

CLINICAL SUPERVISION OF MADRASAH'S HEAD IN MTs DARUL HUDA BANDAR LAMPUNG

Oki Dermawan¹⁾, Gumilang²⁾

Fakultas Tarbiyah dan Keguruan UIN Raden Intan Lampung, Indonesia
okidermawan@radenintan.ac.id

Abstract

This research was conducted from April to May 2019. At MTs Nurul Huda Bandar Lampung. Total number of educators at MTs Darul Huda Bandar Lampung has 31 educators. The research problem is, "How is the principle of the madrasa conducting clinical supervision on improving the performance of educators in MTs Darul Huda Bandar Lampung?" This study uses a qualitative approach to describe the problem and focus of research. In order for the results of this study to be accounted for, develop procedures to account for the validity of the results of the study, they would be examined using the triangulation of sources. Clinical supervision is only during the teaching and learning process before the clinical supervision process takes place, there must be an agreement between headmaster and educator by holding annual events such as eating together and resuming meetings to explain the plan for the clinical supervision process. During the observation, the headmaster brought the instrument, then, saw how the teacher delivered the learning material. The observation process takes place; of course, there is a referral back to the educator by showing the results that have been obtained in the observation in the class earlier.

Keyword: *clinical supervision, madrasa*

INTRODUCTION

The madrasa head is a functional educator who is given an additional task to lead a madrasa where a teaching and learning process is held or where interaction occurs between the educator who gives the lesson and the students who receive the lesson. Madrasa head leadership is very supportive in achieving effective and efficient madrasah management, for this reason the focus is on the education and learning process to achieve quality educational outcomes. [1]

The main activity of education in madrasas in order to realize their objectives is learning activities, so that all madrasa activities lead to the achievement of efficiency and effectiveness of learning. Clinical supervision can actually be carried out by the headmaster of the madrasa who acts as a supervisor, but in the modern educational organization system special supervisors who are treated more *independently* and densely increase objectivity in coaching and carrying out their duties. [2]

The implementation of clinical supervision of madrasah principals aims to shape the performance of educators to become more professional in carrying out their functions as supervisors. The madrasa head must be able to master his duties and carry out his duties

properly he is responsible for all madrasa activities such as regulating the learning process, regulating matters relating to students, personnel, facilities and infrastructure needed in learning, administrative, financial and regulating relationship with the community.

The implementation of clinical supervision of madrasah principals aims to shape the performance of educators becoming more professional in carrying out their functions as supervisors. The madrasa head must be able to master his duties and carry out his duties properly, he is responsible for all madrasa activities regulating the teaching and learning process, regulating matters relating to student affairs, business, finance and regulating relations with the community. [3]

The function of the madrasa head as supervisor is as follows:

- 1 Establish problems that are really urgent to handle
- 2 Conduct an inspection, that is, before providing services to education, the supervisor first needs to conduct an inspection in an effort to survey the entire existing system
- 3 Providing solutions to the survey results that have been surveyed
- 4 Assessor
- 5 Exercise
- 6 Coaching or development [4] The

description above explains how a supervisor must be able to fulfill all aspects of the function of the madrasa head as a supervisor in order to achieve the performance of excellent educators. The madrasa head is an educator who is given the mandate as a supervisor, controller and nurturing educators in the madrasa in order to achieve professional education especially in fostering an educator therefore, madrasa head must be able to understand what is meant by supervision, while what is meant by supervision according to NA Ametembum is coaching towards improving the educational situation. The intended education is in the form of guidance towards improving the situation of education in general and improving the quality of teaching and learning.

Al-Qur'an surah As-Sajadah verse 24: Meaning: *"And We made among them leaders who gave instructions by Our commands when they were patient. And they believe in our verses."* (QS: AS-Prayer Mat: 24)

The contents of the explanation Qs: As-Prayer: 24 is a content of leadership that explains that a leader must have a patient spirit, like this story. We raise among the Children of Israel the mentors and callers to the good which is emulated by humans. And they invite people to monotheism, worship God alone and obey Him. They get this high degree when they are patient with Allah's commands and leave His prohibitions, preach to Allah and firmly face interference in His way, besides they also justify with full confidence in the verses and the signs of Allah.

In a management it is explained that one of the most important aspects in an organization is the way a person leads to the organization being led, a good organization will produce excellent results starting from the structure, human resources, and others. While the nature of leadership is the activity of leading the process of influencing subordinates or others.

Supervision is a supervision that aims to improve and enhance education, in the world of education the most important target is about how an educator in his leadership can provide teachings

for students well, in an effort to improve the quality of learning, namely with the supervision of education.

In order to improve the quality of education in general, it is important for the headmaster to foster educators who are in his madrasah, while supervision as a tool of madrasa leaders who are aimed at the development of teacher leadership and personal madrasas in achieving their educational goals, in the form of guidance, encouragement and opportunity for the growth of expertise and skills of educators, such as guidance in the effort and implementation of reforms

in education and teaching, selection of learning tools and methods of teaching better, ways of systematic assessment of the entire phase of the teaching process, and so on [5]

Clinical supervision is supervision that is focused on improving teaching by going through a systematic cycle of planning, observation, and intensive intellectual analysis of the actual teaching performance with the aim of making rational modifications. [6]

Therefore, one of the duties of the headmaster is as a supervisor, that is to supervise the work carried out by educators. According to Waller and Made Pirata said that this clinical supervision through three treatments, namely a. Initial meeting b. initial preparation c. Process d. Reverse meeting e. follow-up.

Initial meeting

- a. The madrasa head creates an atmosphere that is familiar with educators, resulting in a collegial atmosphere. The headmaster of the madrasa with educators discusses the learning plans made by educators to agree on which aspects are the focus of supervision's attention, as well as perfecting the learning plans.
- b. The headmaster of the madrasa makes supervision instruments.
- c. The headmaster of the madrasa determines the observation implementation technique.

Observation stage

- a. The madrasa head records and records directly the activities that occur in the learning process according to mutual agreement.
- b. The results of classroom observations can be used by supervisors and educators to determine the most appropriate ways to improve and improve the conditions of students teaching.

Reverse meeting

- a. The madrasa head gives reinforcement to the appearance of the educator, so as to create a friendly and open atmosphere.
- b. Re-form agreements as a follow-up to the improvement process. ³The main purpose of clinical supervision is to improve the performance of educators and improve the quality of learning through good learning. Clinical supervivi is part of the teaching supervision. It is said that clinical supervision because the implementation procedure is more emphasized to look for the causes or weaknesses that occur in the teaching and learning process, and then directly sought how to correct these weaknesses or deficiencies. [7]

Formulation of the problem

Based on the background of the problem above, then the problem is "How is the head of the madrasa conducting clinical supervision on improving the performance of educators in MTs Darul Huda Bandar Lampung? "

RESEARCH METHODS

Research is the application of a scientific approach to the assessment of a problem. The aim is to find answers to significant problems, through the application of scientific procedures.

This study uses a qualitative approach to describe the problem and focus of research. According to Bogdan and Tylor qualitative is a research procedure that produces descriptive data in the form of written or oral words from people and actors that can be observed, whereas according to Moleong that qualitative research is a tradition certain in the social knowledge circle which fundamentally depends on observing humans in their own region and dealing with these people in their language and events. [8]

This study uses a qualitative approach to describe the problem and focus of research. According to Bogdan and Taylor, quoted by Lexy J. Moleong defines *Qualitative Methodology* as a research procedure that produces descriptive data in the form of written or

oral words from people and observable behaviors. [9] The type used in collecting data is a descriptive method designed to obtain information in the form of words, pictures, and not numbers - figures about the role of the madrasa head on the performance of educators in MTs Darul Huda Bandar Lampung.

Research Data Sources

The data source is the most important part of a study, because the determination to choose and determine the data source will shape the accuracy and wealth of the data obtained. The data taken in this study is data regarding the supervision of the head of Madrasah on the performance of educators in MTs Darul Huda Bandar Lampung.

- a. Primary Data Sources. Premier data is data obtained through data collection procedures that can be interviewed, observed or used measurement instruments with the same purpose. In this study the primary data source obtained by researchers was the results of interviews with the curriculum waka, educators and administrative staff at Darul Huda MTs Bandar Lampung.
- b. Secondary Data Sources. Secondary data sources are data sources that do not directly provide data to data collectors, for example through other people or documents. [10] Secondary data sources obtained by researchers are data obtained directly from the relevant parties in the form of madrasa data and various literature relevant to the discussion, such as the clinical supervision documents of madrasah principals on teacher performance in MTs Darul Huda Bandar Lampung.

Data collection technique

Observation

Observation is the basis of all science. In this study observation is needed to be able to understand the process of the interview and the results of the interview can be understood context. Observations made are observations of the subject, the subject's behavior, during the interview, the subject's interaction with the researcher and things that are considered relevant so that they can provide additional data on the results of the interview. [11]

In terms of the process of data collection, observations can be divided into *participant observation participatory observation* () and *non-participant observation* and are not structured. [12]

The purpose of observation is to describe what is learned, activities that take place, people who are involved in the activities and the meaning of events seen from the perspective of those seen in the events observed. One important thing that is often overlooked in observation is observing things that didn't happen. [13]

Here the authors use the method of nonparticipant observation ie the author is not involved and is only an independent observer. The observation method used by the author to find out the data about the Clinical Supervision of Madrasah Heads Against Educator Performance in Darul Huda MTs Bandar Lampung.

Interview

Interview is a means of collecting data or information by asking a number of questions verbally to be answered verbally as well. Interview guidelines are used to remind the interview about what aspects should be discussed, also to be a checklist (*check list*) whether the relevant aspects have been discussed or asked. With such guidelines the interview must think about how the question will be described concretely in the Question sentence, while adjusting the question in the actual context during the interview. [14]

Documentation

The method of documentation is to record events that have already passed. Documents can take the form of writings, drawings, or monumental works from someone. [15]

The documentation method is needed as a supporting method for obtaining data, because in this documentation method historical data and other documents that are relevant to this

research can be obtained. Metode documentation is looking for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, agenda and so on. [16]

Data analysis method

After the data is collected, the writer will analyze the data obtained in the study at MTs Darul Huda Bandar Lampung and must be processed in such a way that will get a conclusion.

Data Reduction

It is an analytical process for selecting, deciding attention, simplifying, abstracting and transforming data that arises from field notes. Reducing data means making a summary, choosing the main points focusing on important things, looking for themes and patterns, and discarding what is considered unnecessary. [17]

Data Display

The data presentation is directed so that the resulting reduction data is organized in a relationship pattern, so that it is easy to understand.

Qualitative Data Conclusion

Draw conclusions based on findings and verify data. [18] The last step is the analysis process.

Data Validity Test (Triangulation)

In order for the results of this study to be accounted for, procedures were developed to account for the validity of the results of the study, because it was not possible to check the data of the research instruments played by the researchers themselves, so they would be examined using the triangulation of sources.

Source triangulation is a triangulation to test the credibility of data about a person's leadership style, so with that data collection and testing has been obtained carried out to subordinates who are led, to superiors who assign, and to colleagues who are cooperative groups. [19]

In this study, researchers used source triangulation. Triangulation in this study, researchers used as an examination of the validity of the data. In doing so the researchers conducted data checking at MTs Darul Huda Bandar Lampung interview with madrasah head MTs Darul Huda Bandar Lampung, deputy head madrasahs MTs Darul Huda, MTs Darul Huda Bandar Lampung educators, and observations at MTs

Role of Madrasah Principals

Madrasa Head Leadership Madrasa

Head is the highest position held by a person in an organization that is responsible for the realization of the achievement of activities in the madrasa. The Madrasah Head as a person in charge of fostering the institution he leads is responsible for the effort to achieve the intended educational goals so that, in achieving this goal the madrasa head should be able to direct and coordinate all activities in the institution.

In the context of leadership, Allah SWT says in Al-Quran Surat An-Nisa verse 59: means: *"O you who believe, obey Allah and obey the Messenger (Him), and ulilamri among you. Then if you have different opinions about*

something, then return it to Allah (the Qur'an) and Rasul (Sunnah), if you truly believe in Allah and the next day is foremost (for you) and better the consequences " Such (QS An-Nisa verse 59). [20]

Explanation Qs An-Nisa verse 59 is a leader must have a soul that is obedient to Allah. Every believer must obey Allah and His Messenger To our leaders we must also obey if the leader is right, based on the Qur'an and al-hadith, but if the leader is not based on the Qur'an and the Qur'an our hadith may not obey it If there is a dispute in an affair, it must return to Allah and His Messenger. the purpose of returning to Allah and His Prophet is we return to the Qur'an and al-Hadith, we look for the legal basis or the proposition in the Qur'an and al-Hadith about what we disputed.

The Role and Function of the Madrasah Head

The headmaster has a very big role for the headmaster, because the headmaster has a great responsibility. According to Soetopo the role of the headmaster is:

- a. Guiding educators to understand more clearly the problems or problems in the needs of students and help educators in dealing with problems.
- b. Help teachers in overcoming learning difficulties.
- c. Providing wise guidance to new educators.
- d. Helping educators enrich learning experiences.
- e. Helping educators gain learning skills. f. Help educators understand the education media.
- f. Providing services to educators so that they can use all their abilities. [21]

Head of Madrasa As Clinical Supervision

Supervision

Supervision comes from English which consists of two root words. that is, the meaning of the above, and vision has the meaning of seeing. Thus overall supervision is defined as an activity of looking over. Incense

another, supervision is a coaching activity that is planned to assist teachers and madrasa staff in doing work effectively. [22]

The supervision according to experts Sergiovani and Starrat said that "*Supervision is a process designed to help teachers and supervisors them more about their practice; to better able to use their knowledge about skills to better serve parents and schools; and to make the school a more effective learning community*". The quote shows that the supervisor is a process specifically designed to assist educators and supervisors in learning daily tasks at the madrasa; in order to be able to use their knowledge and ability to provide better services to parents of students of the Islamic elementary school as a more effective learning community. [23]

In Surah Al-Baqarah verse 30 Allah says:

Meaning: *Remember when your Lord said to the Angels: "I will actually make a caliph on the face of the earth." Then he said: "Why do you want to make (the caliphate) on that earth the one who will make damage to him and spilling blood, even though we always glorify by praising you and purifying You? "The Lord said:" surely I know what you do not know. "[24]* (QS Al-Baqarah: 30)

The relationship of supervision is related to that verse which gives meaning to the supervisor's skill that God makes man as a leader to carry out his duties and functions as a human being. The madrasa head is a supervisor who is the boss in an educational institution, the responsibility of a supervisor is to be a leader who has a great responsibility for what he leads. Clinical supervision here is a form of supervision that is focused on improving teaching through a very systematic cycle, both in the planning of learning, observation, and analysis that is incentive and careful about the real teaching performance, and aims to make changes in a rational way. [25]

According to Pie ASahertin in his book entitled basic concepts and techniques of educational supervision states that clinical supervision is a form of supervision that is focused on improving teaching through a cycle

systematic, in planning, observing and analyzing incentives and careful analysis of actual teaching performance, and aims to make a change in a rational way. whereas according to Archeson and Gall clinical supervision is a process of helping educators minimize the gap between actual teaching behavior and ideal teaching behavior.

The purpose of clinical supervision

Clinical supervision has the goal of improving the behavior of educators in the teaching and learning process, so that educators can teach well to students. With this the behavior of an educator can be improved by means of supervision techniques. [26]

The aim of clinical supervision is an attempt to improve the teaching of educators in the classroom. These objectives are broken down into specific objectives as follows:

- a. Effective learning with good bait.
- b. Can solve the problem.
- c. Helping educators develop teaching abilities and strategies.
- d. Evaluating educators.
- e. Helping educators behave well as an effort to develop educators' professionals.

[27]

Clinical Supervision Function

According to Nerney, the function of teaching supervision is to assist teachers in solving problems that use and hinder the effectiveness in the educational process. [28]

Characteristics of Clinical Supervision

Clinical supervision has several characteristics that are very different from other supervision models. The following clinical supervision features include:

- a. Time to carry out supervision on the basis of agreement, because what is done by educators in the learning process needs to be discussed first in the initial meeting, ie supervisors cannot just come over to supervise educators who are teaching in class
- b. This supervision is individual, which means an educator is supervised by a supervisor.
- c. Educators who are supervised with this clinical supervision technique are educators whose conditions or abilities are very low.
- d. There is an initial meeting because the educator to be supervised has a lot of problems or a lot of weaknesses and it is very possible that there are some weaknesses that are chronic, so to fix it can not be done all at once. The cases that are corrected must be one by one, each in a certain way.
- e. A very harmonious collaboration between the supervised educator and the supervisor is needed. This cooperation is needed so that educators can and are willing to export themselves. This exploration was carried out both at the initial meeting and at the counter meeting.
- f. Supervised matters are specific, which is typical of a number of weaknesses that are owned. The weaknesses were arranged based on their ranking, then corrected through supervision one by one.
- g. To correct weaknesses a hypothesis is needed. This hypothesis was made before the supervision process took place. The hypothesis is made jointly between the educator and the supervisor at the initial meeting.
- h. The duration of supervision is a minimum of once a teaching educator's knowledge in the classroom. If more than one meeting is feared educators become lousy, so that it interferes with the concentration of teaching, which means the supervisor will get data that is not right in the supervisor's process.
- i. The supervisor process is a teaching educator observed by a supervisor, about one of the cases of weaknesses of educated teachers, which had been agreed in advance.
- j. In the supervisor process, supervisors may not intervene educators who are teaching. The task of educators teaching and educating as well as possible. Meanwhile the supervisor's job is to observe the behavior of educators who are related to the case being corrected.
- k. There is a feedback meeting. After supervision is completed, feedback meetings are held to assess, discuss and discuss the results of the observations. Educators are expected to actively evaluate themselves and reflect on what they have done in teaching. Then educators and supervisors work together to discuss data about the results of the supervisor until finding a mutual agreement.

- l. At feedback meetings supervisors need to provide reinforcement to educators about things that he has managed to improve. This strengthening is very meaningful to encourage educators to improve themselves in a sustainable manner.
- m. The feedback meeting ended with no further connection with the results of the supervision. This follow-up can be in the form of efforts to perfect a weak characteristic that has just been repaired so that it is really good and can also be in the form of penalizing other weaknesses, if this particular characteristic is repaired already acceptable or sufficient.
- n. Because this supervision is very in-depth, feedback can be attended at other meeting by other educators who are interested in increasing their knowledge. [29]

Target of Clinical Supervision

Supervision has the aim to improve the situations and conditions of learning. Learning takes place by involving several so-called systems, namely input (students), processes (curriculum and teaching and learning), and *outputs* (learning outcomes) and outcomes (graduates). [30]

Clinical Supervision

To guide during the implementation of clinical supervision as a supervisor and educator a characteristic is needed in order to direct the path that will be taken with a predetermined program plan, as for the following characteristics:

- a. Supervision is an aid that is focused on education personnel.
- b. Supervisors only supervise aspects related to educators, which are reviewed with the headmaster of the madrasah as a supervisor to be made an agreement.
- c. The observation instruments and methods were developed with educators and supervisors.
- d. Talking about the interpretation of data challenges the observations by prioritizing the interpretation of educators.
- e. Clinical supervision has three stages, namely initial meetings, observations, and feedback.
- f. There is reinforcement and feedback from supervisors on positive changes in teacher behavior as a result of coaching. [31]

Based on the description above, it can be concluded that clinical supervision focuses more on the findings of a problem objectively. The problem is not only to suppress subordinates but to be analyzed in advance and carried out joint problem solving.

Clinical Supervision Process

The following steps in the clinical supervision process are as follows:

Initial meeting or planning

- a. The madrasa head creates an atmosphere that is familiar with educators, resulting in a collegial atmosphere.
- b. The madrasa head and educator determine the observation instrument.
- c. The headmaster of the madrasa makes supervision instruments.
- d. The headmaster of the madrasa determines the observation implementation technique.

Observation stage

- a. The madrasa head records and records directly the activities that occur in the learning process according to mutual agreement.
- b. The results of classroom observations can be used by supervisors and educators to determine the most appropriate ways to improve and improve the conditions of students teaching.

Reverse meeting

- a. The madrasa head gives reinforcement to the appearance of the educator, so as to create a friendly and open atmosphere.

- b. Together determine the next learning plan, including the headmaster gives a moral impetus that educators are able to improve their shortcomings. [32]

The determining factor for the success of clinical supervision as one of the teaching supervision approaches is a belief in educators that the duty of a supervisor is to help develop the teaching of the educator.

Profile of Madrasah Tsanawiyah Darul Huda Bandar Lampung

History of MTS Darul Huda Bandar Lampung

The Darul Huda Madrasah Tsanawiyah Bandar Lampung was established on July 7, 1988, which is a first level madrasa educational institution in the form of the Darul Huda Islamic Education Foundation "YASPIDA" which was founded and first released by Mr. Fathurahman, S.pd.I in 1988, who later became the headmaster of the madrasa at the foundation until 2016. The purpose of the founding of the foundation is to educate the children of the first level of madrasa so that the introduction of Islamic religious knowledge and become a noble character and can carry out everything that has become an obligation for Muslims both in worshipping Allah Almighty in daily life and leaving all prohibitions for Muslims that are balanced by general science as a provision to face life in the future by providing general lessons relating to advanced first-level madrasa science in accordance with the provisions of the national education curriculum which is a reference in providing subject matter in madrasahs.

Vision and mission

MTS Darul Huda Bandar Lampung's vision is to produce graduates who excel in achievement, Islam and are capable of competence. MTS Darul Huda Bandar Lampung's mission, namely:

1. Implement learning and guidance effectively.
2. Encourage and help each student to recognize their potential.
3. Create an atmosphere conducive to the effectiveness of all madrasa activities.
4. Cultivate and develop discipline and cooperation in completing tasks
5. Grow and encourage excellence in the application of sports science, art and technology.
6. Fostering appreciation and experience of the teachings of Islam and national culture so that competent and noble students are built
7. Encourage high-quality, high-achieving, high-performing graduates and to fear Allah SWT.

Purpose

Produce professional graduates capable of competing / competent and Islamic attitude.

Strategy

1. Fostering energy towards professionalism at work
2. Creating transparent democratic management
3. Implement quality human resources
4. Creating effective madrasahs
5. Establish good community relations
6. Fostering and developing student talent

Geographical location

Based on the objectives of the education to be achieved, the Darul Huda Madrasah Tsanawiyah Bandar Lampung was established on an area of 1,145 m² which was the land from the endowments provided with the intention to establish the foundation, with funding from various community elements, the Madrasah Tsanawiyah Darul Huda was established. , even though at the beginning of its establishment it was still very simple with buildings which were characterized by bamboo and messy thatch.

Then in the current year MTs Darul Huda received assistance from the government to renovate the building which was added to the assistance and YASPIDA as a foundation that oversees the existence of MTs Darul Huda as it is today.

MTs Darul Huda Bandar Lampung, having its address on Jalan IR. Sutami No.32, Kelurahan Campang Raya, Kecamatan Tanjung Karang Timur, Bandar Lampung City.

Description of Clinical Supervision Research Data at MTs Darul Huda Bandar Lampung.

The madrasah head in conducting the clinical supervision process is assisted by the curriculum head because there are no deputy head madrasahs in MTs Darul Huda. Clinical supervision is only done during the teaching and learning process, before the clinical supervision process

takes place there must be an agreement with the headmaster of the madrasa with the educator by holding annual events such as eating together and resuming meetings to explain the plan for the clinical supervision process.

During the observation the principal brought the instrument that was discussed to the educator in the classroom the principal saw how the educator delivered the learning material from the beginning to the final stages of learning. After the observation process takes place, of course there is a referral back to the educator by showing the results that have been obtained in the observation in the class earlier.

RESEARCH ANALYSIS

This research was conducted from April to May 2019. At MTs Nurul Huda Bandar Lampung it can be seen that the total number of educators at MTs Darul Huda Bandar Lampung has 31 educators, 11 educators have been certified, 20 educators have not been certified.

Clinical supervision is supervision that is focused on improving learning through a systematic cycle starting from the initial meeting stage, the observation stage and the counter meeting stage with the aim to improve the learning process. The clinical supervision process is very important for an educator who has not yet achieved success in teaching and learning activities. The madrasa head must be able to guide educators in order to achieve the standards that have been set.

The clinical supervision process includes the initial meeting stage: the principal creates a friendly atmosphere before the supervision process takes place, the madrasa head with the educator discusses the learning plan to be supervised clinically and the madrasa head develops the clinical supervision instrument. the observation stage includes: the madrasah head observes directly teaching and learning activities in the classroom and the results of the observation are discussed the results of observations and the stage of the counter meeting include: the madrasa head invites educators to study the learning objectives that will become aspects of learning that the clinical supervision and the madrasa head determine further learning for clinical supervision.

From the interviews the authors concluded that the madrasah head discussed the learning plan that will be supervised clinically at MTs Darul Huda Bandar Lampung by way of educators providing learning material that will be supervised clinically at the beginning of the learning year. Then the principal gives direction and discusses with the educator this method is one of the efficient processes because it can help educators maximize their learning in the classroom.

The madrasa head makes the instruments of clinical supervision

The main purpose of clinical supervision instruments is to obtain information that will later be used to hold brainstorming with the educator after the observation ends, so that the educator can analyze the activities. that was done in class. This is where the importance of observation techniques and instruments commonly used to observe educators in managing learning. [33]

"To compile clinical instruments based on interviews with Madrasa head, he said: "The instrument was composed by myself but before the clinical supervision was carried out I gave the instrument that I made to the educator to be supervised" [34]

In accordance with what was said by Mrs. Siti Fatimah S.Pd according to Mr. Ahmad Taufik, S.Pd, MM, "The supervision instrument was the madrasa headmaster herself who made it and then explained the instrument to educators who would be supervised, usually the instrument was made with the needs of educators themselves through mother's observation to classes "[35]

This was also said by Mr. Suhaidi S.Pd "for my clinical supervision instrument and the madrasa head mother who made it according to the needs of educators." [36]

From the results of the interview the authors concluded that the madrasa headmaster made the clinical supervision instrument in MTs Darul Huda Bandar Lampung assisted by the father of the curriculum because the madrasa headmasters and the waka curriculum head before making it first discuss about educators who would be observed later after the instrument was already there then explained to educators who will be supervised clinically.

with a mutual agreement between the supervisor and educator at the initial meeting stage. [37]

After conducting the supervision process I invite the educators who have been supervised to discuss what are the findings from the observations and focus on what needs to be improved as well as educators who teach science lessons that may lack learning tools so that in achieving the teaching and learning process more or less effective and participants also do not understand what has been conveyed. So, so that I can facilitate educators with their teaching aids to support their learning, so the school will try to facilitate everything. "[38]

From the results of the interview the authors concluded that the way the madrasa head determines improvement in the performance of educators by discussing what are the weaknesses of the educator and giving direction to educators or facilitating educators who really need teaching aids in the learning process to be more effective,

Final Meeting

Stage The third stage in the clinical supervision process is the final meeting stage. This final meeting is held immediately after carrying out teaching observations, by first analyzing the results of observations.

The main objective of this final meeting is to follow up on what seen by supervisors as observers, towards the teaching and learning process. [39]

The headmaster of madrasa provides reinforcement to educators

In this feedback meeting after an agreement is reached, the supervisor needs to provide reinforcement to the educator, even though the educator has not been able to improve his weaknesses, especially if the successful educator can improve his weak performance.

Strengthening is made on the success of doing some related elements, giving a very large reinforcement means for educators to maintain the stability of their souls, especially for those who fail, so that educators do not despair, optimism does not fade, and their passion to survive. [40]

Based on an interview with the headmaster, he said: "After the clinical supervision process took place I gave reinforcement / motivation to educators after teaching by providing reinforcement or words of motivation that the educator was enthusiastic to correct what was lacking in learning in the classroom." [41] by giving motivational words so that educators always remain enthusiastic.

CONCLUSION

Based on the results of research and analysis in the previous chapter, the researchers concluded that the process of clinical supervision by the headmaster of madrasa on performance at MTs Darul Huda Bandar Lampung, had been carried out. In carrying out their

duties the madrasa head has carried out several stages of clinical supervision including the initial meeting stage, the observation stage and the final meeting stage.

End Note

-
- [1] Wahjosumidjo, *kepemimpinan kepala madrasah*..... h. 8-9.
[2] E Mulyana, *Manajemendan kepemimpinan kepala madrasah*, (Jakarta : PT Bumi Aksara, 2011), h.252.
[3] Herabudin, *Administrasi dan supervisi pendidikan* (Bandung : Pustaka Setia, 2009), h. 210.
[4] Imam musbikin, *Menjadikan kepala madrasah yang hebat* (Madiun : Zanava Publising, 2012), h.14.
[5] Ngalim Purwanto, *Administrasi Dan Supervisi Pendidikan* , h.76.
[6] M. Ngalim Purwanto, *Administrasi Dan Supervisi Pendidikan*...., h. 90
[7] M. Ngalim Purwanto, *Administrasi Dan Supervisi Pendidikan* , h. 90.
[8] S. Margono, *Metodologi Penelitian Pendidikan* (Jakarta : PT. Rineka Cipta., 2004), h.36
[9] Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung : Remaja Rosdakarya, 2016), h. 4.
[10] S. Margono, *Metodologi Penelitian Pendidikan* h. 137
[11] Suryabrata, Sumadi. *Psikologi Pendidikan*, (Jakarta: PT. Raja Grafindo Persada 2011), h.73.
[12] Sugiono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, Dan R&D* ..., h. 204.
[13] Sugiono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, Dan R&D*, (Bandung: Alfabeta, 2014), h. 215.
[14] Bungin B, *Penelitian Kualitatif*, (Jakarta: Prenada Media Group, 2007), h. 3.
[15] Sugiono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, Dan R&D* ..., h. 240
[16] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*...., h. 236.
[17] Sugiono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, Dan R&D* ..., h. 247
[18] Sugiono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, Dan R&D*..... h. 345.
[19] Sugiono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, Dan R&D*..... h. 274.
[20] Dapertemen Agama RI (Di Jakarta: *Al-Qur'an dan terjemahan* 2006), h. 87
[21] Siti Aminah, *Kepala Madrasah Sebagai Supervisor Terhadap Kinerja Guru dalam Media Madrasah* (Jakarta: PT Garafindo, 2010), h.6.
[22] Suprihatiningrum Jamil, *guru profesional* (Jogjakarta: Ar-ruzz media, 2016) , h. 289.
[23] Mulyana, *menjadi kepala madrasah profesional* (Bandung: Pt Remaja Rosdakarya, 2003), , h. 111.
[24] Dapertemen Agama RI (Di Jakarta: *Al-Qur'an dan terjemahan* 2006), h. 6.
[25] Piet A Sahertin, *Konsep Dasar Dan Teknik Supervisi Pendidikan Dalam Rangka Pengembangan Sumber Daya Manusia* (Jakarta: PT Rineka Cipta, 2008), h.17.
[26] Made Pirata, *Supervisi Pendidikan Kontekstual*...., h.130.
[27] Aan Ansori, *Pelaksanaan Supervisi Klinis Dalam Meningkatkan Kinerja Guru Madrasah Dasar*, Jurnal Pendidikan Vol. 1 No 12, (Desember 2016), h. 2321.
[28] Suprihatiningrum Jamil, *guru profesional*.... h. 296.
[29] Made Pirata, *Supervisi Pendidikan Kontekstual*....., h. 130.
[30] Suprihatiningrum Jamil, *guru profesional*.... h.78.
[31] Jerry H Makawibang, *Supervisi Klinis dan Pengukurannya Analisis di Bidang Pendidikan* (Bandung: Alfabeta, 2013), h.35-36.

- [32] Jerry H Makawibang, *Supervisi Klinis dan Pengukurannya*.....h, 80
- [33] Jerry H Makawibang, *Supervisiklinisteori dan pengukuran*, h. 41.
- [34] Siti Fatimah, S.Pd, Kepala Madrasah MTs Darul Huda Bandar Lampung,
wawancaratanggal 9 mei
- [35] Ahmad Taufik, S.Pd, Waka Kurikulum MTs Darul Huda, hasil *wawancaratanggal 9 mei 2019*
- [36] Suhaidi S.Pd, pendidik B. Inggris MTs Darul Huda, hasil *wawancaratanggal 9 mei 2019*
- [37] Jerry H Makawibang, *Supervisiklinisteori dan pengukuran*, h. 40
- [38] Siti Fatimah, S.Pd, Kepala Madrasah MTs Darul Huda Bandar Lampung,
wawancaratanggal 9 mei 2019
- [39] Jerry H Makawibang, *Supervisiklinisteori dan pengukuran*..., h. 41-42.
- [40] Made Pirata, *Supervisi Pendidikan Kontekstual*..., h. 137
- [41] Siti Fatimah, S.Pd, Kepala Madrasah MTs Darul Huda Bandar Lampung,
wawancaratanggal 9 mei