

The Effect of Supervisory Supervision, Supervision of Madrasah Heads, Competence Through Teacher Working Groups on The Performance of Madrasah Ibtidaiyah Soppeng Regency

Sumarni¹, Baso Amang², Mursalim Laekkeng³, Hasibuddin Mahmud⁴

Abstract

School supervisors have two main functions, namely supervision of educational units (managerial) and supervision of subjects (academic). The function of school supervisors related to teachers' work in learning is subject supervision or known as the academic supervision function. School supervisors are personnel who have experience as teachers, even as principals, so they know the problems faced in the implementation of teachers' work and the assistance expected by teachers. This study is verifiable and descriptive which aims to obtain a description of the characteristics of the variables of leadership style, competence and emotional intelligence on the motivation and performance of madrasah aliyah teachers. The number of samples was 78 samples used, Thus, it can be concluded that the hypothesis that the Supervisor Supervision (X1) has a positive and significant influence on Teacher Performance (Y) is supported by the empirical evidence found in this study The supervision of the head of the madrasah has a positive and significant effect on the teacher's working group The results of the hypothesis test show that there is a significant relationship between the Supervision of the Head of the Madrasah (X2) and the Performance of the Teacher (Y) in Madrasah Ibtidaiyah in Soppeng Regency.

Keywords: Supervisor Supervision, Madrasah Supervision, Competence, KKG, Performances.

Introduction

Education is a transformation in making inputs and outputs. In order to make the output in the transformation needed for supervision activities which is the most important thing in the practice of implementing education. The national supervisory quality standard states that school supervisors have a role as managerial supervisors and academic supervisors which are felt to run well if there is support from the principal of the school. Supervisory activities are considered as control activities for all educational activities to direct, supervise and foster and control in achieving goals, furthermore this activity has a great responsibility in improving the quality of education, both the process and the results, so that supervision activities are carried out from the planning stage from the beginning of. One role of school supervisors listed in the national supervisory quality standards that have been determined by the Directorate General of Education Quality Improvement and Education Personnel of the Directorate of Education Personnel of the Ministry of National Education is as an academic supervisor. As academic supervisors, school supervisors are required to be able to provide guidance, mentoring and supervision in order to improve the professionalism of teachers so that they are able to improve the quality of the learning process. This is done to improve the quality of a school as a whole through improving teacher performance with the help of school administrators as academic supervisors.

In Mudzakir, D. (2016). Supervision can simply be interpreted as a series of supervisory activities carried out by superiors to subordinates. Supervision activities are one of a series of managerial activities that exist in the supervisory function to assess and maintain. employee performance to focus on the goals they want to achieve. In the world of education, one of the functions of supervision is to improve the quality of teacher performance. In the scope of the school, the principal as the highest leader has a duty as a supervisor who is tasked with fostering and assisting teachers in improving their professional abilities. Therefore, in carrying out the role of an academic supervisor, a supervisor will not be separated from the principal as his partner. Supervision

¹ Universitas Muslim Indonesia; 0007dmp1132021@umi.ac.id.

² Universitas Muslim Indonesia.

³ Universitas Muslim Indonesia.

⁴ Universitas Muslim Indonesia.

activities carried out by supervisors continuously will not achieve maximum results without the support of all parties, especially the principal as the leader.

In realizing these educational goals, teachers are at the spearhead, because they are directly related to students through their functions as educators, teachers and trainers (Usman, 2012:8). Optimizing teacher functions is not only the independent responsibility of the teacher concerned, but there are other functions that provide guidance and supervision, namely school supervisors and school cadets. School supervisors have two main functions, namely supervision of educational units (managerial) and supervision of subjects (academic). The function of school supervisors related to teachers' work in learning is subject supervision or known as the academic supervision function. School supervisors are personnel who have experience as teachers, even as principals, so they know the problems faced in the implementation of teachers' work and the assistance expected by teachers. School supervisors are "civil servant teachers appointed in the position of school supervisors"

The role of school supervisors is expected to be strategic in terms of quality educational processes and outcomes. The work carried out is not directly on the students, but through the performance of the teachers. The role carried out by the supervisor is "to monitor, supervise, evaluate, report and follow up on the supervisor which must be carried out regularly and continuously" (Government Regulation No. 19 of 2005, article 55). One of the duties of supervisors who provide planned coaching is supervision. defines supervision as "coaching activities planned to assist teachers and other school employees in doing their jobs effectively".

Mulyasa interpreted academic supervision as "the activity of assessing the work done by teachers in carrying out learning". Supervision is not just an assessment job, but provides a plan for assistance and coaching teachers in carrying out their duties. Job appraisal is a performance appraisal job specification. The meaning of supervision, in addition to what has been previously expressed, also uses the meaning given, namely "a coaching activity planned to assist teachers and other school principals in doing their work effectively". The study of improving the effectiveness of teachers' work, then focuses on teachers in managing learning, so that attention is paid to academic supervision. In this study, academic supervision is carried out by the principal as an internal party and school supervision as an external party.

But in reality, there are still madrasah heads who are not able to carry out their duties in accordance with their managerial competence, namely supervising the madrasah they lead. In another case, the head of the madrasah has supervised the teacher but has not been able to carry it out optimally. To improve teacher performance, supervision cannot only stop at the implementation stage but there must be a follow-up to the results of supervision that has been carried out and expected

will improve teacher performance. However, in reality, with the supervision activities that have been carried out, there are still teachers who have not shown significant improvement in performance.

One of the indicators of teachers' professional competence in the teaching and learning process according to Permendiknas Number 16 of 2007 is the ability to manage teaching and learning programs using the use of information technology. But this reaps many obstacles, because technological advances are not always followed by the quality of human resources. To harmonize technological advances and teacher quality is still difficult to do because most teachers are still used to conventional methods in the learning process, namely lecture methods that focus on content to complete the material, even though madrasahs already have facilities and infrastructure to support learning based on information technology such as computer laboratories, LCD projectors and internet access.

Although the state and government of Indonesia have issued various laws and regulations and improved development programs, the quality of education in schools and madrasahs is still low. The problems faced by madrasahs include management management problems, educators who have not met competency standards and have performance in accordance with expectations. Problems in madrasahs are not only limited to management and teacher problems, but more broadly as expressed, the low quality of education can be observed both in relation to instrumental inputs such as: curriculum, teaching staff, teaching materials, and related to

environmental inputs such as: physical environment conditions and school administration, aspects related to the process, such as the learning process, and the necessary infrastructure, as well as those related to output and outcome indicators, such as graduates and absorption by the labor market. Among the weaknesses of Islamic educational institutions so that they are less capable and unable to compete with other educational institutions are: "lack of organizing skills. The quality of education assessed by the learning achievement of students is highly determined by teachers, namely 34% in developing countries and 36% in industrialized countries (Supriadi, 1998). To achieve quality education, teachers who are professional, qualified and meet the required competencies are needed. In Law No. 14 of 2005 concerning Teachers and Lecturers, teachers have a position as professionals at the level of primary education, secondary education, and early childhood education in the formal education path appointed in accordance with laws and regulations. One of the factors that affect teacher performance is teacher coaching through supervision. According to Mark, "one of the extrinsic factors that contributes significantly to teachers' work motivation, achievement, and professionalism is the principal's supervision service"

The low motivation, and achievement of teachers that affect the teaching profession are inseparable from the low contribution of the principal in fostering teachers in schools through supervision activities. The research carried out by Hadith shows that: there is a contribution between the supervision of the principal, professionalism and teacher performance to the quality of the process and learning outcomes of students at SMAN Kota Bandung (Hadith, 2005). The level of success in the performance achieved by teachers can be known through educational supervision activities carried out by school principals using various existing techniques. Supervision activities carried out by school principals are basically the provision of assistance or assistance in developing a better learning situation in schools. The purpose of educational supervision carried out by school principals is to help teachers in schools to be able to carry out their duties as educators and teachers optimally to create a better learning situation. Improving teacher performance can be done through the principal's teaching supervision services, the supervision services provided by the principal must be carried out programmatically, continuously and professionally to improve the professionalism and performance of teachers. Improving teacher performance is absolutely necessary, "therefore school principals, parents of students, the community, the government, and all observers, should give attention, guidance and encouragement to teachers in improving their professionalism and performance" For this reason, this study wants to examine and analyze the influence of the supervision of madrasah heads on teacher performance in madrasahs

Research Methods

This research is verifiable and descriptive which aims to obtain a description of the characteristics of the variables of leadership style, competence and emotional intelligence on the motivation and performance of madrasah aliyah teachers. The nature of verivative research basically wants to test the correctness of a hypothesis that is carried out through data collection in the field. In this study, it will be tested whether there is a significant influence between supervisory supervision, madrasah supervision, competence and teacher working groups in Madrasah Ibtidaiyah in Soppeng Regency. Thus, the research methods used are the descriptive survey method and the esplanatori survey method. Information from some of the information (respondent samples) is collected directly at the scene empirically, with the aim of finding out the opinion of a part of the population (sample) on the object being studied

Data Types and Sources

Quantitative Data: Quantitative data is data or information obtained in the form of numbers. In the form of this number, quantitative data can be processed using mathematical formulas or can also be analyzed with statistical systems. **Qualitative Data:** Qualitative data is data in the form of words or verbal. How to obtain qualitative data can be done through interviews. **Primary Data:** is research data obtained directly from MSME business actors in Makassar City. Primary data are in the form of survey results, direct interviews, and questionnaires. **Secondary Data:** is the source of data for a research that is obtained indirectly by the researcher through intermediary media (obtained or recorded by other parties). The secondary data is in the form of the number of MSMEs, business sectors, labor used, capital, and other financial data.

Method Of Collecting Data

The data collection method in this study is intended to obtain relevant and accurate data with the problem discussed. The data collection method is as follows:

1. Observation. This method is used as one of the tools in collecting data based on direct observation.
2. Questionnaire. Questionnaire is a data collection technique by asking a number of questions in writing that are given to respondents with the intention of obtaining accurate and valid data.
3. Interview, is a data collection technique by conducting interviews with research respondents, openly related to research.
4. Documentation is a data collection technique by studying data that has been documented in the form of records, documents, reports, books, which can support the data collection process, which is needed by researchers.

Population And Sample

A sample is a part of a population that is carefully selected to represent a population. According to Hair (2008), the determination of samples to be used in Structure Equation Modelling (SEM) data processing can be done using the slovin formula. The sample is part of the number and characteristics that the population has. The size of the sample is highly dependent on the population. If the size of the population is known, then the size of the sample can be calculated by the Slovin formula, As a social study and with a small population, the possibility of errors or biases in the study is quite small. The acceptable error rate in this study is 10 percent ($e = 10\%$) or it can also be said that the research used a confidence level of 90 percent. With a population (N) of 360 people with an error rate ($e = 10\%$), the size of the sample (n) is: a total of 78 samples used

Data Analysis Method

The validity of a measuring tool is the level of accuracy and precision of a measuring tool in performing its measurement function (Suliyanto, 2018:233). A valid research instrument means that the instrument is able to measure what must be measured precisely and carefully, or can provide information about the value of the variable that is measured precisely and carefully. Validity tests can be carried out using external validity and internal validity. The external validity test is declared valid externally if the data obtained is in accordance with other data or information regarding the research variables measured. The internal validity test is declared valid if there is a conformity between the parts of the instrument and the instrument as a whole. Testing the internal validity of an instrument can be done through factor analysis and grain analysis. The validity test used in this study uses internal validity through item analysis. Internal validity tests through item analysis are carried out by correlating the scores on items with the total score of the items. If the score of an item has a positive significant correlation ($\text{sig} \leq 0.05$ or product moment correlation $= r \geq r \text{ table}$), it means that the item can be used as an indicator to measure that variable.

Instrument Reliability Test Instrument reliability shows the ability of measuring instruments to produce reliable measurement results (Suliyanto, 2018:254) Measurement results can be trusted if in several measurements of the same group of objects are obtained relatively the same results even though there is still tolerance when there are differences. If the difference is very large over time, then the measurement results are not reliable. The definition of a reliable measuring tool is basically not a reliable measuring tool but reliable data because what is tested is the data, not the measuring tool. The definition of a reliable measuring tool means that the measuring tool is able to reveal data that is quite reliable. The reliability test of the research instrument can be carried out by means of external reliability and internal reliability. The way to test internal reliability can be done through the Spearman-Brown formula, Flanagan formula, Ralon formula, K-R.21 formula, Hoyt formula, Alpha Cronbach formula. The reliability test used in this study uses the internal reliability method through the Alpha Cronbach formula. The instrument is declared reliable if the alpha value of Cronbach ≥ 0.6 .

Descriptive statistical analysis is aimed at describing the research variables so as to obtain an overview of the tendency of the respondents, from the questionnaire that is filled in, and assessed on a Likert scale. The data that has been collected is then edited and tabulated in the form of tables and discussed descriptively. The descriptive measure is the giving of numbers both in the number of respondents (people) and in the form of frequency and percentage. Statistical analysis using inferential statistics to test the influence between independent variables and dependent variables. The inferential statistical analysis technique used is multiple regression analysis. The analysis used to answer the hypothesis in this study uses the Structural Equation Model (SEM) using Amos Software. The Structural Equation Model (SEM) is a statistical tool used to solve cascading models simultaneously that cannot be solved by linear regression equations. SEM can also be considered as a combination of regression analysis and factor analysis. SEM can be used to solve equation models with more than one bound variable and also recursive influence. SEM is based on covariance analysis so that it provides a more accurate covariance matrix than linear regression analysis. Statistical programs that can be used to complete SEM are for example Analysis Moment of Structure (AMOS) or LISREL.

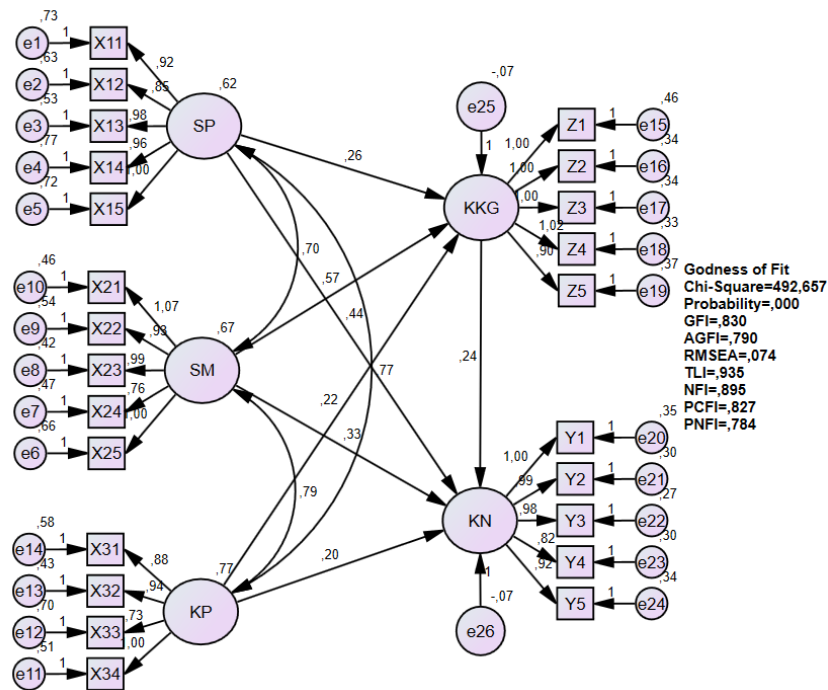
Research Results and Discussion

Testing and empirically proving the influence between the variables of this study, in addition to using descriptive statistical analysis, also used inferential statistical analysis, namely structural equation modeling. Structural Equation Modeling (SEM) analysis through the analysis moment of structural (AMOS) program version 22 is used to analyze the feasibility of the structural model and the analysis of the structural relationship model can be explained as follows: The feasibility test of the structural model aims to determine the suitability of the data with the results of the observations built and estimated using standardized regression weights.

Validity testing of the measurement model to test the suitability of the model or it can be called goodness of fit (GOF). The goodness of fit testing indicators and cut-off values used in the suitability of this model according to Yvonne and Robert (2012; 182), is as follows:

- a. Chi Square The measure that underlies the overall measurement, namely the likelihood ratio change. This measure is the main measure in measurement model testing, which indicates whether the model is an overall fit model. This test aims to find out that the sample covariance matrix is different from the estimated covariance matrix. Chi-square is sensitive to the size of the sample used. The criteria used is that if the sample covariance matrix is not different from the estimated matrix, then it is said that the data is fit with the data entered. The model is considered good if the chi-square value is low. Although the chi-square is the main testing tool, it is not considered the only basis for determining the fit model, to correct the shortcomings of the chi-square test χ^2 / df (CMIN/DF) is used, where the model can be said to be fit if the CMIN/DF value < 2.00 .
- b. GFI (Goodness of Fit Index) and AGFI (Adjusted Goodness of Fit Index) The GFI aims to calculate the weighted proportion of variance in the sample matrix described by the estimated population covariance matrix. The Good of Fit Index value is between 0 (poor fit) to 1 (perfect fit). The higher the GIF value, the more fit the model will be with the data. The GFI cut-off value is ≥ 0.90 , which is considered a good value (perfect fit).
- c. The Root Mean Square Error of Approximation (RMSEA) RMSEA is an index used to compensate for the weakness of the chi-square (χ^2) in a large sample. The lower RMSEA value indicates that the seedling model fits with the data. The cut-off-value size of RMSEA is ≤ 0.08 is considered an accepted model .
- d. Adjusted Goodness of Fit Indices (AGFI) AGFI is a GFI that is adjusted to the degree of freedom, analogous to R^2 and multiple regression. GFI and AGFI are criteria that take into account the weighted proportion of variance in a cut-off-value sample covariance matrix of AGFI ≥ 0.90 as a good level. This criterion can be interpreted if the value ≥ 0.95 as a good overall model fit. If the value ranges from 0.90-0.95 as a sufficient level and if the value is 0.80-0.90 indicates a marginal fit.
- e. Tucker Lewis Index (TLI) TLI is an alternative incremental fit Index that compares a tested model to a baseline model. The recommended value as a reference for a model to accept is ≥ 0.90 .

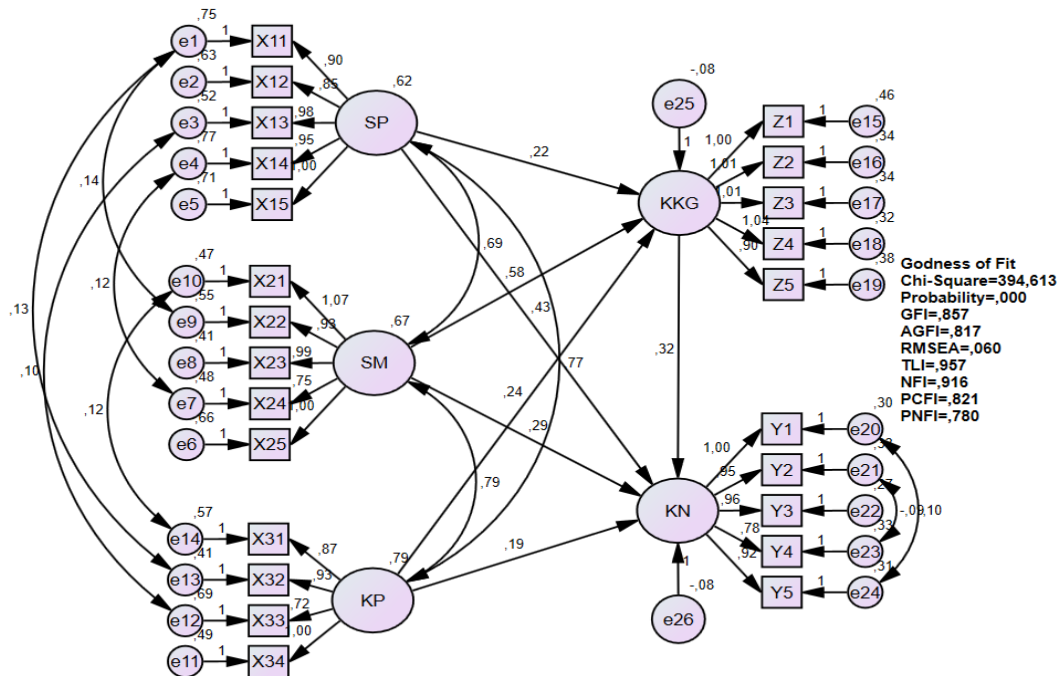
f. Comparative Fit Index (CFI) The advantage of this model is that the feasibility test of the model is insensitive to the size of the sample and the complexity of the model, so it is very good for measuring the acceptance rate of a model. The recommended value for declaring a fit model is ≥ 0.90 . The results of data processing in Appendix 6 show that the criteria for the model conformity test are carried out by comparing the cutt-off value of the goodness of fit index obtained from the model estimation results, that the model has not met the requirements criteria. The results of the structural model feasibility test through the path diagram are presented in the following figure



The figure shows that the results of the full model structural model path diagram test, which is the basis for comparing the model fit index (Goodness of Fit Index) with cutt-off values are presented in the following Table 20:

Conformity Criteria Type	Conformity Index Type	Cut-off Value	Information
Chi-square	Expected small	492,657	Marginal
Probability	≥ 0.05	0,000	Marginal
CMIN/DF	≤ 2.00	2,036	Marginal
RMSEA	≤ 0.08	0,074	Good
TLI	≥ 0.90	0,935	Good
CFI	≥ 0.90	0,943	Good

Based on the analysis carried out, the value of Chi-Square = 492.657 and the probability is 0.000. This Chi-Square result shows that the null hypothesis stating the model is equal to the empirical data is unacceptable which means the model is not yet fit (Model 1 (Early)). Because the Model 1 (Early) that was built has not met the goodness of fit tests, namely the conformity of the model with the cutt-off value, it must be modified through improvements in covariances and variances as well as regression weights (Hair et al., 2010; 271). To meet the requirements in the goodness of fit tests that have not been met in Model 1 (Early), modification indices are performed, as shown in the following figure: To meet the requirements in the goodness of fit tests that have not been met in Model 1 (Early), modification indices are performed, as shown in the following figure:



Conformity Criteria Type	Conformity Index Type	Cut-off Value	Information
Chi-square	Expected small	394,613	Marginal
Probability	≥ 0.05	0,000	Marginal
CMIN/DF	≤ 2.00	1,679	Good
RMSEA	≤ 0.08	0,060	Good
TLI	≥ 0.90	0.957 reviews	Good
CFI	≥ 0.90	0,964	Good

Based on the results of the analysis, after the Modification Indices, model 2 (Final) has met the goodness of fit tests with the specified cut-off value. Of the nine model suitability criteria, model 2 (Final) has met seven of the eight existing criteria. The results of the model test show that of the eight criteria of goodness of fit index used to estimate parameters according to the observation data, there are seven criteria that have met the minimum cut-off point requirements, namely Chi-Square value, probability, CMIN/DF, CFI, TLI, RMSEA, and GFI, while AGFI has not reached the expected value (marginal).

Referring to the parsimony principle (Arbuckle and Wothke, 1999; in Solimun, 2004; 89), if there are one or two criteria of goodness of fit that have met the expected value, then the model can be said to be good, or the development of a hypothetical model conceptually and theoretically can be said to be supported by empirical data. Based on the table of analysis results, the Chi-Square value is 394.613 with a degree of freedom (df) value of 235 and a probability of 0.000. The results of Chi-Square show that hypothesis zero, which states that the model is the same as the empirical data, is accepted, which means that model 2 (Final) is fit or in accordance with the observation results so that it is possible to carry out structural relationship analysis and hypothesis testing. A CMIN/DF value of 1.679 indicates that the model is fit with the data, as it is below the threshold of 2.0. The GFI value of 0.857 and AGFI of 0.817 indicates a fairly good match rate, although the AGFI is slightly

below the cut-off value of 0.90. A TLI value (rho2) of 0.957 indicates an excellent fit, and a CFI value of 0.964 indicates an excellent fit model. An RMSEA value of 0.060 also indicates that the model is acceptable. Thus, model 2 (Final) can be said to be fit and ready for further analysis.

Confirmatory analysis was carried out in this study using the variables of Competency (X1), Madrasah Head Supervision (X2), Supervisory Supervision (X3), Teacher Working Group (Z), and Teacher Performance (Y). Each variable is measured based on several indicators. To produce a factor score from these variables, a confirmatory factor analysis is carried out, which aims to find out significant indicators as a measure of each variable. The results of the complete confirmatory factor analysis have been analyzed using the Amos program and can be seen as follows

Indicators	Estimate	S.E.	C.R.	P	Availability
X11	0,902	0,101	8,956	0,000	Significant
X12	0,849	0,093	9,104	0,000	Significant
X13	0,985	0,096	10,216	0,000	Significant
X14	0,950	0,104	9,150	0,000	Significant
X15	1,000	-	-	-	Fix
X21	1,069	0,095	11,288	0,000	Significant
X22	0,930	0,091	10,241	0,000	Significant
X23	0,992	0,088	11,217	0,000	Significant
X24	0,753	0,079	9,525	0,000	Significant
X25	1,000	-	-	-	Fix
X31	0,716	0,074	9,731	0,000	Significant
X32	0,930	0,070	13,279	0,000	Significant
X33	0,716	0,074	9,731	0,000	Significant
X24	1,000	-	-	-	Fix
Z1	1,000	-	-	-	Fix
Z2	1,007	0,073	13,797	0,000	Significant
Z3	1,010	0,073	13,834	0,000	Significant
Z4	1,038	0,073	14,150	0,000	Significant
Z5	0,898	0,070	12,851	0,000	Significant
Y1	1,000	-	-	0,000	Significant
Y2	0,948	0,054	17,418	0,000	Significant
Y3	0,958	0,052	18,540	0,000	Significant
Y4	0,780	0,050	15,563	0,000	Significant
Y5	0,917	0,043	21,192	0,000	Significant

To test the hypothesis in this study, a structural equation model (SEM) was used with the help of AMOS 21 software. This hypothesis test is carried out by paying attention to the p value, that is, if the p value is less than 0.05, the influence between the variables is significant, but vice versa. The test results also explain the direct effect, indirect effect and total effect between the variables analyzed. For more details on the results of the hypothesis test, it can be seen in the following table:

Direct Effect					
Hypothesis	Estimate	S.E.	C.R.	P	Availability
X1-->Z	0,218	0,094	2,313	0,021	Significant
X2-->Z	0,579	0,113	5,105	0,000	Significant
X3-->Z	0,244	0,061	4,031	0,000	Significant
X1-->Y	0,434	0,103	4,212	0,000	Significant
X2-->Y	0,290	0,105	2,769	0,006	Significant
X3-->Y	0,187	0,052	3,583	0,000	Significant
Z-->Y	0,322	0,059	5,472	0,000	Significant
Indirect Effect					
Sobel Test		Sobel Test		P	Availability
X1-->Z-->Y		2,134		0,328	Significant
X2-->Z-->Y		3,755		0,000	Significant
X3-->Z-->Y		3,226		0,000	Significant

Discussion

The results of the estimation of standardized regression weights, C.R (critical ratio) which are equated with the t-test in the regression and probability analysis in Table 26. shows that there are seven models of direct effects and three indirect effects resulting from data analysis in this study, which are as follows: Based on the results of hypothesis testing, there is a significant relationship between Supervisory Supervision (X1) and Teacher Working Group (Z). The estimated regression weight value of 0.218 shows that there is a positive relationship between Supervisory Supervision and Teacher Working Group. The supervision of the Head of Madrasah has a significant influence on the Teacher Working Group in Madrasah Ibtidaiyah in Soppeng Regency. This means that the supervision provided by the head of the madrasah has a strong impact on forming and strengthening the teacher working group. This shows the importance of the role of madrasah heads in directing, supporting, and facilitating collaboration between teachers in achieving the educational goals that have been set. The results of hypothesis testing show that there is a significant relationship between Competency (X3) and Teacher Working Group (Z). The estimated regression weight of 0.244 shows that there is a positive relationship between the level of competence and the teacher's work group. The critical ratio (C.R.) value of 4.031, which exceeds the critical value, and the probability value (P) of 0.000, which is smaller than the established significance level ($\alpha = 0.05$), confirm the significance of this relationship. Thus, it can be concluded that the level of teacher competence has a significant influence on the teacher work group at Madrasah Ibtidaiyah in Soppeng Regency. This indicates that the higher the level of teacher competence, the more effective the collaboration and cooperation between teachers in the teacher work group. This shows the importance of developing teacher competencies as an effort to improve the quality of cooperation and achieve educational goals together. The results of the hypothesis test show that there is a significant relationship between Supervisory Supervision (X1) and Teacher Performance (Y) at Madrasah Ibtidaiyah in Soppeng Regency. The estimated regression weight of 0.434 shows that there is a positive relationship between supervisor supervision and teacher performance. With a critical ratio (C.R.) value of 4.212 which exceeds the critical value and a probability value (P) of 0.000 which is less than the established significance level ($\alpha = 0.05$), it shows the significance of this relationship. This indicates that the more effective the supervision carried out by the supervisor, the better the performance of teachers in the madrasah. Thus, it can be concluded that the hypothesis that Supervisory Supervision (X1) has a positive and significant influence on Teacher Performance (Y) is supported by the empirical evidence found in this study. The results of the hypothesis test show that there is a significant relationship between the Supervision of Madrasah Heads (X2) and Teacher Performance (Y) at Madrasah Ibtidaiyah in Soppeng Regency. The estimated regression weight of 0.290 shows a positive relationship between the supervision of the head of the madrasah and the performance of teachers. With a critical ratio (C.R.) value of 2.769 which exceeds the critical value and a probability value (P) of 0.006 which is smaller than the established significance level ($\alpha = 0.05$), it shows the significance of this relationship. This indicates that the more effective the supervision carried out by the head of the madrasah, the better the performance of teachers in the madrasah. Thus, it can be concluded that the hypothesis that the Supervision

of Madrasah Heads (X2) has a positive and significant influence on Teacher Performance (Y) is supported by the empirical evidence found in this study. In the research in line with (Saiful Anshari 2020), the results of the performance assessment of madrasah heads are expected to be useful for determining various policies related to quality improvement. The results of hypothesis testing showed that there was a significant relationship between Competency (X3) and Teacher Performance (Y) at Madrasah Ibtidaiyah in Soppeng Regency. The estimated regression weight of 0.187 shows a positive relationship between teachers' competence and their performance. With a critical ratio (C.R.) value of 3.583 which exceeds the critical value and a probability value (P) of 0.000 which is less than the set significance level ($\alpha = 0.05$), it shows the significance of this relationship. This indicates that the higher the level of competence of teachers, the better their performance in carrying out their duties in the madrasah. Thus, it can be concluded that the hypothesis that Competence (X3) has a positive and significant influence on Teacher Performance (Y) is supported by the empirical evidence found in this study. The results of the hypothesis test show that there is a significant relationship between the Teacher Working Group (Z) and Teacher Performance (Y) at Madrasah Ibtidaiyah in Soppeng Regency. The estimated regression weight of 0.322 indicates a positive relationship between the teachers' work group and their performance. With a critical ratio (C.R.) value of 5.472 which exceeds the critical value and a probability value (P) of 0.000 which is less than the set significance level ($\alpha = 0.05$), shows the significance of this relationship. This indicates that the better the cooperation and togetherness in the teacher work group, the better the teacher's performance in carrying out his duties in the madrasah. Thus, it can be concluded that the relationship between Teacher Working Group (Z) and Teacher Performance (Y) is supported by the empirical evidence found in this study. This research is in line with (Ahmad Yusuf 2019) This study examines how professional learning communities (PLCs) in Islamic schools, including madrasahs, affect teacher performance

Conclusions

Supervisory Supervision and Teacher Working Groups show that there is a positive relationship between Supervisory Supervision and Teacher Working Groups. Madrasah Ibtidaiyah in Soppeng Regency The supervision of the Head of Madrasah has a significant influence on the Teacher Working Group in Madrasah Ibtidaiyah in Soppeng Regency Teacher competence has a significant influence on the teacher working group at Madrasah Ibtidaiyah in Soppeng Regency. Supervisory Supervision has a positive and significant effect on teacher performance This indicates that the more effective the supervision carried out by the supervisor, the better the teacher's performance in the madrasah. Thus, it can be concluded that the hypothesis that Supervisory Supervision (X1) has a positive and significant influence on Teacher Performance (Y) is supported by empirical evidence found in this study Madrasah Head Supervision has a positive and significant effect on teacher work groups The results of the hypothesis test show that there is a significant relationship between Madrasah Head Supervision (X2) and Teacher Performance (Y) at Madrasah Ibtidaiyah in Soppeng Regency. The estimated regression weight of 0.290 shows that there is a positive relationship between the supervision of the head of the madrasah and the performance of the teacher The competence of the head of the madrasah has a positive and significant effect on the teacher's work group This indicates that the higher the level of competence of the teacher, the better their performance in carrying out their duties in the madrasah. Thus, it can be concluded that the hypothesis that Competence (X3) has a positive and significant influence on Teacher Performance (Y) is supported by empirical evidence found in this study Teacher Working Group has a positive and significant effect on the performance group This indicates that the better the cooperation and togetherness in the teacher working group, the better the teacher's performance in carrying out his duties in the madrasah. Thus, it can be concluded that the relationship between Teacher Working Group (Z) and Teacher Performance (Y) is supported by the empirical evidence found in this study.

REFERENCES

- Ruhiyat, M. Y. (2017). The Influence of Madrasah Head Leadership and Madrasah Supervisory Supervision on Teacher Performance to Realize the Quality of Education in Madrasahs. *UNIGA Education Journal*, 11(1), 26-37.
- Hazli, H., & Saputra, R. R. (2019). Analysis of the influence of supervisory supervision and principal supervision on teacher performance in madrasah ibtidaiyah, Sukau District, West Lampung. *Educational Publications*, 9(1), 62-68.
- Mudzakir, D. (2016). Implementation of Managerial and Academic Supervision of Supervisors in Improving the Performance of Islamic Religious Education Teachers of Madrasah Ibtidaiyah. *Didaktika Studia*, 10(02), 33-47.
- Husnidar, H., Afandi, M., & Darwis, A. (2020). The Influence of Supervision and Leadership of Madrasah Heads on Job Satisfaction of Madrasah Tsanawiyah Educators in Perhentian Raja District. *Indonesian Journal of Islamic Educational Management*, 3(1), 34-43.
- Ramadhan, A. (2017). The Effect of the Implementation of Academic Supervision of School Supervisors and Principal Supervision on the Performance of State Vocational School Teachers in Majene Regency. *Journal of Educational Science and Technology (EST)*, 3(2), 136-144.
- Ihsanuddin, A. (2015). Implementation of PAI Supervisory Supervision in Improving the Pedagogic Competence of PAI Elementary School Teachers in Berbah Sleman District. IAIN Surakarta: Thesis.
- Zakso, A., & Radiana, U. (2012). The implementation of academic supervision of school supervisors is an effort to improve the professionalism of SMP Negeri 1 Bengkayang teachers. *Journal of Equatorial Education and Learning*, 2(3).
- Rahmiyati, S. (2019). The Utilization of the Google Form Application in Improving the Implementation of Madrasah Supervisory Education Supervision. *Journal of Madrasah Education*, 4(2), 201-209.
- Mudzakir, D. (2016). Implementation of Managerial and Academic Supervision of Supervisors in Improving the Performance of Islamic Religious Education Teachers of Madrasah Ibtidaiyah. *Didaktika Studia*, 10(02), 33-47.
- Calorina, G., & Hasbullah, D. (2020). The Effect of the Implementation of Academic Supervision of Supervisors, Work Motivation, Work Climate, and Work Discipline on the Performance of SMKN Teachers. *Sipatokkong*, 1(1), 96-111.
- Larasati, A. D., Wiyono, B. B., & Supriyanto, A. (2020). The Effect of the Implementation of School Supervisor Supervision on Teacher Work Discipline in Early Childhood Education. *Journal of Educational Administration and Management*, 3(3), 239-248.
- Ndapaloka, V., Hardyanto, W., & Prihatin, T. (2016). The influence of academic supervision of supervisors and the leadership of school principals through achievement motivation as a mediation for the performance of teachers of state vocational schools in Ende Regency. *Educational Management*, 5(1), 42-54.
- Prayoga, A. (2020). Academic Supervision of Madrasah Heads. *INNOVATIVE: Journal of Education, Religion, and Culture Research*, 6(1), 105-124.
- Asyari, S. (2020). Supervision of Madrasah Heads is based on performance assessment as an effort to improve teacher professionalism. *JIEMAN: Journal of Islamic Educational Management*, 2(1), 27-40.
- Nugraha, M. S. (2014). Implementation of Academic Supervision by the Head of Private Aliyah Madrasah in Sukabumi Regency, West Java. *Nadwa: Journal of Islamic Education*, 9(1), 39-68.
- Lazwardi, D. (2016). Implementation of educational supervision in schools/madrasahs. *Al-Idarah: Journal of Islamic Education*, 6(1).
- Wandra, D., Marsidin, S., & Rifma, R. (2021). The Role of Madrasah Supervisory Supervision in Improving the Quality of Education. *EDUCATIVE: JOURNAL OF EDUCATIONAL SCIENCES*, 3(6), 3647-3653.