (2007) teachers' performance is their learning success in the classroom. Their success can be viewed in two ways: 1) the process: they are said to be successful if they are able to involve the majority of students physically, mentally and socially in the learning process, as well as their spirit and confidence in classroom teaching; 2) results: they are said to succeed if they are able to change their students' behavior towards the mastery of good basic competence. Performance refers to the level of working achievement that set employee job. It reflects how well employees work. It is often misinterpreted as an effort that reflects the energy released. It is measured in terms of results (Simamora, 2004).

In Islam perspective, to work is highly recommended. Surah al-Kahf verses 87-88 and Surah al-Zalzalah verses 7 - 8 suggested the man to work and perform well. Each individual should be good performer. If a person's performance is good then he will get reward from God, and if his performance is not good then He will punish the man.

### The Correlation between the Principals' Managerial Abilities and Teachers' Performance

The proposed hypothesis is: there is no relationship between madrasa headmasters' managerial capability and teacher performance in delivering PAI. The results of statistical calculations using product moment correlation through the help of Microsoft Excel program showed results as listed in Table 5.

Table 5.  
Summary of Calculation between Madrasa Headmaster's Managerial Ability and PAI Teachers' Performance

| Independent Variable          | N  | r(cal.) | r <sup>2</sup> | r(table) | Explanation |
|-------------------------------|----|---------|----------------|----------|-------------|
| Headmaster managerial ability | 57 | 0.772   | 0.595          | 0.266    | significant |

The statistical computation reveals that the  $r(\text{cal.}) = 0.772$  and  $r(\text{table}) = 0.266$ . The value of  $r(\text{cal.}) > r(\text{table})$ , thus the null hypothesis ( $H_0$ ) of this study is rejected. It means that there is a significant relationship between the managerial abilities of the headmasters and teachers' performance. Furthermore, the determination of the coefficient of magnitude obtained is 59.5%. This suggests that the managerial capabilities of the headmasters have contributed to the teachers' performance in Pekanbaru with the record of as high as 59.5%.

Based on the above results, it is shown that there is a significant relationship between managerial capabilities and the variable of teachers' performance. The results of this study show that there is positive relationship between the perception of managerial skills of the headmasters and the teachers' performance. The headmasters of madrasa are the leaders who at the same time drive personnel in carrying out the principal madrasa tasks and their functions. They have a duty to move all resources at the madrasa so they can be harnessed to their full potentials to achieve the goals that have been set (Parker & Raihani, 2011). Their role and function influence teachers' performance in madrasa including their behaviors in doing their jobs. Therefore, it is suggested that they can drive and guide teachers in madrasa to carry out the mission referring to the policies made by the madrasa headmasters.

Kusnan, (2007) states that managerial capabilities are strategic and important for headmasters. They serve as the framework of the quality improvement and progress of their madrasa. They should be combined with good skills, interpersonal skills, as well as the ability of an adequate conceptual mastery. They are expected to be possessed by the headmaster of the madrasa to drive the entire potential of the madrasa so that they can increase the quality of the professional performance of teachers in madrasa. Having a qualified teachers' performance, madrasa will deliver teaching and learning processes at its best. It is confirmed that, in carrying out a variety of management functions, leaders needs to pay attention to the basic principles of management that include: the division of labor to delegate their responsibility, discipline, unity of command, unity of direction, priority of organizational interests than on personal interests, achievement grant, orderly alignment, fair, stability in serving, initiatives, and the spirit of the group. Those basic principles relied upon their managerial practice.

In addition, the level of performance's quality of the teachers in the madrasa is affected by several factors, either internal factors of the teachers or external factors. The external factors such as facilities, regulations, applicable policies to managerial and leadership qualities, the headmasters of the madrasa, and other environmental conditions. The level of performance's quality of these teachers will determine the quality of graduates as well as the achievement of the overall success of the madrasa.

### The Correlation between the Supervision Coaching and Teachers' Performance

The hypothesis in this study is: there is no relationship between headmasters' supervision coaching and PAI teachers' performance. The results of statistical calculations using product

moment correlation through the help of Microsoft Excel program showed results as listed in Table 6.

Table 6.  
Summary of Calculation between Supervision Coaching  
and PAI Teachers' Performance.

| Independent Variable            | N  | r(cal.) | r <sup>2</sup> | r(table) | Explanation |
|---------------------------------|----|---------|----------------|----------|-------------|
| Headmaster supervision coaching | 57 | 0.659   | 0.435          | 0.266    | significant |

The relationship of supervisors' coaching with the teachers' performance from the calculation results was reflected through the value of  $r(\text{cal.}) = 0.659$  and  $r(\text{table}) = 0.266$ . As it is shown that the  $r(\text{cal.}) > r(\text{table})$ . Thus the null hypothesis ( $H_0$ ) of the study is rejected. This means that there is a significant relationship between supervisors' coaching and the teachers' performance. The magnitude of the coefficient of determination is  $r_2 = 0.435$ . So the determination of coefficient of magnitude obtained 43.5%. This suggests that the percentage of supervisors which have contributed to the performance in madrasa *alijyah* in Pekanbaru is 43.5%.

Relationship of supervisors' coaching and teachers' performance are also positive. This is in line with a study in Pennsylvania proving that good supervision often leads to an increase of performance of teachers, especially novice ones (Higgins, Morton, & Wolkenhauer, 2018). The research informs that there is a significant relationship between variables of supervisors' coaching and teachers' performance. The results of this study shows that, there is a positive relationship between teachers' perception about the supervisors' coaching with the performance of teachers. Based on data obtained performance turned out to be the teacher belongs to both. The teachers' performance of an evaluation, criticism or suggestions from various parties. One of them is because of the influence of observation. According to Purwanto (2004) supervisors are responsible to carry out a planned coaching activities to help teachers and other employees of the madrasa in doing their jobs effectively. They should be able motivate teachers to cope with their problems when they have ones. They should take into consideration teachers' competence, personality and need. They are expected to motivate teachers who did not display competence of personality, show themselves as honest individuals, did not show good characters, and do not set an example for the students and their community. In this context, they should be the ones that teachers trust.

Coaching function is not just the responsibility of the supervisors. This function should also be implemented by headmasters of the madrasa and other stakeholders. In other words it belongs to every stakeholder. Since it helps madrasa to create good management, outsiders such as parents and community leaders should play an important role in a good school management. A method namely participative management (PM) is proven to be effective to implement in schools in South Africa (Mokoena, 2012).

Madrasa headmaster should collaborate with madrasa supervisors to implement joint teachers' supervision in madrasa. They conduct the direct supervision to teachers since they are also responsible in educating their teachers. When supervisors and headmasters of the madrasa collaboratively conduct these tasks, rest assured the professionalism of teachers will continue to increase. As a result, the competence and task that teachers should perform will be guaranteed. However, many madrasas in Indonesia might have not implemented this well. This is due to various reasons, such as inadequate supervisory tasks of madrasa and less responsibilities in madrasa management to fulfill duties. The role of headmasters in madrasa is crucial and paramount in leading madrasa to achieve their goals, in determining the direction and policies of education. performing as ruler, headmasters of the madrasa are the one who determine factors that can encourage madrasa to embody their vision, mission, goals and objectives (Park & Niyozov, 2008).



### The Correlation among Madrasa Headmasters' Managerial Abilities, Supervisors' Coaching, and PAI Teachers' Performance

The hypothesis in this study is: no relationship among managerial ability, supervisory development and PAI teacher's performance in madrasa *aliyah* in Pekanbaru. Based on the results of statistical calculations using product moment correlation through the help of Microsoft Excel program showed results as listed in Table 7.

Tabel 7.

Summary of Calculation: Relationship among Madrasa Headmasters' Managerial Ability, Supervision Coaching and PAI Teachers' Performance.

| Independent Variabel  | N  | r (cal.) | r <sup>2</sup> | r(table) | Explanation |
|---|----|----------|----------------|----------|-------------|
| Madrasa headmasters' managerial ability and supervision coaching. | 57 | 0.804    | 0.646          | 0.266    | significant |

Managerial abilities related to the headmasters and supervisors' coaching with the teachers' performance from the calculation result obtained the value  $r(\text{cal.}) = 0.804$  to the value  $r(\text{table}) = 0.266$ . The value  $r(\text{cal.}) > r(\text{table})$ . Thus, the null hypothesis ( $H_0$ ) is rejected. This means that there is a significant relationship among the managerial capabilities of the headmasters and the supervisors' coaching with teachers' performance. Furthermore, the retrieved value of the magnitude of the coefficient of determination is  $r_2 = 0.646$ . So the magnitude of the coefficient of determination is 64.6%. This suggests that the managerial capabilities of the headmasters of the madrasa and the supervisors' coaching which have contributed to the teachers' performance in madrasa *aliyah* in Pekanbaru is 64.6%.

Based on the results of the study, it is indicated that there is a significant relationship among the managerial capabilities of the headmasters of the madrasa, coaching by supervisors, and performance of the PAI teachers. Research carried out by setting the managerial skills of principals and supervisory coaching ability as independent variables and teachers' performance as dependent variable is interesting to be examined. A descriptive analysis performed in this study shows that the categories of managerial and supervisory coaching ability in general position are low. Similarly on a variable performance, namely through the same analysis (descriptive), the authors also found that performance level teachers madrasa *aliyah* in Pekanbaru belongs to the medium. This fact generally has a close relationship between the three variables that were analyzed previously. This is reinforced again with the research results show that hypothesis put forward in the study is accepted.

Supervisors, the headmasters of the madrasa, and teachers should have standardized competencies according to Regulation No. 19 Year 2005 about educational standards. This regulation gives the direction of the need for structure and implement 8 (eight) education standards, which include: (1) standards of contents; (2) standards of process; (3) the standards of competency of graduates; (4) standards of educators and educational personnel; (5) the standard facilities and infrastructure; (6) standard of management; (7) financing and evaluation standards. Because of its trustees, the headmaster of the madrasa, and teachers are the three elements that play an active role in schooling. Teachers as performer of learning that directly face to face with the students in the classroom, and trustees as well as the principal are player of the education is in the execution of the task. Supervision and managerial education that encompasses three aspects namely supervision, controlling and educational inspection (Busher & Harris, 1999).

To improve the quality of education, teachers and headmasters must do basic tasks and functions according to demands of competences of teachers, supervisors or principals stated in education standards and Regulation of The Ministry of National Education of Republic of Indonesia No. 12, Year 2007 about supervisors. Teachers are guarantors of the quality of

education in classrooms, while the supervisors and principals of the school are the guarantors of the quality of education in the region more broadly. In the current era of regional autonomy, schools must be changed in the direction which corresponds to the demands of the time. In relation with this, autonomy in schools is revealed to be able to enhance the performance of either individuals or the system implemented in schools (Eskeland & Filmer, 2007; Hahn, Choon, & Yang, 2018; Steinberg & Cox, 2016; Wang & Chan, 2015).

In this study, the findings that have been analyzed are as follows: the better managerial abilities and the coaching supervisory gets, the better the performance of PAI teachers is. The coefficient of correlation between the two variables is independent and dependent variables are acquired for 0.640 give meaning to the managerial capabilities of the contribution and the construction supervisor on performance PAI teacher of 40.90%. That means managerial and supervisory coaching influence is large enough to increase the PAI teacher's performance.

The results of this research are the same as the results of the study by Bandura (1986) which explains the stronger business processes give oversight (including managerial abilities) are increasingly producing specific outcomes and value as expected. The process gave the surveillance encourages the formation of motives of achievement. The aspect of giving supervision provide a sense like a social pressure of behavior. The measures the ability of oversight into efforts made by someone generating a certain behavior.

The above findings still need the support of other research about aspects of motivation, hope and incentive capabilities that support individual morale. In the same study, Bandura (1986), concluded that the higher expectations (expectancy valence) felt by the individual, the greater scrutiny of the individual concerned to perform the activity.

The skills headmasters of the madrasa can affect the performance of teachers to the level of 88.3%. This percentage rate is very high when compared to other variables (which merely reaches 16.7%) Sumanto (2005). In the same vein, Sumanto (2005) also states that there are several factors that can affect the performance of the teachers; one of which is the managerial abilities of the headmasters. The managerial ability and work motivation of the madrasa headmaters influence on the performance of teachers. According to him the influence is as high as 54.5% (Karweti, 2010).

Regarding the positive correlation among principals' managerial abilities, supervisors' coaching and PAI teachers' performance, a simple regression analysis results in an equation as follows:  $Y = 0.137 + x_1 35.825 + x_2 0.637$ . This indicates that there is a positive relationship among those three aspects.

The frequency of the managerial and supervisory coaching by a manager depends on the principles and models of leadership that they (the headmasters) hold onto. The better the managerial ability and coaching supervision performed, the higher performance levels of the teachers will be. The leadership of a manager who embraced the model of transformational leadership often emphasize the leadership through the intrinsic potential for development supervision (performance) of his retainers.

Further, Bandura (1986) explained that the monetary incentive (incentives in the form of money) have a value of supervision is high because the money could be used to meet all needs, such as commodities, property, services, health, certain rights, even social influence. Managerial ability and supervision of the more popular through the ability of these incentives is called piece-or rate incentive provided as a means to improve the performance of the work.

## CONCLUSION

The managerial capabilities of the headmasters of the madrasa, in statistical computation is reflected through the average percentage achievement of 71.14%. It is then categorized as sufficient. The average percentage achievement of coaching performed by the supervisors is 68.8%, meaning that their coaching quality is also categorized sufficient as well. The average

percentage achievement of PAI teachers' performance is 78.98%. This, again, belongs to sufficient category. There is a significant relationship between the managerial capabilities of the headmasters of madrasa and performance PAI teachers. This is evidenced by the figures tally with the correlation value  $r(\text{cal.}) = 0.772$  which is greater than the value of  $r(\text{table}) = 0.266$ . The correlation among principals' managerial abilities, teachers' performance, and supervisors' coaching quality falls in the category of strong. However, the contribution of the headmasters of madrasa's managerial skills towards PAI teachers' performance is 59.5%. The  $r(\text{cal.}) = 0.654$  which is greater than the value of  $r(\text{table}) = 0.266$  indicates that there is a significant relationship among the three aspects. In the meantime, the contribution of the headmasters' managerial skills and the supervisors' coaching towards the performance of PAI teachers in madrasas *al-iyah* in Pekanbaru is 64.6%. From the above calculation it can be concluded that in terms of correlation, it has been proven that there was positive correlation between the teachers' performance and principals' managerial abilities, between principals' managerial abilities and supervisors' coaching quality, and between teachers' performance and supervisors' coaching quality. These results implies that there is a need of those three aspects enhancement in madrasa *al-iyah* so that madrasa can compete with public schools both in academic and non-academic aspects.

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