

THE ANALYSIS OF MADRASAH SUPERVISORS' COMPLIANCE AND COMPETENCE EFFECT ON THEIR PERFORMANCE DEVELOPMENT

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Abstract

This study aims to: (1) know the description of the competence of the supervisor of madrasah (2) know the description of the compliance adherence level of the madrasah supervisor (3) know the performance of the madrasah supervisor on the madrasah and (4) develop the Supervisor's competency of madrasah by adding competence of Islamic education in Jakarta, Bogor, Depok, Tangerang and Bekasi. This research is a comparative causal research (Causal-Comparative Research) with the unit of analysis studied is the supervisor of madrasah located in Jakarta, Bogor, Depok, Tangerang and Bekasi. This study included research survey using questionnaire and in-depth interview with a total sample of 150 madrasah supervisors. The test equipment used in this study uses the classical assumption test which includes normality test, multicollinearity test, heteroscedasticity test and linearity test. The method of data analysis used is simple regression analysis and multiple regression analysis. The result of this research shows that based on the result of path analysis can be obtained the effect of inter-variables as follows: there is a positive influence of supervisor's compliance and competence to supervisor's performance.

Keywords: Madrasah Supervisors' Compliance, Madrasah Supervisors' Competencies, Madrasah Supervisors' Performance

I. INTRODUCTION

Based on the results of interviews and forum group discussion (FGD) the condition of learning and management of madrasah in Indonesia is described as follows: (1) the results of interviews with the chairman of the Working Group of Madrasah Pengawas Kota Jakarta Utara Drs. Fatoni, M. Pd on August 3, 2016, (2) the result of Deliberation Working Area Pokjawas Madrasah Province DKI Jakarta on September 26, 2016, that the madrasah still need monitoring, guidance and assistance from madrasah supervisors in implementing national education standards. The occurrence of a significant gap between the results of national examinations with the results of school exams indicates that madrasahs still have to continuously improve learning services to learners. Supervisors should continue to

improve their competence in order to implement academic and managerial oversight in madrasah through regular and sustained professional development activities.

Some of the causes of the occurrence of the above conditions is not optimal supervision made by madrasah supervisors. This is indicated by the phenomenon: (1) There are still supervisors who have not mastered IT, (2) Understanding and mastery of competencies that have not been optimal, (3) Compliance in implementing the program is still not good, (4) Visit to madrasah not yet based on Schedules that have been made but based on the conditions of the personal supervisor.

Obedience is one of the concepts often expressed by psychologists associated with the influence of social

pressure on individual behavior. Obedience is a psychological mechanism linking individual actions to a specific purpose that shows that people tend to be obedient to higher authorities than they are. [1] states that obedience is an action that responds to a particular authority. (An act in response to a request from authority). The Compliance is a change in behavior due to direct request (changes in behavior that are elicited by direct request). Compliance is the adherence / adherence to do something suggested or the response given to situations outside the subject. [2] argued that obedience is a form of obedience / compliance because of a request to do something declared in command.

In addition, other issues to improve the effectiveness of supervisory there are other factors that can affect it. The effectiveness of policies or programs according to [3] depends on the degree of conformity between the program and the beneficiaries, the suitability of the program with the implementing organization and the suitability of the beneficiary program with the implementing organization. School/madrasah supervisor competencies need to be improved and developed on a sustainable basis. Without having a professional competence in terms of supervision, the supervisor will be difficult to improve its performance so that directly or indirectly will not affect the quality of school performance or educational unit that dibinanya. The supervisor is the first person from outside the school/madrasah who is in charge of guiding the teacher directly. Supervisors have direct access to improving teacher performance in the classroom. Supervisors can see how the approaches, tools and instructional media are used by teachers in a lesson. [4]

In addition to the competence of supervisors that should be improved the need for measuring tools that must be owned by the ministry of religion through the Directorate General of Islamic Education as the identity of the ministry of religion including adding the competence of Islamic religious knowledge to the supervisors madrasah, this is because madrasah is a public school characteristic of Islam.[5]

Currently the issue of supervisory competence is also a concern. Supervisors as one of the pillars of

guaranteeing the quality of education are required to have various competencies that armed with these competencies, then a supervisor can fulfill his duties appropriately, foster self-motivation and master the principles of supervision so as to have a good level of preparation as a madrasah coach. Moreover, the presence of supervisors should be an agent and pioneer in educational innovation in its targeted madrasah. The performance of supervisors is one of them can be seen from the progress achieved by the madrasah built. In that context, the quality of education in a school/madrasah wil depends greatly on the professional capacity of supervisors. [6] [7] In addition to the competencies required by the government strictly to be possessed by a supervisor in carrying out his duties, another aspect that is not less important in supporting the performance of school supervisors is compliance that is often termed obedience or compliance.

Some phenomena as a preliminary study obtained by researchers related to the performance of supervisors and their effectiveness on the supervisory program held among others:

1) The results of research on the competence of school and madrasah supervisors conducted [8] [9] show the conclusion that the competence of school supervisors and madrasah supervisors has significant influence on pedagogic and professional development competence of teachers which ultimately can improve the quality of school / madrasah.

2) The results of research on compliance by [10] [11] [12] [13] show that low and moderate compliance has a negative effect On performance. The low level of compliance with service rules and procedures leads to further lower performance resulting in attitudes and services that are less in line with the authority of professional standards.

3) The results of research on the performance of the National School Boards Association (2005), [14] [15]. Improving the performance of madrasah supervisors such as coaching, motivation, continuing education opportunities, incentives, monitoring funds and official vehicles, and recruitment of

prospective supervisors according to procedures and needs expected to have an impact on the outcomes and quality of schools or madrasah.

4) The results of research on performance performed by [16] entitled "The Performance of Primary School Supervisors in improving the quality of education (Case study at UPT Education and Culture Office of Sempor District Kebumen 2005/2006) shows that the performance of elementary school supervisors in Kecamatan Sempor Has not had a significant effect on improving the quality of education both in terms of supervision and monitoring and review of quality indicators. This is indicated because school supervisors, principals and teachers, have not been able to cooperate and understand the importance of school supervisors to improve the quality of education.

The above descriptions serve as a point of departure for this study to examine in depth the effectiveness of the performance of madrasah supervisors, in which case research is aimed at analyzing the influence of competence and adherence to the performance of madrasah supervisors and their implications on the effectiveness of madrasah supervision programs in Jakarta, Bogor, Depok, Tangerang and Bekasi (Jabodetabek).

The reason for this research is in madrasah institutions, because madrasah is an educational institution that not only emphasizes the aspect of general education but also has concentration on religious education unit which is important for the provision of individual psychological and spiritual development. On the other hand, there are many problems and challenges that accompany the development of madrasah, among others, due to high society's expectation of madrasah graduates especially in terms of the quality of achievement and values that students hold in their behavior in society.

From the above considerations, the researcher focused the study on madrasah in Jakarta, Bogor, Depok, Tangerang and Bekasi. This exposure becomes the starting point of the researcher to study more in depth concerning the performance study of madrasah supervisor and its implication on the

effectiveness of supervisory program in madrasah. Therefore, this study entitled Influence Analysis of Compliance and Competence of Madrasah Supervisor on Performance Development and Implication on the Effectiveness of Madrasah Supervision Program in Jakarta, Bogor, Depok, Tangerang and Bekasi Areas.

II. METHODS

This research is a comparative causal research (Causal-Comparative Research) with the unit of analysis studied is the supervisor of madrasah located in Jakarta, Bogor, Depok, Tangerang and Bekasi. This study included survey research using questionnaires and in-depth interviews with a total sample of 150 madrasah supervisors. The test equipment used in this study uses the classical assumption test which includes normality test, multicollinearity test, heteroscedasticity test and linearity test. Data analysis method used is simple regression analysis and multiple regression analysis.

III. RESULTS AND DISCUSSION

A. Results

Based on the results of correlation analysis and path analysis results from the findings of the study, can be summarized as follows:

1. Based on the results of correlation analysis can be obtained relationship between variables as follows:
 - 1) There is a relationship between supervisor compliance and madrasah supervisor performance. This is indicated from the value of correlation coefficient between the two variables that is equal to 0.586 with a significance value less 0.05 that is 0.000
 - 2) There is a relationship between supervisory competence and the performance of madrasah supervisors. This is indicated from the value of correlation coefficient between the two variables that is equal to 0.779 with a significance value less 0.05 that is 0.000

- 3) There is a relationship between supervisor compliance and madrasah supervisor competence. This is indicated from the value of the correlation coefficient between the two variables that is 0.507 with a significance value less 0.05 that is 0.000
2. Based on the results of path analysis can be obtained the effect of inter-variables as follows:
 - 1) There is a positive influence of supervisory compliance on the performance of supervisors in the Jabodetabek region. This is shown from the coefficient value of 0.258 with a significance value smaller than 0.05 ie 0.000.
 - 2) There is a positive influence of supervisory competence on the performance of madrasah supervisor in Jabodetabek region. This is shown from the coefficient value of 0.649 with a significance value smaller than 0.05 ie 0.000.

The result of path analysis to the madrasah supervisor's performance model in Jabodetabek area shows that there is a positive and significant influence of supervisor compliance variable on supervisor performance in performing its duties and obligations. This means that if there was an increase in compliance from the madrasah supervisors, then the performance of supervisors will also increase. The study also found that the degree of relationship between supervisory compliance and supervisory performance included in the medium category. The direct influence of supervisor compliance on supervisor performance is less than indirect influence through supervisory competence.

The result of path analysis toward the madrasah supervisor's performance model in Jabodetabek area in this research shows that there is a positive and significant influence of supervisor competence variable on supervisor performance in performing its duties and obligations. This means that if there was

an increase in the competence of the madrasah supervisors, then the performance of supervisors will also increase. This study also found that the level of relationship between supervisory competence and supervisor performance included in the strong category. The direct influence of supervisory competence on supervisor performance is greater than indirect influence through supervisor compliance variables.

From the result of path analysis to structural model I shows there are positive and significant influence of compliance and supervisory competence variables simultaneously to the madrasah supervisor's performance in Jabodetabek area. The amount of influence of compliance variable and supervisory competence simultaneously on the performance of supervisor of madrasah is equal to 65,6%. This means that 65.6% of the performance of supervisors is influenced by the variables studied namely compliance and supervisory competence.

B. Discussion

Based on the record of the results of the research mentioned earlier, the researcher tries to reveal the implications of the untapped achievement of the variables proposed in this study.

The result of achievement of compliance variable of madrasah supervisors in Jabodetabek shows that 82.73%, which means that there are 17.23% achievement which clearly has not reached in Compliance dimension of 18.68%, Identification of 15.09% and Internalization of 17.2 %. This will certainly have implications on the performance of madrasah supervisors who have not reached the dimensions of Compliance, Identification and Internalization well.

In the competency variable of the madrasah supervisor, the attachment touched the number 32.8%, a fairly high number. This can be seen from

the lack of personality competence achievement of 21.3%, managerial supervision competence of 28.6%, academic supervision of 39.1%, education evaluation competence of 32.8%, research and development competencies of 43.9% (Highest), social competence 39.8%, and spiritual competence of 20.2%. Weakness in the aspect of competence will of course affect the level of credibility of the supervisors of madrasah se jabodetabek.

Finally, on the variable of madrasah performance, there are 20% unreached aspects where the programming dimension is 16.1%, the program implementation dimension is 21.6% and the evaluation program implementation dimension is 20.8%. This emerging weakness, of course, will inevitably affect the effectiveness of the performance of madrasah supervisors on the implementation of program kepengawasan especially for areas where the supervisors still have weaknesses in this variable.

This condition will of course have an impact on the progress of madrasahs that became the supervisor of the madrasah.

IV. CONCLUSION/RECOMENDATION

Based on the results of the study, there is empirical evidence on the influence of supervisor compliance, supervisory competence on supervisor performance and its implication on the effectiveness of program implementation of supervision. In harmony with research questions obtained conclusion research:

Description of respondents' perceptions of the research variables: supervisor compliance, supervisory competence, supervisory performance, and effectiveness of program implementation of madrasah supervision are as follows:

Compliance of madrasah supervisors in Jabodetabek is carrying out their duties. The obligations are included in very high category according to the criterion of norms of absolute norm. It is known that respondents' perceptions of the three dimensions of

madrasah supervisor compliance variables, namely compliance, internalization, and identification tend not so much different in each area studied that are in good and very good category. From the three dimensions analyzed on supervisor compliance variables, the internalization dimension is the highest scoring dimension compared to the other two dimensions where Bogor is the region with the highest score compared to the other four regions. Similarly, the internalization dimension, Bogor region is the area that has the highest score compared to the other four regions. As for the dimensions of identification, DKI Jakarta obtained the highest score.

The competence of the jabodetabek madrasah supervisors belongs to the high category according to the criterion of norms of absolute norms. It is known that respondents' perceptions of the seventh dimensions of the competence variable of the supervisor of madrasah, ie personality competence, managerial supervisory competence, academic supervision competence, education evaluation competency, research and development competence, social competence, and spiritual competence tend to vary on each region studied ie in category Quite good. From the seven dimensions analyzed on supervisor competence variables, the spiritual dimension is the highest-scoring dimension compared to the other six dimensions where Bogor is the region with the highest score compared to the other four regions. Similarly, the dimensions of personal competence, managerial supervision competence, and education evaluation competence, Bogor region is the area that has the highest score compared to four other areas. As for the dimension of academic supervision, the highest score obtained by Tangerang region. Similarly, with the dimensions of research and development, the highest score obtained by the Tangerang region. As for the social dimension, the highest score is obtained by the DKI Jakarta area.

The performance of the jabodetabek madrasah supervisors is categorized as very high according to the criterion of the absolute norm standard. It is known that respondents' perceptions of the four dimensions of the performance variables of

madrasah supervisors, ie programming, program implementation, evaluation of program implementation and guiding and training of teacher professionals tend not so much different in each area studied that are in good and excellent category. Of the four dimensions analyzed on the performance of supervisor variables, the dimension of programming is the dimension that has the highest score compared to the other three dimensions where the Bogor region is the region with the highest score compared to the other four regions. Similarly, in the other three dimensions, namely in terms of program implementation, evaluation of program implementation, and guide and train the professionalism of teachers, bogor region is the area that has the highest score compared to the other four areas

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