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Implementation of learning supervision at Madrasah Tsanawiyah ministry office region Minahasa district

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Abstract

This study aims to obtain the results of the analysis and description of: (1) Implementation of learning supervision by the head of madrasah at MTs Negeri Minahasa and MTs Tarbiyah Tondano., (2) Obstacles encountered in implementing learning supervision, (3) Efforts made in implementing learning supervision. Overcoming obstacles in implementing supervised learning at MTs Negeri 1 Minahasa and MTs Tarbiyah Tondano. This study uses a qualitative approach with a multi-site design. Data collection was obtained by means of observation, interviews and documentation studies. The data were analyzed using the steps proposed by Milles and Huberman, namely: data collection, data reduction, data presentation, data verification. The results of this study indicate that (1) the implementation of learning supervision has been carried out routinely and periodically in accordance with the stages of learning supervision, namely planning, implementing supervision and following up on the results of learning supervision. However, learning supervision has not shown maximum results due to various obstacles that hinder the implementation of learning supervision. (2) The obstacles encountered are the lack of competence of teachers and madrasah principals in the implementation of learning supervision and the provision of inadequate infrastructure. (3) Efforts made include increasing the competence of teachers and madrasah principals through training activities, seminar workshops, webinars and MGMP. Strive to procure educational infrastructure by always coordinating with education stakeholders.

Keywords: Learning supervision, Madrasah

1. Introduction

In the current era of globalization, we are faced with extraordinary challenges with the presence of Revolution 4.0 which is based on a cyber-physical system with the support of increasingly sophisticated technological advances, information bases, innovations and networks that mark the era of affirmation of the emergence of the creative century. This requires teachers to be more creative and innovative in learning in order to equip students with 21st century competencies so that they can survive in the future. Facing these challenges, of course, must be balanced with a quality education system so as to ensure the growth and development of quality human resources, act quickly, accurately and be able to adapt while anticipating the negative impacts of these changes. This is in line with the opinion of Syamsudin, *et al.* (2019: 322) ^[25] which states that the teacher figure needed in the 21st century is a teacher who is not only skilled in carrying out his profession but also must be able to master various tools and means of supporting technology in educational activities. As educational organizations, madrasahs need tools that can act as accelerators and dynamists in order to achieve educational goals effectively and efficiently. These tools are policies and strategies that are defined as education management functions. Supervision/supervision is one part of education management that has an important role in running the wheels of education as an effort to achieve educational goals effectively and efficiently. Including in the context of improving the quality of teachers to meet the specified standards. Based on PP number 57 of 2021 concerning National Education Standards, it is explained that the standard of educators is a minimum criterion of competence and qualifications possessed by educators to carry out their duties and functions as role models, learning designers, facilitators and motivators for students.

In carrying out their duties, teachers need technical assistance as a form of refresher in order to be able to carry out their duties properly as an effort to continuously improve competence

and performance. This is where the role of supervision is very necessary. Based on PP 57 of 2021 concerning National Education Standards, it is explained that the supervision of educational activities is a periodic and continuous monitoring, supervision, and evaluation activity aimed at ensuring the implementation of transparent and accountable education as well as improving the quality of learning processes and outcomes on an ongoing basis. Supervision is the strategic role of the madrasa head in carrying out management functions, especially in controlling, coaching and developing in madrasas.

The old paradigm that puts supervision as a coaching activity that is inspection, emphasizes superior power and is authoritarian, must be changed to a problem solving and innovative supervisory function that emphasizes friendship based on service delivery and good cooperation between teachers and madrasah principals. This will have an impact on the creation of harmonious working relationships so that teachers will feel motivated and enthusiastic in carrying out their duties and functions professionally so that they can improve their performance to the maximum. One aspect that must not escape the supervisory activities of the madrasah principal is the performance of the teacher because it is a determinant of the success of the implementation of the teaching and learning process.

Kristiawan *et al.* (2019: 77) state that the implementation of good and correct supervision will produce good changes as well. Therefore, the implementation of supervision must be carried out in accordance with good and correct regulations. In line with this opinion, Melindarefita (2016: 32) states that the impact of supervision in schools is: 1) Improving the quality of teacher performance, helping teachers understand the goals of education, and what the school's role is in understanding these goals, helping teachers to clearly see the circumstances and needs of their students., forming strong groups and uniting teachers in effective teams, working closely and friendly, and understanding each other, improving the quality of teacher teaching both in terms of strategies, skills and teaching tools, as one of the basis for decision making for school principals to teacher repositioning. 2) Improving the effectiveness of the curriculum so that it is efficient and well implemented. 3) Improving the effectiveness and efficiency of existing facilities and infrastructure to be managed and utilized properly so as to optimize student success. 4) Improving the quality of school management, especially in supporting the creation of an optimal working atmosphere so that students can achieve the expected learning achievements. 5) Improve the quality of the general situation of the school so as to create a calm and peaceful and conducive situation which will improve the quality of learning that demonstrates the success of graduates.

However, there are still various obstacles and problems that hinder the implementation of learning supervision as stated by Masaong (2014: 4) which states that currently supervision activities by supervisors are still oriented to control and the main object is administration, so that the atmosphere of partnership between teachers with less created supervisors and even teachers feel psychologically burdened with thoughts of being assessed. Whereas supervision activities will be effective if the feeling of being free from various pressures is replaced by an atmosphere of providing services and meeting needs that are informal. While Asmani (2012: 3) ^[1] suggests several obstacles in the

implementation of supervision, namely: 1) Lack of teacher scientific passion, 2) Leaders who are less authoritative, 3) Weak creativity, 4) prioritize formality, ignore essence, and 5) lack of facilities.

Based on the results of observations and interviews conducted at MTs Negeri 1 Minahasa and MTs Tarbiyah Tondano, it was found that the implementation of learning supervision had been carried out by the head of the madrasa. Learning supervision is carried out every semester for all teachers. Learning supervision activities are directed at the supervision of learning devices, implementation of learning and evaluation of learning. For the evaluation of learning, it is focused on the preparation of the question grid and item analysis. Learning supervision activities are carried out based on the stages in learning supervision, namely planning, implementation and evaluation/follow-up. It begins with a meeting with the principal of the madrasah teacher and the teacher discussing the plan for implementing supervision. Furthermore, the head of the madrasa prepares a schedule for the implementation of supervision for each teacher. Observations were carried out using a learning supervision instrument based on each stage in the supervision. Furthermore, the head of the madrasa with the teacher evaluates the implementation of supervision to assess and develop a follow-up plan for the results of supervision.

The objectives to be achieved from this research are to obtain the results of the analysis and description of:

1. Implementation of learning supervision by Madrasah principals at MTs Negeri 1 Minahasa and MTs Tarbiyah Tondano.
2. Obstacles encountered in implementing learning supervision at MTs Negeri 1 Minahasa and MTs Tarbiyah Tondano.
3. Efforts made by teachers and madrasah principals to overcome obstacles in implementing learning supervision at MTs Negeri 1 Minahasa and MTs Tarbiyah Tondano.

2. Literature review

2.1 Learning supervision concept

Learning supervision according to Glikcman in Rodliyah (2014: 27) ^[21] states that the term teaching supervision can now be called learning supervision is a series of activities to help teachers develop their ability to manage the learning process in achieving learning goals. Furthermore, Rodliyah stated that supervision is actually closely related to the teaching aspect but is directly oriented to students. Learning supervision is directed at maintaining and developing the teaching and learning process in schools. There are three important three elements that are implicitly contained in the meaning of learning supervision, namely: 1) elements of the process of directing, guiding and assisting supervisors to teachers, 2) elements of teachers and other personnel who must be guided and assisted in order to increase their capacity, 3) elements of the learning process teaching as an object that must be improved in order to achieve the goals of education and teaching.

In line with this opinion, Masaong (2013: 3) ^[11] argues that there are several important aspects in learning supervision, namely: 1) Assistance and service to school principals, teachers and staff. 2) To develop the teacher's self-quality, 3) For the professional development of teachers, 4) To motivate teachers. These aspects require knowledge of the

concept and approach to supervision that is supported by the performance and accountability of supervisors. This is so that supervision activities as a professional service can improve teacher competence in learning which also leads to the realization of optimal student learning outcomes.

Based on some of these opinions, it can be concluded that learning supervision is basically a form of service from supervisors to teachers in improving their professional abilities, namely being creative, active, effective and productive teachers. With the increase in teacher professionalism will have a positive impact on improving the quality of student learning. Therefore, it needs the seriousness of the supervisor in carrying out their duties in order to achieve the next supervision goal.

2.2 Objectives of learning supervision

The general purpose of supervision is to provide technical assistance and guidance to teachers and staff so that these personnel can improve the quality of their performance (Ubabudin. 2019: 537). Makawimbing (2011: 75-76) suggests that operationally the objectives of supervision can be described as follows:

1. Improve teacher performance
2. Improving the effectiveness of the curriculum so that it is efficient and well implemented
3. Improving the efficiency and effectiveness of existing facilities and infrastructure to be managed and utilized properly so as to optimize student success
4. Improving the quality of school management, especially in supporting the creation of an optimal working atmosphere and furthermore students can achieve achievements as expected
5. Improve the quality of the general situation of the school so as to create a calm and peaceful and conducive situation which will improve the quality of learning that shows successful graduation

Imron (2011: 10) ^[6] states that the purpose of learning supervision is to improve teacher professionalism in improving the teaching and learning process through the provision of assistance, especially in the form of professional services to teachers. Asmani revealed that the focus of learning supervision is the teaching and learning process of teachers to be more effective and productive. Therefore improving the teaching and learning process is the main goal of learning supervision.

Masaong (2013: 6-7) ^[11] explains that the objectives of learning supervision are: 1) Guiding and facilitating teachers to develop their professional competencies, 2) Motivating teachers to carry out their duties effectively, 3) Helping teachers manage curriculum and learning effectively. 4) Helping teacher's foster students so that their potential develops to the fullest. From the various supervisory objectives stated above, it can be said that the purpose of learning supervision is to give teachers the ability to assist, guide, direct, motivate and foster them in order to improve and enhance their professional competence. Teachers' professionalism can improve their performance in schools so that the direction of educational goals will automatically be achieved. Teacher professionalism is highly expected in the world of education because it is a positive attitude that can significantly build and realize educational goals.

In carrying out supervision, supervisors must know in advance about the principles of supervision so that

supervision activities take place effectively and efficiently. The principles of supervision according to Sagala (2010: 96-97) ^[23] are as follows:

1. Scientific (scientific) which consists of systematic elements, which means that it is carried out regularly, planned and continuously; objective, meaning that the data obtained are based on real observations, not personal interpretations; using tools/instruments that can provide information as feedback to conduct an assessment of the teaching and learning process.
2. Democratic, upholding the principle of deliberation.
3. Cooperative/partnership, all staff can work together, develop business in an effort to create a better learning situation and working atmosphere.
4. Constructive and creative, fostering the initiative of staff/teachers and encouraging them to actively create an atmosphere so that everyone feels safe and can develop their potentials.

2.3 Learning supervision techniques

In relation to the implementation of supervision, a supervisor must be skilled in using supervision techniques that are in accordance with the needs and problems faced by the teacher. This is important because the application of appropriate supervision techniques will determine the success or failure of the implementation of supervision. The selection of appropriate supervision techniques greatly assists the smooth implementation of supervision so that it takes place effectively, efficiently and productively.

1. Class Visit
2. Private Meeting
3. Teacher Council Meeting
4. Interschool Visit
5. Inter-Class Visits
6. Meeting in the Teacher Working Group/MGMP
7. Professional Newsletter Publishing
8. Symposium and Seminar

2.4 Head of madrasah as education supervisor

Based on KMA Number 58 of 2017 defines the head of the madrasa as the leader of the madrasa. While the madrasa is a formal education unit at the Ministry of Religion which organizes general education with the peculiarities of the Islamic religion. Meanwhile, based on Permendiknas Number 6 of 2018 concerning the assignment of teachers to be school principals, it is stated that school/madrasah principals are teachers who have the task of leading and managing educational units. This is in line with the opinion of Yusnidar (2014: 326) that the head of the madrasa is essentially a functional staff that is given the task of leading the implementation of the madrasa. The principal of the madrasa has a very strong role in coordinating, mobilizing and harmonizing all educational resources available in the madrasa. Madrasah principals are required to have adequate educational management and leadership skills in order to be able to take initiatives and initiatives to improve the quality of madrasahs.

The head of the madrasa as the highest position held by someone in the school/madrasah organization is responsible for the realization of the learning process effectively and efficiently. The head of the madrasa is the person who is responsible for achieving the planned educational goals. In achieving this goal, the head of the madrasa should be able to direct and coordinate all activities in the madrasa and try

to encourage the emergence of a strong will and spirit of confidence for teachers, staff and students in the madrasa. The duties of a madrasa head based on PMA No 58 of 2017 Regarding the head of a madrasa are: 1) Carrying out managerial duties, developing entrepreneurship, supervising teachers and education staff. 2) Carry out learning or guidance tasks to meet the needs of madrasa teachers. While the function of the head of the madrasa is to carry out the functions of planning, management, supervision and evaluation.

Based on PMA Number 58 of 2017 it is explained that the Head of Madrasah must have the following competencies: 1) Personality, 2) Managerial, 3) Entrepreneurship, 4) Supervision, 5) Social

The supervisory competence of the madrasah principal consists of:

1. Planning an academic supervision program in the context of improving teacher professionalism
2. Carry out academic supervision of teachers by using appropriate supervision approaches and techniques
3. Follow up on the results of academic supervision of teachers to increase teacher professionalism

Ngalim Purwanto in Toduho (2018: 36) states that the efforts that can be made by the head of the madrasa according to his role as a supervisor are as follows:

1. Generating and stimulating teachers in carrying out their duties as well as possible
2. Trying to procure and equip school equipment including instructional media needed for the smooth

and successful teaching and learning process

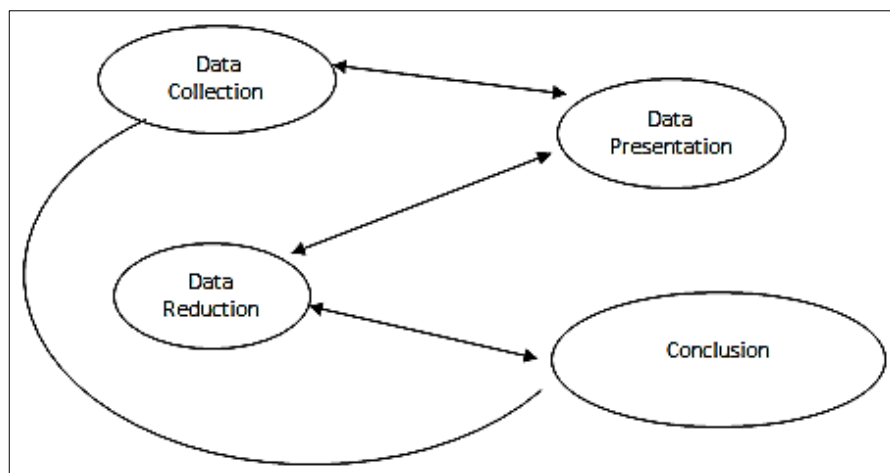
3. Together, the teacher tries to develop, find and use teaching methods in accordance with the curriculum and learning materials
4. Fostering good and harmonious cooperation between teachers and school staff
5. Trying to improve the quality and knowledge of teachers and school staff

3. Research method

Primary data is data obtained by researchers from primary sources taken directly from informants who are people who have the ability and are considered worthy to provide broad and in-depth information in accordance with the research focus raised. The informants involved in this study were the principal of the madrasa, the deputy head of the madrasa in the field of curriculum, 1 subject teacher and 1 homeroom teacher at MTs Negeri 1 Minahasa and MTs Tarbiyah Tondano.

Secondary data obtained in the form of written data. Retrieval of data in the form of existing documents and research results found by researchers indirectly. This data is in the form of important documents regarding the profile of the madrasa, the supervision activities of the madrasah principal, and supporting literature in relation to the implementation of learning supervision at MTs Negeri 1 Minahasa and MTs Tarbiyah Tondano.

The research procedure carried out can be seen in the image below:



Source: Sugiyono, 2016: 338

Fig 1: Components in data analysis

a. Data reduction

Data reduction is the process of selecting, simplifying, focusing, abstracting and converting rough data into field notes. This activity was carried out since data collection began by making summaries, coding, writing memos, etc. with the intention of setting aside irrelevant data or information.

b. Data presentation

Presentation of data is the process of presenting a set of structured information that provides the possibility of drawing conclusions and taking action. Presentation of data can be done in the form of narration (short explanation), charts, relationships between categories, diagrams and the like.

c. Data verification

The data verification process is carried out continuously throughout the research process. When entering the field, collecting data, researchers try to analyze and look for patterns, configurations, causal paths, meanings and propositions from the data found. Conclusions in qualitative research are new findings

Data collection techniques that researchers use in data collection are observation, interviews and documentation. This study uses data analysis model Milles and Huberman Mille and Huberman in Sugiono (2013:337-342) state that activities in qualitative data analysis are carried out interactively and continuously until complete, so that the data is saturated. In connection with this research, the implementation of learning supervision at MTs Negeri 1

Minahasa and MTs Tarbiyah Tondano was observed, and then the observations were described as they were, both implementation, obstacles and problems, supervision strategies and their derivation through statements of data sources and the focus of the research itself in relation to learning and its implementation in society.

4. Result and Discussion

4.1 Implementation of learning supervision at MTs Negeri 1 Tondano and MTs Tarbiyah Tondano

The findings of this study indicate that the supervision of learning at MTs Negeri 1 Minahasa and MTs Tarbiyah before the pandemic period has been carried out routinely and periodically every semester. The implementation of routine and periodic learning supervision is very important because supervision activities are basically a series of efforts, assistance to teachers, especially professional services carried out by madrasah principals to improve the quality of madrasas. This is in line with the opinion of Sagala (2010: 103) ^[23] which states that supervision is an instrument that can measure and ensure the fulfillment of the quality of education and the quality of learning implementation, aiming to help teachers understand their role in schools and improve their teaching methods, then help the principal/madrasas improve school/madrasah management.

The implementation of regular and periodic learning supervision will make it easier for the head of the madrasa to be able to evaluate the extent of the teacher's ability to teach, how the availability of infrastructure and the obstacles faced in an effort to assess and implement efforts to improve the obstacles encountered in the implementation of learning. In the implementation of learning supervision at MTs Negeri 1 Minahasa and MTs Tarbiyah Tondano, it was carried out in 3 stages of implementation, namely planning, implementing supervision activities, and following up on the results of supervision. This is in accordance with the opinion of Hartanto *et al.* (2019: 18) ^[3] which states that basically the implementation of supervision consists of 3 stages, namely planning, implementing and following up on the results of supervision.

The implementation of supervision in stages will make it easier for the head of the madrasa to be more focused in determining actions in accordance with the focus of supervision according to the stages. For planning activities, it is focused on making schedules and supervision mechanisms, this is discussed at the teacher council meeting at the beginning of the semester. For the implementation of the supervision of the madrasah principal, it focuses on fulfilling 3 educational standards, namely content standards, process standards and assessment standards. Content standards are focused on the assessment and examination of learning tools, content standards are focused on observing and assessing the implementation of teaching and learning activities in the classroom, assessment standards are focused on checking the completeness of the question grid, item questions, analysis of questions and even recapitulation of student scores. For each focus of supervision, the madrasah principal conducts monitoring and assessment in accordance with the existing supervision instruments and is usually also used by madrasah supervisors. While the follow-up stage of supervision for MTs Negeri 1 Minahasa, the findings of the supervision results were discussed at the board meeting. For MTs Tarbiyah Tondano, after the supervision was carried

out, a discussion was held with the supervised teacher before the findings were discussed at the plenary meeting of the supervised results. At this stage, input and responses from the teacher council were also asked for problems encountered during the implementation of supervision and alternative problem solving as well as guidance and direction from the head of the madrasa as an effort to improve the implementation of learning.

The implementation of learning supervision by the madrasah principal is an urgent activity carried out as an effort to improve the quality of education. Because learning supervision is closely related to teaching aspects that are directly related to students. Learning supervision is directed at maintaining and developing teaching and learning processes in madrasas. Therefore, the implementation of learning supervision should not be hampered because of the changing circumstances and conditions of learning at this time, the head of the madrasa cannot carry out supervision of learning because of the difficulty of making assessment instruments and the difficulty of assessing the ability of teachers because learning is carried out online.

The role of the principal as a supervisor is very important. Madrasah principals are required to have the ability to guide and direct their teachers, be able to carry out supervision techniques and strategies in accordance with conditions and situations appropriately and be able to find the best solutions for findings and problems that are teacher shortages that require improvement efforts in learning in order to achievement of educational goals. If learning supervision can be carried out optimally, it will improve teacher performance in teaching.

4.2 Obstacles encountered in the implementation of supervision at MTs Negeri 1 Tondano and MTs Tarbiyah Tondano

The results showed that the implementation of learning supervision at MTs Negeri 1 Tondano and MTs Tarbiyah Tondano still encountered various obstacles. These obstacles come from the competence of the madrasa principal, teacher competence, and the provision of facilities and infrastructure. This is in line with Rodliyah's opinion (2014: 27) ^[21] which states that there are three important elements that are implicitly contained in the notion of learning supervision, namely: 1) Elements of the process of direction, guidance and supervisor assistance to teachers. 2) Elements of teachers and other personnel who must be guided and assisted in order to increase their capacity, 3) Elements of the teaching and learning process as objects that must be improved in order to achieve educational and teaching goals.

Barriers encountered from the supervisor element, namely the head of the madrasa, among others, the implementation of follow-up in supervision is still less effective. The findings of the supervision results in the form of problems and teacher shortages in learning only reached the discussion in a meeting with the teacher council. The implementation of the follow-up is left to the teacher. This causes some teachers to be indifferent to the improvement of existing findings. Finally, the teacher only tries to carry out learning optimally when supervision will be carried out. Therefore, it is necessary to plan the implementation of further supervision for teaching improvement. In this case, it is necessary to recommend the implementation of clinical supervision for teachers who have problems in learning. If

every learning problem can be addressed immediately, the quality of education will also increase. Another problem is the lack of ability of the head of the madrasa in adapting his duties to the current pandemic situation and conditions. As a result, when faced with the current situation where the learning model has changed to online learning, madrasah principals have difficulty in determining appropriate learning supervision strategies and instruments. In the end, the supervision of learning was not carried out optimally.

Another obstacle comes from the teacher who is a figure who needs help and guidance in carrying out their duties. Basically the focus of learning supervision is the teaching and learning process carried out by the teacher in an effort to improve the teaching and learning process. Masaong (2013:6) ^[11] explains that the objectives of learning supervision are: 1) Guiding and facilitating teachers to develop their professional competencies, 2) Motivating teachers to carry out their duties effectively, 3) Helping teachers manage curriculum and learning effectively, 4) Helping teachers develop students to develop their potential to the fullest.

The results of the study show that the obstacles in implementing learning supervision at MTs Negeri 1 Minahasa and MTs Tarbiyah Tondano lie in the competence of the madrasa principal, teacher competence and the provision of infrastructure. Basically, learning supervision activities are activities that have been programmed and carried out regularly and periodically, but various shortcomings and obstacles are still encountered as part of improvements to improve the quality of education in madrasahs. Supervision is one of the tasks and competencies that must be mastered by the head of the madrasa. This is in accordance with PP No. 57 of 2021 which explains that the executor of supervision in schools/madrasahs is the principal of the school/madrasah. The head of the madrasa as the main supervisor in the madrasa has a big responsibility for increasing the ability of teachers to manage learning activities in the madrasa. Therefore, the principal must be able to carry out his supervisory duties properly and correctly in accordance with the right principles, techniques and approaches so that teachers can develop in carrying out their duties and functions so that they can overcome the problems encountered in learning.

5. Conclusion

From the description above, the conclusions of this study are:

1. Implementation of learning supervision at MTs Negeri 1 Minahasa and MTs Tarbiyah Tondano, namely learning supervision has been carried out routinely and takes place every semester for all teachers. The activity stages consist of the planning stage, the implementation of the activities, and the follow-up to the results of the supervision. At the planning stage, a teacher council meeting is held to discuss the mechanism for implementing supervision and establishing a schedule for the implementation of supervision for each teacher. The implementation of learning supervision activities is focused on assessing and monitoring content standards in the form of preparing learning tools, process standards for assessing and monitoring the learning process and assessment standards for examining question grids, item questions and question analysis. Inspection and monitoring activities are carried out

according to a predetermined schedule, but sometimes the head of the madrasah supervises impromptu, suddenly the head of the madrasa has carried out monitoring and assessment of the teacher. The follow-up stage of the supervision results was discussed in a plenary meeting of the implementation of supervision, the findings were discussed, input was requested from the teacher and guidance and direction from the head of the madrasa as an effort to improve in further learning. The head of the madrasah carries out inspection activities and monitoring of supervision activities based on existing instruments and usually always coordinates with the madrasa supervisor. Supervision is carried out using individual/individual and group techniques. The implementation of learning supervision is currently less than optimal due to pandemic conditions so that learning is carried out online, madrasa heads have difficulty determining strategies, supervision techniques and appropriate assessment instruments in the implementation of online learning.

2. The inhibiting factors for implementing learning supervision at MTs Negeri 1 Minahas and MTs Tarbiyah Tondano lie in the control of supervisory competence by the madrasa head which has not been maximized, the lack of teacher competence and the provision of inadequate facilities and infrastructure.
3. Efforts made by teachers and madrasah principals in overcoming obstacles to implementing learning supervision at MTs Negeri 1 Minahasa and MTs Tarbiyah Tondano are the need to increase the supervisory competence of madrasah principals through various competency improvement activities such as attending training, workshops, webinars or in the activities of the Heads' Working Group. Madrasahs are routinely held every month and increase knowledge by learning from various other media. The lack of teacher competence in teaching is pursued by directing teachers to continuously improve their teaching knowledge and skills by seeking teachers to take part in teacher competency improvement activities such as training, workshops, webinars, and MGMP which are held every month. In addition, the head of the madrasa also needs to streamline his guidance and direction activities in the form of implementing supervision in accordance with the needs of the teacher through the implementation of clinical supervision.

The provision of facilities and infrastructure is one of the determining factors for the success of learning. Therefore, the head of madrasah always coordinates and consults with related parties, namely the Foundation, the Ministry of Religion and the Education Office in order to fulfill adequate facilities and infrastructure.

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