



## Management Of Madrasah Supervisors POKJAWAS in Deli Serdang District

Muhammad Luthfie Ramadhani<sup>1</sup>, Hidayatul Munawwarah<sup>2</sup>

<sup>1</sup> Dharmawangsa University, Indonesia

<sup>2</sup> Sari Mutiara University, Indonesia

Corresponding Author : ✉ [badloeth@gmail.com](mailto:badloeth@gmail.com)

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### ABSTRACT

Deli Serdang, a densely populated area with a majority Muslim faith, has many madrasah in various sub-districts. To get quality graduates, good learning processes, quality teachers and madrasa management, supervisory management is needed to guarantee and improve the quality of madrasah. After the pandemic, it has required a number of groups to create various concepts for organizing activities so that they do not experience setbacks, one of which is the concept of madrasah supervision management at the Deli Serdang Ministry of Religion. This research uses a qualitative approach with various conditions and stages of research methodology where the Pokjawas or Supervisory Working Group is the research object. The research results show that the management of the Pokjawas related to the supervisory work program is still being carried out but the presence of members is incomplete due to concerns during the Pandemic era. So regarding the use of program funds, Pokjawas activities still rely on independent funds from supervisors and self-help from a number of groups to carry out madrasa supervision programs, and the last is the responsibility of a number of supervisors regarding madrasa development. new strategy to facilitate coordination other than the online system between supervisors within the Pokjawas Ministry of Religion Deli.

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**Keywords :** *Supervisor, Management, Madrasah.*

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## INTRUCTION

This Supervisory Working Group has a very important role in supporting the sustainability of madrasah within the district and city Ministry of Religion regarding the quality of graduates, the learning process, teacher quality and madrasa management. This support activity is in the coordination of the Supervisory Working Group (Pokjawas), therefore it is important for supervisory management to be improved so that the Employee Performance Targets (SKP) of madrasa supervisors can regularly change for the better. Through management, supervisors can achieve goals according to the wishes of the supervisors and Pokjawas as a supervisory agency. Furthermore, in an atmosphere of decentralization of education, supervisors are guarantors, enhancers, and supervisors of the quality of education who have competitive and comparative advantages.

The Pokjawas of the Ministry of Religion Deli Serdang every month always coordinates between madrasa supervisors at each level, this description aims to improve various supervisory programs related to the development of madrasah within the Ministry of Religion of Deli Serdang. The Ministry of Religion of Deli Serdang has a large number of madrasah, from 25 sub-districts throughout Deli Serdang district, according to Emis Dashboard data, Madrasahs from the RA to MA levels, both private and public, amounted to 795, while for private and public Madrasah Tsanawiyah 139. It is very much needed by the Supervisory Working Group so that all the potential of existing resources can be maximized in order to achieve the objectives of an effective, efficient and sustainable supervisory program. However, the reality is that currently the Deli Serdang Ministry of Religion's Pokjawas is experiencing problems that are also experienced by other institutions related.

After pandemic has changed normal life mechanisms to become abnormal, including learning patterns in madrasah, how to interact in the teaching and learning process, learning media, and learning assessments. This is a challenge for madrasa supervisors to be able to reconstruct mindsets, work patterns, and relationship patterns in accordance with conditions at that time. Therefore, madrasah supervisors must be able to adapt the form and mechanism of supervision in accordance with the conditions of the madrasa and ensure that learning in madrasah continues in a sustainable manner. So the management of Madrasah Supervisors within the Ministry of Religion of Deli Serdang District, as the results of initial observations, the authors found several things that should be input for Pokjawas Madrasah, including; (1) work programs that do not meet the needs, (2) program objectives and benefits that have not been maximally achieved, (3) minimal program costs, (4) time that has not been programmed, (5) the person in charge still seems low, (6) implementers (supervisors) are not well motivated, (7) the lack of cooperation partners for madrasah supervisors with other fields, (8) program targets have not been adjusted to current constraints.

This condition is inseparable from the spread of pandemic that Deli Serdang district is also included in the red zone that is exposed to the spread of the corona virus according to data from the pandemic Task Force for North Sumatra. Therefore, it is very interesting to convey the results of the research that the author has carried out in the field, especially in the Ministry of Religion of Deli Serdang. Because the main purpose of this paper with the title Supervisory Management after Pandemic Period: Case Study of Pokjawas Madrasah of the Ministry of Religion Deli Serdang, among others; (1) Describe the work program and objectives and benefits of the supervisory program in

the Deli Serdang Ministry of Religion's Pokjawas after Pandemic. (2) Describe the cost and time requirements programmed at the Deli Serdang Ministry of Religion's Pokjawas after Pandemic. (3) Describe development of supervisors related to responsibilities, motivations, supervisory partners and supervisory program targets after the Pandemic.

### **Theoretical Study**

Management according to James A.F. Stoner and Charles Wankel in Siswanto (1987: 2) revealed that management as a process is a systematic way of carrying out a job. As will be seen the process includes; (1) Planning, namely setting goals and actions to be taken, (2) Organizing, namely coordinating human resources and other resources needed, (3) Leadership, namely efforts to make subordinates work as well as possible, (4) Control, namely ensuring whether the objectives are achieved or not and if not achieved corrective action is taken.

Madrasah supervisors are mentioned as Civil Servant teachers who are appointed as functional supervisors of educational units whose duties, responsibilities, and authorities are to carry out academic and managerial supervision at madrasah. This definition is in accordance with the Decree of the State Minister for Empowerment of State Apparatus No. 118/1996, "is a civil servant who is given full duties, responsibilities and authority by an official who is authorized to carry out supervision by carrying out assessment and guidance from the technical aspect of education and administration at pre-school, primary and secondary education units (Siahaan, 2006: 6). Therefore, the supervisor is an important part of the madrasa, he has a serious job in developing the madrasa, namely forming a conducive madrasa environment. This means that these supervisory activities have no small impact on the progress and improvement of the professionalism of madrasa teachers in particular and the world of education in general.

Specifically, in this paper, madrasah supervision is associated with management, which is the overall management function as a supporting element and supporting the implementation of madrasah supervision activities which include all potential resources available according to their needs in order to realize an increase in the professionalism of madrasa teachers and a number of teaching and learning activities in madrasah.

As written in the Regulation of the Minister of Religion, it is stated that the functions of the Madrasa Supervisors include, among others; (1) Preparation of supervision programs in the academic and managerial fields, (2) Guidance and development of madrasah, (3) Guidance, mentoring, and professional development of madrasa teachers, (4) Monitoring the implementation of

national education standards, (5) Assessment of the results of the implementation of supervision programs, (6) Reporting on the implementation of supervisory duties. Based on the explanation above, if it is related to the context of madrasa supervisors and school supervisors, their role is very important. As explained by Fathurrohman in the concept of School-Based Management, among others; (1) School supervisors (madrasah) will act as implementers of internal monitoring and evaluation for themselves as school supervisors (madrasah) through cell-assessment activities, so that the ability of their personnel is always increased in order to optimize the implementation of tasks in accordance with the principle of accountability. (2) Will act as executor of external monitoring and evaluation for schools (madrasah), based on the school plan (madrasah) and budget draft (Faturrahman and Surya, 2011: 23).

## **METHOD**

This study uses a descriptive method and a qualitative approach focusing on case studies of madrasah tsanawiyah supervisors in the Ministry of Religion of the Republic of Indonesia Deli Serdang district both with the status of private madrasah and public madrasah. Descriptive research is not intended to test a particular hypothesis, but only describes "what is" about a variable, symptom, or situation (Arikunto, 2016). The infrastructure used, as well as the supervisor's working relationship with colleagues and fostered madrasah, (2) Interviews with the Pokjawas Chair and a number of madrasa supervisors and units related to madrasah at the Ministry of Religion Office of Deli Serdang. (3) Documentation studies, including: supervisory work programs and guidelines for evaluating the performance of madrasah supervisors using mobile phone cameras.

Furthermore, for the validity of the data, observations were carried out diligently and credibility tests were carried out: triangulation and member check. The data were analyzed using the following techniques: reduction, display, and data verification by sorting and selecting data that matched the research focus, tabulated, and then analyzed and interpreted the meaning of each data. Then, re-checking the data from observations, interviews, and documentation studies whether it is valid or not. The next process is elaborated to draw conclusions that are reported in written form. In collecting data, this research uses techniques including: Interview, document study, observation. Analysis of the data used in this study while in the field is to use data analysis model Miles and Huberman. According to Miles and Huberman in Prastowo (2012: 241), qualitative data analysis is an analytical process consisting of three

activity lines that occur simultaneously, namely data reduction, data presentation, and conclusion drawing or verification.

## RESULTS DAN DISCUSSION

There are 139 public and private madrasah tsanawiyah within the Ministry of Religion of Deli Serdang district as fostered by the Pokjawas. There are 139 madrasah in 25 sub-districts in the district. Each supervisor has fostered madrasah which are not so equal in number to each supervisor, the results of the interview with the Pokjawas head said that this condition was adjusted to the distance that had to be traveled by the supervisor, and generally each supervisor had 10 or more tsanawiyah madrasah under his guidance.

Results of an interview with the Pokjawas Chair. The number of supervisors for Madrasah Deli Serdang from Raudatul Athfal (RA) to Madrasah Aliyah (MA) was 27 people, while the number of supervisors for Madrasah Tsanawiyah was 5 people. Furthermore, the results of observations and document studies found that the Ministry of Religion Deli Serdang separated madrasa supervisors from PAI teacher supervisors in public schools, the policy of the Ministry of Religion of the North Sumatra Regional Office was based on mapping, and this was different from the existing policy in Aceh as the author previously served as an PAI teacher in Aceh.

The findings in the field show that the Supervisory Working Group (Pokjawas) of Madrasah Tsanawiyah, Ministry of Religion, Deli Serdang, always conducts coordination meetings (Pokjawas) every month at the Ministry of Religion. However, the results of observations in the field were due to the fact that the presence of a number of madrasa supervisors was incomplete. However, coordination meetings are still being held by the Deli Serdang Madrasah Pokjawa in the hope of gathering the progress of the madrasah in each supervisory work area and discussing it jointly by the supervisors who are guided by the Pokjawas chairman in order to get an understanding of the Main Objectives of the function (Tupoksi), Supervisors, Technical guidelines for procedures The latest accreditation or known as the Education Unit Accreditation Instrument (IASP), "The items are from 8 SNP into 4 components, namely, Quality of graduates, Learning process, Quality of teachers and School/madrasah management." This activity is once a month.

Supervisors must be able to master the problems that exist in their fostered madrasah, including the teachers, for example issues of discipline, administration and implementation of learning. Furthermore, according to an official from the Ministry of Religion for Madrasah, he said that the supervisor would know who his/her mentor teacher was, or vice versa. However,

supervisors regarding their existence are very difficult as usual according to the Chair of the Pokjawas, sometimes at certain hours many supervisors are not clear in their presence in the office and when contacted they seem busy and still far from the office.

The planning of the madrasa supervisor program during the Pokjawas management period was very neat and orderly, but the realization of the planning seemed to have only been carried out by approximately 20 percent of all planned programs. This description is due to the large number of funding needs in monitoring activities at Pokjawas which are borne independently so that a number of supervisors are not very active in implementing the program plans carried out. Almost the funds needed are carried out independently. Moreover, the level of vigilance against the pandemic among supervisors who are members of the Pokjawas is not going well.

In line with the explanation above, what must be done to overcome the planning problem of madrasah supervisors is to determine an overall strategy to achieve targets in accordance with the time and funding capabilities of the Pokjawas within the Ministry of Religion of Deli Serdang. The work of madrasa supervisors that have been programmed, then applied intelligently and well, and supported by objective evaluations, will undoubtedly bring more optimal work results. Likewise, supervision activities (supervision) regardless of the level of education, must be carried out by a madrasa supervisor who has competence. According to information from the Ministry of Religion of the Republic of Indonesia regarding the planning of supervisors after the pandemic, among others; (1) Coordinate with the head of madrasah to identify access and facilities that allow teachers to use it either online, offline or face-to-face for madrasah that are in the green zone. (2) Develop RPA and supervision instruments according to zones, access, teacher needs, and teacher digital literacy levels. (3) Conduct initial meetings with teachers online, offline, or face-to-face with health protocols to draw up an agreement on the supervision model, lesson plan format, and instruments to be used in the implementation of supervision and provide reinforcement on learning at that time.

Organizing function; According to data in the field, it was found that the atmosphere for placing supervisory activity programs according to the type of regional development related had not been realized properly (Sagala, 2012) . At least information through online can be realized quickly regarding the determination of what tasks must be done, who must do it, how the tasks are grouped, who reports to whom, and where decisions will be made when the ongoing process of madrasa supervision is carried out.

Leadership function; the ability of supervisors who are members of the Pokjawas related to their leadership has not yet led to being a motivator regarding efforts to supervise their fostered madrasah. At least the supervisors can make observations in accordance with the RPA which is carried out online, offline or direct observation if learning is carried out in a face-to-face madrasa environment with health protocols still being implemented. Regarding leadership during this pandemic, supervisors must record their findings and conduct an analysis of the shortcomings, strengths and obstacles faced by teachers in learning in their fostered madrasah environment (Syafaruddin, 2011). Therefore, efforts to motivate subordinates, namely the teachers as implementers of madrasa supervision, direct focused activities, choose the most effective communication channel, so that conflicts do not occur in the madrasah they support.

Control function, in this pandemic atmosphere, madrasa supervisors should be able to quickly and intelligently control the madrasah under their guidance to maintain the quality of madrasah. This means that in an effort to ensure that everything goes according to plan, management must monitor the performance of Pokjawas. Among other examples are; (1) Inviting teachers, groups of teachers to hold meetings to reflect on the learning process that has been carried out either online/offline or face-to-face with health protocols. (2) Provide suggestions for improvement and motivation to improve the next learning process, (3) Make notes on the results of supervision to be documented as guidance material for further activities, (4) Plan follow-up coaching/assistance for individuals and groups online or face-to-face according to health protocols.

As for the steps in preparing the supervision program, among others; (1) Coordinate effectively with the Head of the MoRA Kab/Ko Office, the Head of Madrasah assisted and related parties to obtain information about madrasa zones (green, yellow, orange or red zones), (2) Conduct initial online monitoring or visitation and verification related to the fulfillment of the requirements for the implementation of the learning process both online, offline and face-to-face in accordance with the health protocol for madrasah in the green zone, (3) Conducting monitoring to ensure that the madrasa principal has carried out socialization to madrasa residents and parents about the learning model to be implemented in madrasah and fulfilling the requirements for implementing the learning process in accordance with health protocols, (4) Identifying access and madrasa facilities as well as facilities owned by teachers, madrasa principals and students to determine the learning model and learning media to be carried out, (5) Designing a plan and supervision model academic

supervision, supervision i managerial and coaching according to the needs, access, facilities and zones of the madrasa location as follows: (a) Online Supervision; all monitoring activities are carried out remotely through internet access either virtually or through social media such as WA group, email, telegram, youtube, facebook, Instagram, telegram etc. (b) Off-Network Monitoring; remote surveillance without internet access. Supervision activities are carried out using modules, written materials, instruments, manuals, and other references, (c) face-to-face supervision; Supervision activities are carried out normally by following the health protocols set by the government, (d) Joint model supervision; supervision carried out with a combination of online and offline according to the needs and conditions of the madrasa.

## CONCLUSION

As responsibility for the implementation of supervision after pandemic, Madrasah Supervisors make written reports that reflect related activities: 1) The work program is adjusted to the atmosphere of the as usually so that its goals and benefits are achieved. 2) The need for fees by Pokjawas is not expensive because it has been replaced by an online system. 3) It is necessary to involve a number of related elements to improve the development of madrasah in Deli Serdang.

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