

# **LAPORAN PENELITIAN**



## **EFFECTIVE SUPERVISION PROCESS BASED ON TEACHERS' PERSPECTIVES OF MADRASAH ALIYAH NEGERI (MAN) IN KUDUS**

**OLEH:  
DANI HERMAWAN, M.Pd**

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2. Peneliti
- Ketua Tim
- Nama : Dani Hermawan, M.Pd
- NIP/NIDN : 198901292019031009/ 2029018901
- Pangkat : III/b
- Jabatan : Calon Dosen Asisten Ahli
- Prodi/Jurusan : Manajemen Pendidikan Islam
- Vak Wajib : Manajemen Sarana dan Prasarana
- Anggota
- Nama : -
- NIP/NIDN : -
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Ketua L.P2M



Dr. H. Mustajab, S.Ag, M.Pd.I  
NIP. 197409052007101001

Peneliti

Dani Hermawan, M.Pd  
NIP. 198901292019031009

## Effective Supervision from Teachers' Perspectives Of Madrasah Aliyah Negeri (MAN) In Kudus

Dani Hermawan

dani\_0z@iain-jember.ac.id

### ABSTRACT

*This study intends to look at the real phenomena of effective supervision from teachers' perspectives of Madrasah Aliyah Negeri (MAN) in Kudus. The purpose of this research is described as follows: to find out whether supervision runs in Madrasah Aliyah Negeri (MAN) in Kudus run effectively or not, to explain the teachers' perspectives to supervision process of Madrasah Aliyah Negeri (MAN) in Kudus, and to explore the model of supervision which effectively runs in Madrasah Aliyah Negeri (MAN) in Kudus based on the teachers' perspectives. This research is a field with mixed method that accommodate both of quantitative and qualitative approach. Collecting data using questionnaire for quantitative and interviews for qualitative. Methods of data analysis using survey for quantitative and constant comparative for qualitative. As for the location of his own research is in MAN 1 Kudus and MAN 2 Kudus. From the analysis of the data can be obtained research findings as follows: first, supervision process in Madrasah Aliyah Negeri (MAN) in Kudus runs effectively. Secondly, teachers' perspectives to supervision process of Madrasah Aliyah Negeri (MAN) in Kudus are positive. And the third, model of supervision which effectively runs in Madrasah Aliyah Negeri (MAN) in Kudus based on the teachers' perspectives is Clinical Supervision and Administrative monitoring. Theoretically, the result of this research theoretically gives many considerations in enriching conceptual discovery which related to effective supervision. Finally it can help the stakeholders to develop the quality of education process in MAN in Kudus. Practically, for managers of schools, this research can be used as new additional concept in considering their decisions to improve the quality of education in their institutions; for the teachers, the result of this research can be used as their reflection to improve their capabilities and enrich their knowledge about supervision. This research sought to examine how teachers and the managers in public primary schools, in this case; MAN in Kudus perceive and practice instructional supervision; and for the further researchers, the literature and findings can be used for further research studies in the field of supervision. This research can be used as their basic foundation to formulate new research in the future, more deeply and more comprehensively. Hopefully, they are also having same curiosity to this topic of the research, "Effective Supervision" after reading this research.*

**Keywords :** *Effective Supervision, Teachers' Perspectives and Supervision Models*

## ABSTRAK

*Penelitian ini bertujuan untuk melihat fenomena nyata pengawasan yang efektif dari perspektif guru Madrasah Aliyah Negeri (MAN) di Kudus. Tujuan dari penelitian ini dijelaskan sebagai berikut: untuk mengetahui apakah pengawasan berjalan di Madrasah Aliyah Negeri (MAN) di Kudus berjalan efektif atau tidak, untuk menjelaskan perspektif guru untuk proses pengawasan Madrasah Aliyah Negeri (MAN) di Kudus, dan untuk mengeksplorasi model pengawasan yang efektif berjalan di Madrasah Aliyah Negeri (MAN) di Kudus berdasarkan perspektif guru. Penelitian ini merupakan lapangan dengan metode campuran yang mengakomodasi kedua pendekatan kuantitatif dan kualitatif. Pengumpulan data menggunakan kuesioner untuk kuantitatif dan wawancara untuk kualitatif. Metode analisis data menggunakan survei untuk kuantitatif, dan komparatif konstan untuk kualitatif. Adapun lokasi penelitian sendiri di MAN 1 Kudus dan MAN 2 Kudus. Dari analisis data dapat diperoleh temuan penelitian sebagai berikut: pertama, proses pengawasan di Madrasah Aliyah Negeri (MAN) di Kudus berjalan secara efektif. Kedua, perspektif guru untuk proses pengawasan Madrasah Aliyah Negeri (MAN) di Kudus positif. Dan yang ketiga, model pengawasan yang efektif berjalan di Madrasah Aliyah Negeri (MAN) di Kudus berdasarkan perspektif guru adalah Supervisi Klinis dan monitoring Administrasi. Secara teoritis, hasil penelitian ini secara teoritis memberikan banyak pertimbangan dalam memperkaya penemuan konseptual yang berkaitan dengan pengawasan yang efektif. Akhirnya dapat membantu para pemangku kepentingan untuk mengembangkan kualitas proses pendidikan di MAN di Kudus. Praktis, untuk pengelola sekolah, penelitian ini dapat digunakan sebagai konsep tambahan baru dalam mempertimbangkan keputusan mereka untuk meningkatkan kualitas pendidikan di institusi mereka; untuk guru, hasil penelitian ini dapat digunakan sebagai refleksi untuk meningkatkan kemampuan mereka dan memperkaya pengetahuan mereka tentang pengawasan. Penelitian ini berusaha untuk memeriksa bagaimana guru dan manajer di sekolah atau madrasah negeri, dalam hal ini; MAN di Kudus melihat dan mempraktekan pengawasan instruksional; dan untuk peneliti selanjutnya, literatur dan temuan dapat digunakan untuk studi penelitian lebih lanjut di bidang pengawasan. Penelitian ini dapat digunakan sebagai landasan dasar mereka untuk merumuskan penelitian baru di masa depan, lebih dalam dan lebih komprehensif. Mudah-mudahan, mereka juga memiliki rasa ingin tahu yang sama dengan topik ini dari penelitian, "Pengawasan yang efektif" setelah membaca penelitian ini.*

**Kata Kunci :** *Pengawasan yang efektif, Perspektif Guru dan Model Pengawasan*

## INTRODUCTION

Supervision is designed to promote effective teaching and learning process in schools. Lack of supervision could result into inadequate teacher's preparation by, negative attitude of students toward school and

not conducive school climate (Oghuvbu, 1999: 29 -34). Over long period of time, supervision in Indonesia had been based on hierarchical principles. The role of the teacher was to impart basic truths to children, whereas the role of the supervisor was to serve as the “*inspector*” to ensure the curriculum had been followed and essential skills had been learned. But, nowadays supervision must be done effectively. It needs the involvement of all sides of education generally, supervisor and persons who supervised especially (Rowe, 2007:7). So, effective supervision is a key to delivering positive outcomes.

Education is a complicated process that brings various facets of views into the play. The role of a teacher in this process cannot be underestimated for fulfilling the goal of education in teaching and learning process (Smith, 2002: 47-48). At the same time, the variety of personal teacher may have respective ways in improving classroom and school instructions. They are in a unique position to nurture, develop, and articulate the community’s vision of what a learning environment can and should be (Sergiovanni and Starratt, 1998:45). The teachers in Indonesia have own perspectives about this topic, effective supervision. They are from different background of education, social environment and economic level. They also have different background knowledge, point of view and sense of education. By knowing and understanding their perspectives, the manager, head master or educational supervisors can see how teachers’ comprehensions to this issue.

Madrasah Aliyah Negeri (MAN) in Kudus are two schools (MAN 01 and MAN 02) which always run supervision as a tool to improve teaching and learning and the professional development of teachers who works at that institution. The manager of MAN in Kudus is really aware of the function of supervision. It is generally done to reach the vision and mission of those schools, but specially to improve their academic and managerial competences. Based on PP No 19 2005, section 57, supervision, includes; managerial and academic is done regularly and continuously by supervisor, inspector and head of school. It is also used to control the process of education in school being changed to other direction and keep away from its track. Those schools have to apply that regulation in order to make the supervision effectively.

Based on the statement of the problems above, the researcher has objectives below:

1. To find out whether supervision runs in Madrasah Aliyah Negeri (MAN) in Kudus run effectively or not.
2. To explain the teachers’ perspectives of Madrasah Aliyah Negeri (MAN) in Kudus to the effective supervision process.
3. To explore the effective model of supervision based on the teachers’ perspectives of Madrasah Aliyah Negeri (MAN) in Kudus.

## REVIEW OF RELATED LITERATURE

### 1. Supervision

#### a. Definition

As Wanzare and Da Costa (2000: 47-54) stated, a survey of the literature revealed many definitions of supervision - each one unique in its focus and purpose - ranging from a custodial orientation to a humanistic orientation. Drake and Roe (1999:23) noted that in a custodial context, supervision can mean general overseeing and controlling, managing, administering, evaluating, or any activity in which the principal is involved in the process of running the school.

#### b. Purposes of Supervision

##### 1) Instruction improvement.

Basically, supervision is used to improve the instructions during teaching-learning process. Teachers or educators can analyze the result of the supervision as a hint to modify and develop the instructions.

##### 2) Effective professional development of teachers

The supervision result is as reflective result for each teacher or educator to their individual professional development. They should use the result to reflect what they have been done during teaching-learning process and prepare how to develop their professionalism.

##### 3) Helping teachers to become aware of their teaching and its consequences for learners.

Similar with the previous purpose, teachers or educators could be aware to their teaching skills and its consequences for learners. To what they have done during educating process, it implicates to the result of supervision.

##### 4) Enabling teachers to try out new instructional techniques in a safe, supportive environment.

To reach the development of education, teachers or educators should try to new instructional techniques to replace the instructional techniques which are done.

##### 5) Fostering curriculum development.

The development of education is also linier with curriculum development; change to new one or repair the weakness. It must be done for encouraging the comprehensive improvement of education.

##### 6) Encouraging human relations.

Educating is not only the duty of teachers or educators, but also family (parents) and people in social enviroment. So, it needs

good relationship between three environments of education (school, family and sociality).

7) Fostering teacher motivation.

In teaching-learning process, there are many problems and challenges every time. Teachers or educator should work hard to fix and face it. So, they have to be motivated by supervision.

8) Monitoring the teaching-learning process to obtain the best results with students.

Supervision is monitoring the progress of the teaching-learning process. It means to control and recheck the process continually for getting maximal result.

9) Providing a mechanism for teachers and supervisors

To increase teachers' and supervisors' understanding of the teaching-learning process through collective inquiry with other professionals.

c. Models of Supervision

The educational practice of instructional supervision appears to be a contentious issue in contemporary educational circles, and it has been characterized by shifting attitudes among researchers and educators alike. Sergiovanni and Starratt (1998:49) stated that contemporary schools need to provide teachers with options in supervisory approaches. The set of approaches may differ for beginning and experienced teachers.

The following review differentiates between both traditional and alternative models to supervision that can be considered most effective for staff development and teacher effectiveness. These include clinical supervision, developmental approach, collaborative development, self-directed or reflective development, portfolios, and professional growth plans. Administrative monitoring is included in the review, but cannot be considered as an option for teachers. Implementing of different models of supervisory practices is intended not only to give choices to the teachers; it is also designed to provide choices to the administrators and schools.

## 2. Effective Supervision

Effectiveness is derived from the word "*effective*" means "*there is an effect*" (No consequently, influence, impression), (Poerwadarminta, 1979:266). While the effectiveness of the means indicates the level of achievement of a goal. Effectiveness show the success achieved in terms of whether or not the targets or goal decided. The result which has come closer to the target means that the higher effectiveness. Effective supervision is a key to delivering positive outcomes for all people who use adult and children's social care, like schools, offices

etc (Rowe, 2007:7) . All organizations therefore need to make a positive, unambiguous commitment to a strong supervision culture. This is likely to be achieved through:

- a. A clear supervision policy, with practice that supports the policy  
The rule of supervision is very clear, no ambiguity. It is important because the process of supervision can be stagnate and the result is still debatable.
- b. Effective training of supervisors  
Supervisors do not only judge teachers or educators about what they have done, but also give training how to solve education problems and face the challenges.
- c. Strong lead and example by senior managers  
For the beginner teachers or educators, it is important to see strong lead and example by senior managers (teachers or educators) in order to learn many experiences on this job.
- d. Performance objectives for supervision practice in place for all supervisors  
Supervisors must be objective when they are supervising teachers or educators. It is about believe to the value and grade which they judge to teachers or educators. If they are not, the result can be uncertainty.
- e. Monitoring of actual practice – frequency and quality  
Supervision is one of tools to monitor or observe the actual condition of the one who supervised. Supervisors can see the fact of what they have to value, then they can plan what should be done.
- f. Planned well in advance and only changed in exceptional circumstances  
Supervision must be planned well. It means the subjects, instruments, criteria of value, time and place are prepared enough to minimise obstructions in doing supervision.
- g. Inclusive of all the functions outlined in the unit of competence  
The instrument of supervision includes all the functions outlined in the unit of competence that mesuared and scored.
- h. Properly and promptly recorded, with notes copied to the individual.  
The result of supervision is properly and promptly recorded, with notes copied to the individual teacher or educator. It can be used as reflective data in order to develop the competence and profesionalism.



### **3. Connection between Supervision and Professional Development**

Professional development is a vital component of ongoing teacher education and is central to the role of school staff. This development is concerned with improving teachers' instructional methods, their ability to adapt instruction to meet students' needs, and their classroom management skills; and with establishing a professional culture that relies on shared beliefs about the importance of teaching and learning and that emphasizes teacher collegiality. Instructional supervision, with its emphasis on partnership and professional improvement, is an important tool in building an effective professional development program.

### **4. Teachers' Perspectives**

A teacher (also called a school teacher or, in some contexts, an educator) is a person who helps others to acquire knowledge, competences or values. Informally the role of teacher may be taken on by anyone (e.g. when showing a colleague how to perform a specific task) (Poerwadarminta, 1979:345). In some countries, teaching young people of school age may be carried out in an informal setting, such as within the family, (*homeschooling*) rather than in a formal setting such as a school or college. In most countries, formal teaching is usually carried out by paid professional teachers. This article focuses on those who are employed, as their main role, to teach others in a formal education context, such as at a school or other place of initial formal education or training.

However, perspective is the point of view of a person or how one behaves towards a phenomenon or problem occurrence. Perspective is a view side or insight of someone in assessing the problems that occur in the vicinity. So, the perspective is a perspective that comes from one's awareness of an issue that occurs. Perspective can be used as an addition to insight or knowledge of a person in order to see everything that happens with a broad view. So perspectives have characteristics such as: a person who has a perspective that high would think broadly and does not discriminate against something, so do not look at the matter from a narrow view and fragmented, someone who has a perspective that is high will easily be able to interact with people another harmoniously, someone who has a higher perspective able to compete or competent healthily.

### **5. Previous Research**

To make this more scientific and valid, the researcher provides and shows several previous researches that related to this research.

Table 1  
Previous Researches

No	Title	Researcher	Year	Institution
1.	Supervision and Evaluation: Teachers' Perspectives	Maria de Nazaré Castro Trigo Coimbra	2013	Centre for Studies on Education and Training (CEEF) Lusófona University of Oporto, Portugal
2.	Determinants of Effective and Ineffective Supervision in Schools: Teachers Perspectives	Enamiroro Patrick Oghuvbu	2015	Delta State University, Abraka, Nigeria
3.	Students' Perspective of Effective Supervision of Graduate Programmes in Ghana	James Awuni Azure	2016	University of Education, Winneba, Ghana

(Source: *International Journal of Humanities and Social Science*, 2013, 2015, 2016)

## 6. Theoretical Framework

The theoretical framework of this research is the basis of human resource management in education are supported by theories of leadership, character, behavior, and quality of theory and competence theory projected by the Principal in carrying out supervision to enhance the professional competence of teachers. The low quality of graduates cannot be separated from causal to the low competency of teachers that includes personal competence, pedagogical, social and professional, if not explored and enhanced through management supervision of the Principal of course there will be no fundamental change in the mindset and behavior of educators.

## RESEARCH METHODOLOGY

The design of this research is mixed method convergence design with both quantitative and qualitative data collection and analysis. Creswell explains that mixed method is the research which describes a phenomenon involves combining or integration of qualitative and quantitative research data in a research study (Creswell, 2014:43). It means that this research describes effective supervision from teachers' perspectives of MAN in Kudus.

The reason why the researcher uses this design of the research is not only describing data by using both of quantitative and qualitative methods, but also is turning toward the systematic convergence of databases from both

of methods. "Convergence" means point of finding from two or more sources . It is done to make the data collected more valid and to minimize the errors that may happen during this research conducted, compare different perspectives collected from both quantitative and qualitative data, and explain quantitative result by following up qualitative data. So, the idea of integration in different types of research designs emerged.

This research is conducted in two schools in Kudus city. The first is MAN 01 Kudus. It is located in Conge Street, Ngembalrejo village, Mejobo district. The population is really large. It is around 4000 students in this academic year. The teachers are 64 persons . Then, the second is MAN 02 Kudus. It is located in Prambatan Kidul village, Kaliwungu district. The population is really large. It is around 6000 students in this academic year. The teachers are 72 persons.

## DISCUSSION

The first part of the chapter presents findings from the questionnaire. It begins with the background information (demographic data) of the respondents. The demographics sought were the gender, age group, employment status, number of year of the experience of being a teacher MAN in Kudus. This section also asked respondents about their position (Teacher). It can be seen on the table below.

Table 2  
Demographic Data of the Respondents

Theme		Number of Respondents (Teachers)		Sum ( $\Sigma$ )	Percentage (%)
		MAN 1	MAN 2		
<b>Gender</b>	Male	30	42	72	55,4
	Female	30	28	58	44,6
<b>Age</b>	$\leq 25$	2	0	2	1,5
	26 - 35	7	26	33	25,4
	36 - 45	20	23	43	33,1
	46 - 55	26	20	46	35,4
	$\geq 56$	6	0	6	4,6
<b>Employment Status</b>	Civil Officer	47	50	97	74,6
	Non-Civil Officer	13	20	33	25,4
<b>The</b>	<b>First year</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>2,3</b>

<b>Experience of being a Teacher</b>	1 - 5	4	2	6	4,6
	6 - 10	8	19	27	20,8
	11 - 15	17	23	40	30,8
	16 - 20	12	13	21	16,2
	21 - 25	8	10	22	16,9
	26 - 30	4	2	6	4,6
	≥ 31	4	1	5	3,8
<b>Dedication in MAN</b>	First year	3	1	4	3,1
	1 - 5	8	2	10	7,7
	6 - 10	12	22	34	26,2
	11 - 15	18	25	43	33,1
	16 - 20	10	8	18	13,8
	21 - 25	8	11	19	14,6
	26 - 30	0	1	1	0,8
	≥ 31	1	0	1	0,8

The questionnaire was administered to 136 potential respondents (Teachers). One hundred and thirty (96%) respondents returned their questionnaires and only 4% who did not submit it. It happened because they were sick (absent), furlough of pregnant and out of town. Table 3.1 shows that the majority of the respondents were males (55,4%), while the female respondents were 44,6%. Next, the dominant age of the teachers were around 46 to 55 years old (35,4%). It has a thin difference with teachers who in 36 to 45 years old (33,1%). It also further shows that the majority of respondents were civil officers (74,6%) while Non civil officers were 25,4%. After that, the majority of respondents (30,8%) had 11 to 15 years experiences of being a teacher while the minority had First year (2,3%) and more than 31 years (3,8%). It linier with the highest respondents who dedicated in teaching students of MAN were 11 to 15 years (33,1%), while the lowest were 26 to 30 years and more than 31 years (0,8%).

The second section of the questionnaire included 8 scale items about effectiveness of the supervision (criteria and practices). The questionnaire was divided into left ("A" sheet) and right ("B" sheet) sides. For each item, teachers were asked to choose, on the left hand-side, "Yes" or "No" in order to make clear description about each criterion of effective supervision, and on the right, to indicate how they experienced the particular criteria of effective supervision in their respective schools, their level of agreement on how they thought it should be practiced. Responses

on the right side of the questionnaire were arranged on a continuum from "Low" to "High" respectively.

Table 3  
Effectiveness of Supervision of MAN in Kudus

No	Statement (Criteria of Effective Supervision)	A	B		Sum ( $\Sigma$ )	Prec. (%)	
			MAN 1	MAN 2			
a.	<i>Supervision is carried out in my own Islamic School has rules, mechanisms and clear criteria</i>	"NO" answer		5	2	7	5,4
		"YES" answer	Low	5	2	7	5,4
			Middle	35	21	56	43,1
			High	15	45	60	46,1
b.	<i>Supervisors not only assess, but also guide and train me who was subjected to supervision</i>	"NO" answer		8	4	12	9,2
		"YES" answer	Low	5	2	7	5,4
			Middle	35	35	70	53,8
			High	12	29	41	31,6
c.	<i>I always get tutorial / guidance from the leadership / senior at my Islamic School</i>	"NO" answer		5	3	8	6,2
		"YES" answer	Low	2	2	4	3,1
			Middle	43	31	74	56,9
			High	9	35	44	33,8
d.	<i>Supervision is carried out in my Islamic School is done objectively by supervisor</i>	"NO" answer		5	3	8	6,2
		"YES" answer	Low	2	3	5	3,8
			Middle	41	28	69	53,1
			High	12	36	48	36,9
e.	<i>Supervision is carried out; monitor the real condition, actual and target the development of conditions of supervision</i>	"NO" answer		6	5	11	8,4
		"YES" answer	Low	4	2	6	4,6
			Middle	43	30	73	56,2
			High	7	33	40	30,8
f.	<i>Supervision is done regularly, structured and well-planned</i>	"NO" answer		5	3	8	6,2
		"YES" answer	Low	4	3	7	5,4
			Middle	39	28	67	51,5
			High	12	36	48	36,9
g.	<i>Supervision is carried out in my Islamic School done regularly and thoroughly (comprehensive)</i>	"NO" answer		9	3	12	9,2
		"YES" answer	Low	4	3	7	5,4
			Middle	41	38	79	60,8
			High	6	26	32	24,6
h.	<i>The results of supervision performed well reported and inventoried</i>	"NO" answer		5	4	9	6,9
		"YES" answer	Low	3	2	5	3,8
			Middle	38	24	62	47,7
			High	14	40	54	41,6

From the data collected, it can be acknowledged that respondents' answers are; 5,4% "NO" answer and 94,6% "YES" answer for the first criteria of effective supervision, 9,2% "NO" and 90,8% "YES" for the second, 6,2% "NO" and 93,8% "YES" for the third, 6,2% "NO" and 93,8% "YES" for the fourth, 8,4% "NO" and 91,6% "YES" for the fifth, 6,2% "NO" and 93,8% "YES" for the sixth, 9,2% "NO" and 90,8% "YES" for the seventh and 6,9% "NO" and 93,1% "YES" for the last.

The third section of the questionnaire also included 8 scale items about teachers' perspective to the practice of supervision of MAN in Kudus. The questionnaire was also divided into left ("A" sheet) and right ("B" sheet) sides. For each item, teachers were asked to choose, on the left hand-side, "Yes" or "No" in order to make clear description about each statement of the perspectives, and on the right, to indicate how often they experienced the particular perspectives while the supervision process in schools. Responses on the right side were arranged on a continuum from "Rarely" to "Always".

Table 4

## Teachers' Perspectives of MAN in Kudus to Effective Supervision

No	STATEMENT (Teacher's perspective in supervision)	A	B		Sum ( $\Sigma$ )	Prec. (%)	
			MAN 1	MAN 2			
a.	<i>When supervision will be held, teachers feel nervous / worried / scared.</i>	"NO" answer	37	29	66	50,7	
		"YES" answer	Rarely	11	15	26	20,0
			Often	10	14	24	18,5
			Always	2	12	14	10,8
b.	<i>Educational supervision activities are common and routine.</i>	"NO" answer	9	1	10	7,7	
		"YES" answer	Rarely	18	6	24	18,5
			Often	26	31	57	43,8
			Always	7	32	39	30,0
c.	<i>Implementation of educational supervision can improve competency and professionalism of teachers.</i>	"NO" answer	3	2	5	3,8	
		"YES" answer	Rarely	14	4	18	13,9
			Often	29	19	48	36,9
			Always	14	45	59	45,4
d.	<i>School policy allows teachers to get involved and choose the type of effective supervision.</i>	"NO" answer	6	6	12	9,2	
		"YES" answer	Rarely	19	8	27	20,8
			Often	25	36	61	46,9
			Always	10	20	30	23,1
e.	<i>School supervision usually goes</i>	"NO" answer	4	4	8	6,2	
		"YES" answer	Rarely	24	8	32	24,6

	<i>effectively and do not face significant problems.</i>	answer	Often	24	31	55	32,3
			Always	8	27	35	26,9
f.	<i>Every teacher can get benefit from the process of implementation supervision.</i>	"NO" answer		4	4	8	6,2
		"YES" answer	Rarely	12	4	16	12,3
			Often	31	23	54	41,5
			Always	13	39	52	40,0
g.	<i>Supervision process that is carried out in Islamic School be a means of collaboration between teachers, leaders and Islamic School supervisors.</i>	"NO" answer		2	9	11	8,5
		"YES" answer	Rarely	11	4	15	11,5
			Often	35	21	56	43,1
			Always	12	36	48	36,9
h.	<i>The process of supervision in Islamic School boost confidence and motivation of teachers</i>	"NO" answer		2	6	8	6,2
		"YES" answer	Rarely	10	5	15	11,5
			Often	28	24	52	40,0
			Always	20	35	55	42,3

From the data collected, it can be seen that the answers are; 50,7% "NO" answer and 49,3% "YES" answer for the first statement of teachers' perspectives of MAN in Kudus to effective supervision, 7,7% "NO" and 92,3% "YES" for the second, 3,8% "NO" and 96,2% "YES" for the third, 9,2% "NO" and 91,8% "YES" for the fourth, 6,2% "NO" and 93,8% "YES" for the fifth, 6,2% "NO" and 93,8% "YES" for the sixth, 8,5% "NO" and 91,5% "YES" for the seventh and 6,2% "NO" and 93,8% "YES" for the last.

In the fourth section of the questionnaire, teacher respondents were asked four open-ended items about effective models of supervision. The item contains of seven models of supervision.

Table 5  
Effective Model Supervision Based on Teachers' Perspectives

Institution	Choice Model							Teachers' Own Models
	CIS	DS	CnS	S-R	Por	PGP	AM	
MAN 1	43	14	19	6	11	4	30	1
MAN 2	50	35	13	9	8	11	40	0
<b>Sum (<math>\Sigma</math>)</b>	93	49	32	15	19	15	70	1
<b>Pec. (%)</b>	71,5	37,7	24,6	11,5	14,6	11,5	53,8	0,8

Note:

- CIS : Clinical Supervision  
 DS : Developmental Supervision  
 Cns : Collaborative Supervision  
 S-R : Self-Reflection  
 Por : Portfolios  
 PGP : Professional Growth Plans  
 AM : Administrative Monitoring

Viewed from the table above, it can be understood that the result of survey shows 71,5% from 130 respondents choose "Clinical Supervision", 37,7% pick out "Developmental Supervision", 24,6% elect "Collaborative Supervision", 11,5% coopt "Self-Reflection", 14,6% opt "Portfolios", 11,5% have "Professional Growth Plans", 53,8% own "Administrative Monitoring" and only 0,8% who bring up "Own Model". Moreover the researcher also found following data.

Table 6  
 Respondents' Choice Supervision Models

Institution	Respondents' Choice Models			
	Only One	More Than One	With Reason	No Reason
MAN 1	23	37	44	16
MAN 2	25	45	61	9
<b>Sum (<math>\Sigma</math>)</b>	48	82	105	25
<b>Pec. (%)</b>	36,9	63,1	80,8	19,2

Then, related to the table, the researcher gets data that 36,9% respondents choose only one model of supervision and 63,1% more than one model. He also gets data that 80,8% respondents give reason for their choosing model and 19,6% give no reason. This found data are completing the result of survey (data quantitative) of this mixed research.

Moreover, this findings above is strengthened by the result of interview with the teachers of MAN who capable in supervision. The most appropriate method of recording will depend on the working environment, the resources available and the personal preference of the supervisor. For instance, many supervisors prefer to take brief notes during the meeting and then write or type these up later. Others, particularly people with several supervisees, may struggle to complete their records promptly and prefer to do handwritten notes during the meeting. Although this may disrupt the flow of the meeting somewhat, pauses to record decisions or actions agreed can be useful and this method



provides the opportunity for the exact wording to be agreed, for both to sign the notes at the end of the meeting and for a copy of the record to be given to the supervisee immediately.

Whichever method is chosen, it is important that key decisions and actions agreed are recorded with clear timescales and responsibilities. This will reduce any confusion and the chances of actions not being followed through or delayed. This will be as important to the supervisee as to the supervisor and reinforces the two- Good supervision keeps staff and volunteers with the organization. It makes them feel that someone cares whether or not they do a good job, and that there's a solid structure supporting them if they run into problems. These are factors that keep people happy with their jobs, and encourage them to stay.

Good supervision models the type of relationship that should exist throughout the organization. Supervisors who understand their job treat all employees and volunteers with respect, focus on the professional and personal needs and development of those they supervise, and inspire enthusiasm for the work and loyalty to the organization's vision and mission.

The standard view of the supervisory relationship, as we have mentioned, is often negative. Supervisors are seen as overseeing and criticizing – perhaps in a hostile manner of the work of those they supervise. The reality is that effective supervision is a partnership. The supervisor provides professional and emotional support, information, advice, and a connection to the larger organization (passing on concerns, helping to obtain supplies and equipment, etc.), and supervisor and supervisee work on and solve problems together. For health and community service organizations, this type of supervision makes sense not only practically, but philosophically. The supportive, partnership supervisory relationship reflects the democratic and humanistic ideals of most organizations of this type, and models and promotes the sort of relationship that staff and volunteers should develop with one another and with program participants.

At the same time, supervisors in most organizations have responsibilities that go beyond support and advice. They're responsible for making sure their supervisees have the knowledge, materials, space, etc. they need to do a good job, and they're responsible as well for making sure work gets done well and on time. That's the practical side of supervision, and it can determine whether or not the organization reaches its goals.

## **CONCLUSIONS**

This section presents a number of conclusions based on the research's findings and discussions regarding participants' perspectives about effective supervision. There are three conclusions in this research. This

concluding chapter has summarized the major findings of the study and provides empirical evidence about how aspects of contemporary instructional supervision described in the literature can improve teachers' instructional practices and performances.

The conclusion of this research which the researcher results are providing on the following;

1. The supervision process in Madrasah Aliyah Negeri (MAN) in Kudus runs effectively. It is proved by the result of the research which appropriated eight criteria of effective supervision is 92.8% of the respondents, answer that is effective.
2. The effective supervision process based on teachers' perspectives of Madrasah Aliyah Negeri (MAN) in Kudus is positive. Eight teachers' perspective statements of effective supervision results indicate that most of teachers perspectives; 87.8% are related to positive statement.
3. The effective supervision model related to teachers' perspectives of Madrasah Aliyah Negeri (MAN) in Kudus is Clinical Supervision; 71.6% and Administrative monitoring; 53.8%.

This concluding chapter has summarized the major findings of the study and provides empirical evidence about how aspects of contemporary instructional supervision described in the literature can improve teachers instructional practices. Further, the chapter presents conclusions based on the findings, and provides recommendations for improvement. It concludes with possible limitations to the study and suggestions for further research.

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