

## **The Improvement of Discipline and Professional Fiqh Teachers by Supervisors in Islamic Junior High School**

**Zainuddin\*<sup>1</sup>, Azizah<sup>2</sup>, Muhammad Nur<sup>3</sup>**

Institut Agama Islam Negeri Langsa-Indonesia<sup>1,3</sup>, Pengawas Madrasah Kab. Aceh Timur-Indonesia<sup>2</sup>

E-mail: [zainuddin@iainlangsa.ac.id](mailto:zainuddin@iainlangsa.ac.id)\*<sup>1</sup>, [azizah.isa03@gmail.com](mailto:azizah.isa03@gmail.com)<sup>2</sup>, [m.nur@iainlangsa.ac.id](mailto:m.nur@iainlangsa.ac.id)<sup>3</sup>

### *Abstract*

The aim of this research was to determine the effectiveness of the supervision of the madrasa supervisors in improving the discipline and professionalism of Islamic Jurisprudence teachers at State MTsN in East Aceh Regency. The problem of this research is how the implementation of supervision of madrasa supervisors in improving the discipline and professionalism of Islamic Jurisprudence teachers at State MTsN in East Aceh Regency, what are the supporting and inhibiting factors, and what solutions are taken to overcome these obstacles? This research used a qualitative approach, located at five MTsN in East Aceh Regency, by interviewing three madrasa supervisors, five MTsN principals, and eight Islamic Jurisprudence teachers. The results showed that the implementation of supervision of madrasa supervisor in improving the discipline and professionalism of Islamic Jurisprudence teachers at MTsN in East Aceh Regency begins with planning, supervision of learning administration, and the learning process. The results have had a positive impact on improving the discipline and professionalism of Islamic Jurisprudence teachers. The supporting factors are the enthusiasm to serve for the advancement of teachers and Islamic schools; the enthusiasm to see the discipline and professionalism of Islamic Jurisprudence teachers; support from the leadership; and good cooperation from madrasa principals. The inhibiting factors are the large number of the assisted madrasa, the lack of supervisors, the long distance to the school, and even to inland areas. The solution is to propose a new supervisor, arrange for the distribution of the assisted madrasa for each supervisor not too far away, and encourage teachers and madrasa principals to be willing to become supervisors.

*Keywords* : *Teachers' Discipline, Supervision, and Professionalism*

### *Abstrak*

Tujuan dari penelitian ini adalah untuk mengetahui efektivitas pengawasan pengawas madrasah dalam meningkatkan disiplin dan

profesionalisme guru Fiqih di MTs Negeri di Kabupaten Aceh Timur. Masalah penelitian ini adalah bagaimana pelaksanaan pengawasan pengawas madrasah dalam meningkatkan disiplin dan profesionalisme guru Fiqih di MTs Negeri di Kabupaten Aceh Timur, apa saja faktor pendukung dan penghambatnya, serta solusi apa yang diambil untuk mengatasi kendala tersebut? Penelitian ini menggunakan pendekatan kualitatif, yang berlokasi di lima MTsN di Kabupaten Aceh Timur, dengan mewawancarai tiga pengawas madrasah, lima kepala sekolah MTsN, dan delapan guru Fiqih. Hasil penelitian menunjukkan bahwa pelaksanaan pengawasan pengawas madrasah dalam meningkatkan disiplin dan profesionalisme guru Fiqih di MTsN di Kabupaten Aceh Timur dimulai dengan tahapan perencanaan, pengawasan administrasi pembelajaran, dan proses pembelajaran. Hasilnya telah berdampak positif pada peningkatan disiplin dan profesionalisme guru-guru Fiqih. Faktor pendukung adalah antusias untuk melayani kemajuan guru dan madrasah; semangat untuk melihat disiplin dan profesionalisme guru-guru Fiqih; dukungan dari pimpinan; dan kerja sama yang baik dari kepala sekolah madrasah. Faktor penghambat dalam upaya peningkatan disiplin dan profesionalisme guru fiqih disebabkan banyaknya madrasah binaan, kurangnya pengawas, lokasi sekolah yang berjauhan bahkan berada di daerah pedalaman. Solusinya adalah dengan merekrut pengawas baru, mengatur distribusi madrasah binaan untuk setiap pengawas yang tidak terlalu jauh antara satu madrasah dengan madrasah lainnya, dan mendorong guru dan kepala sekolah madrasah untuk bersedia menjadi pengawas.

*Kata Kunci : Disiplin guru, Supervisi, dan Profesionalisme*

## INTRODUCTION

As a profession that is a role model, the discipline and professionalism of teachers are two very important things to improve the quality of education. It is impossible to realize if you expect the process and results of education under the development of the modern world and the expectations of society without a disciplined and professional teacher. The philosophy of learning says that the strong flow of learning means the strength of the teacher, the strength of the teacher means the strength of education, and the strength of education means the strength of the Indonesian nation (Rohmadi, 2012). This philosophy firmly positions disciplined and professional teachers as the basic foundation for the solid position of civilization and the progress of a nation. The existence of

teachers who have disciplined character and professional abilities are expected to be able to overcome the challenges and obstacles experienced by the world of education today (Satori, 2008). So that the presence of disciplined and professional teachers is one indicator of improving the quality of education.

With the increasing number of disciplined and professional teachers, it is hoped that the quality of Indonesian education will increase to the desired level. As stated by Tilaar, quality issues include the process and results of education and are related to the competence of graduates, both as outputs and outcomes. Therefore, the main concern of education in this century is to prepare people for life and work in a society where quality learning and education must continue to be improved (Tilaar, 1999).

Madrassa Tsanawiyah (abbreviated as MTs) is a basic level of formal education in Indonesia, equivalent to junior high school, which is characterized by Islam, managed and developed by the Ministry of Religion, with a 3-year education period starting from grade 7 to grade 9. As an educational institution that is characterized by Islam, one of the main and important subjects at Madrasa Tsanawiyah is the subject of Fiqh, which is one part of the subjects of Islamic Religious Education at the madrasa, directed at preparing students to recognize, understand, appreciate, and practice Islamic law, which later became the basis for his way of life through guidance, teaching, training, use of experience and habituation (Departemen Agama RI, 2005)

Fiqh subjects are the main subjects that are important in madrasa tsanawiyah. The importance of learning Fiqh in madrasas Tsanawiyah is that first, basically, the science of Fiqh is a science that discusses various sharia, or Islamic law, with various kinds of rules of life for Muslims, both personal rules and those relating to social aspects of society, both rules relating to Islamic law by worshipping Allah SWT (Salim, 2016; Syathori, 2017). As well as those related to muamalah. As Muslims, we are obliged to practice the teachings of Islam under Islamic law.

Second, the science of Fiqh must be learned by every Muslim from childhood and especially before puberty (Putra, 2016; Niamah, 2021), so that when they are of age, children will be able to carry out their worship obligations perfectly according to the rules and applicable syara' laws. The Madrasa Tsanawiyah students, whose average age is between 13 and 15 years, is the age before puberty, according to the opinion of the Fuqaha who put an age limit as a

determinant of the age of puberty by following the Hanafi, Syafi'i, and Hanbali schools, namely a child is considered baligh when he is fifteen years old (Wahyuni, 2020). So, the need to study Fiqh becomes very urgent.

The results of discussions in several activities with the administrators of the Kelompok Kepala Madrasah (K2M) at the Madrasa Tsanawiyah level, East Aceh Regency regarding the problems of Madrasa Tsanawiyah teachers, including Fiqh teachers, showed that there were still some problems with Fiqh teachers related to discipline and professionalism. There are still Fiqh teachers who are late in completing learning administration at the beginning of the semester and even late in submitting the value of the learning evaluation results to the homeroom teacher, which is a disciplinary problem that still often occurs in Madrasa Tsanawiyah (Salmiati & Septiawansyah, 2019). Completion of learning tools by means of copy and paste, low mastery of technology in learning, monotonous learning methods, lack of interest in reading, and the addition of new knowledge are problems related to the professionalism of Fiqh teachers that still often occur. These two problems are "homework" that must be found and resolved jointly by all education stakeholders in the East Aceh District.

The importance of solving problems related to teacher discipline and professionalism is because these two things greatly affect the achievement of student learning achievements and the need to improve discipline and professionalism. In nationalism, teachers can be guided and fostered by a supervisor through a supervision process, which in the world of education is called a school/madrasa supervisor. The existence of the school/madrasa supervisor is highly expected by the teacher as a guide and assists the teacher in achieving an increase in the quality of learning.

In order for a quality education process to be achieved in madrasas, the existence of madrasa supervisors has a strategic role and is related to the main tasks of madrasa supervisors themselves in carrying out academic supervision and managerial supervision including monitoring, supervision, evaluation, reporting, and follow-up supervision which must be carried out on an ongoing basis. Where one of the responsibilities of madrasa supervisors is to guide and train teacher professionals (Dirjen Guru dan Tenaga Kependidikan Kemendikbud RI, 2017). The role of madrasa supervisors as functional technical

implementers in the field of academic and managerial supervision in madrasa education units is very large.

Moving on from the background of the problem above, it is deemed necessary to conduct research on the supervision carried out by madrasa supervisors in East Aceh Regency on the discipline and professionalism of Fiqh teachers at Madrasa Tsanawiyah in East Aceh Regency, including technical implementation of supervision, supporting and constraining factors and solutions Madrasa supervisors took to overcome obstacles in the implementation of Madrasa Supervisory supervision in order to improve the discipline and professionalism of Fiqh teachers at State MTs in East Aceh District.

#### **RESEARCH METHOD**

This type of research is field research using a descriptive qualitative approach, namely research procedures that produce descriptive data in the form of written or spoken words from people and observable behavior (Moleong, 2002), taking place at 5 State Madrasa Tsanawiyah in the district of East Aceh. The determination of the madrasa as the research location was first based on regional representation according to the geographical location of the East Aceh Regency. Second, that the madrasas are madrasas that have received awards for their achievements, namely *Madrasaku Idolaku*, an award given by the Head of the Office of the Ministry of Religion of East Aceh Regency for madrasas that excel and have good quality in administrative management, as well as student and teacher achievements. By conducting research in madrasas that represent the geographical location of the region, researchers hope to analyze and find the results of the implementation of supervision of madrasa supervisors on increasing discipline and increasing professionalism of Fiqh teachers at MTsN in East Aceh Regency. The data sources in this study amounted to 16 people consisting of elements of madrasa supervisors, MTsN heads and Fiqh teachers at MTsN. The data sources from the madrasa supervisors, totaling 3 (three) people, were determined with the consideration of 1 head of the supervisory working group and 2 madrasa supervisors at the Madrasa Tsanawiyah level, whose madrasas were the location of this research. Data collection strategies using data collection techniques are interactive and non interactive. Interactive because of the mutual influence between researchers and data sources.

The interactive data techniques used in this study include in-depth interviews and direct observation with a passive role (observation). In-depth

interviews were conducted with Madrasa Supervisors, MTsN Principals, and Fiqh teachers at the madrasa where the research was conducted. Meanwhile, direct observation with a passive role (observation) was carried out as an effort to obtain comparative information about the implementation of supervision by Madrasa Supervisors in improving the discipline and professionalism of Fiqh teachers at MTsN in East Aceh Regency. In this activity, the Fiqh teachers are observed to get a factual and detailed picture as a result of supervision to improve teacher professionalism in Fiqh learning. To measure the level of teachers' discipline and their professionalime using the instrument that have been validated and standardized, so that it is expected to get maximum measurement as expected (Nur et al., 2021). Meanwhile, non-interactive data collection techniques include literature studies and documentation. To obtain data on the results of this supervision through the results of the supervision assessment by the Madrasa Supervisor, the results of the supervision scores by the Head of Madrasa, and documents related to the research conducted. Moreover, to analyze the data used according to the instructions put forward by Miles and Huberman, namely, there are three qualitative data analysis techniques, namely data reduction, data presentation, and concluding (Miles et al., 1992)

## **RESEARCH FINDINGS AND DISCUSSION**

### **Profile of Madrasa Supervisors and MTs Fiqh Teachers in East Aceh District**

One of the important functions of the Office of the Ministry of Religion of East Aceh Regency is service, guidance, and coaching in the field of madrasa education. There are 110 educational units under the auspices of the Ministry of Religion Office of East Aceh (Emis Pendis, 2020).

Currently, in the ranks of the Ministry of Religion of East Aceh Regency, there are 10 (ten) madrasa supervisors who are tasked with conducting madrasa development within the Ministry of Religion Office of East Aceh Regency, with details of 4 people at the RA/MI level and 6 people at the MTs and MA levels (Decree of the Head of the Office of the Ministry of Religion of East Aceh Regency, 2021)

Meanwhile, Madrasa Tsanawiyah Negeri, abbreviated as MTsN, is an educational institution at the level of junior high school under the auspices of the Ministry of Religion, which is characterized by Islam. According to Wikipedia, MTs is the basic level of formal education in Indonesia, equivalent to junior high

school, which is managed by the Ministry of Religion. The education period is three years starting from grade 7 to grade 9 (<https://id.wikipedia.org>, accessed on June 1, 2020). Currently, in East Aceh Regency, there are 9 state Tsanawiyah Madrasa (MTsN) belonging to the Ministry of Religion spread throughout the East Aceh Regency and 22 private Madrasa Tsanawiyah owned by the community/foundations (Emis Pendis, 2021)

Fiqh teachers are teachers who are assigned to take care of Fiqh subjects according to their educational background. There are 29 Fiqh teachers at MTs in East Aceh Regency, consisting of 19 people with the status of Civil Servants (PNS) and 10 with the status of Non-Civil Servants (BPNS). All Fiqh teachers at state MTs in East Aceh Regency have an educational background of Strata-1 majoring in Islamic Religious Education, both graduates from state universities and graduates from private universities (Madrassa Education Section Ministry of Religion, 2020). The number of Fiqh teachers, especially those with civil servant status who work at MTs in East Aceh Regency, 94.74% already have educator certificates, except for 1 person because he was appointed as a civil servant in 2019. Meanwhile, 3 non-PNS Fiqh teachers already have a teaching certificate.

### **Implementation of Supervision of Madrasa Supervisors in East Aceh District**

One of the duties of madrasa supervisors is the development of madrasa teachers, both in terms of discipline and professionalism. To carry out this task, supervision activities are needed (Pristiwaluyo & Hakim, 2019). The steps taken by madrasa supervisors in East Aceh Regency before the implementation of supervision include preparing a monitoring program plan, implementing supervision, and evaluating and following up on the results of supervision.

#### ***Supervision Program***

In general, the duties of madrasa supervisors are to identify problems, develop supervision programs, carry out supervision programs, evaluate and analyze the results of supervision, and conduct coaching based on the results of the evaluation. Based on these duties and functions, supervision activities must be prepared in an operational activity plan, which is often referred to as an action plan. Supervision is aimed at improving the educational situation in general and the teaching and learning situations in particular. The results of interviews with respondents from the Head of the Madrasa Supervisory Working Group, he said, are: Before carrying out supervision, the madrasa supervisors at the Office of the

Ministry of Religion of East Aceh Regency at the beginning of each school year after the meeting of the division of tasks for the assisted madrasas, first prepare a planning program including the *Rencana Pengawasan Akademik* (RPA) and *Rencana Pengawasan Manajerial* (RPM), both annual programs and semester programs. The supervisory plan is known and approved by the leadership and then implemented in the field (Interview with Buhari Muslim, S.Ag, MA, Head of the Madrasa Supervisory Working Group, Ministry of Religion, East Aceh Regency, June 2, 2020).

The same thing was conveyed by Nurma, one of the madrasa supervisors at the Madrasa Tsanawiyah level, who said: "Every madrasa supervisor at the beginning of the school year is required to complete a supervisory planning program, both *Rencana Pengawasan Akademik* (RPA) and *Rencana Pengawasan Manajerial* (RPM), which includes the annual program and semester programs." (Interview with Dra. Nurma, Madrasa Supervisor for MTs, Ministry of Religion, East Aceh Regency, June 3, 2020). Regarding the making of a supervision plan, Marzuki, a mid-level madrasa supervisor at the Ministry of Religion, East Aceh Regency, said: "At the beginning of the learning year, we supervisors are always asked to make a work plan for supervision. This plan was submitted to the Chair of the Supervisory Working Group, and this became one of the requirements for the granting of madrasa supervisor certification (Interview with Drs. Marzuki, MTs Madrasa Supervisor, Ministry of Religion, East Aceh Regency, June 4, 2020). Based on the results of interviews with madrasa supervisors at the MT level in East Aceh Regency, it can be concluded that madrasa supervisors, especially the Madrasa Tsanawiyah level in the ranks of the Ministry of Religion Office of East Aceh Regency, before carrying out supervision, first prepare planning programs including *Rencana Pengawasan Akademik* (RPA) and *Rencana Pengawasan Manajerial* (RPM), both annual programs and semester programs. The monitoring plan is known and approved by the leadership and then implemented in the field. The administrative planning of the program for madrasa supervisors is one of the requirements for the process of distributing the supervisory certification allowance.

In addition to planning the supervision program, which includes annual programs and semester programs, teacher development planning is also equipped with several supporting instruments in the form of observation instruments, administrative supervision documents, and supervision documents for the learning process in the classroom. This instrument is very helpful for



supervisors in carrying out their duties listed in the annual program and semester program (Interview with Dra. Nurma, Madrasa Supervisor for MTs, Ministry of Religion, East Aceh Regency, June 3, 2020).

The instrument for observing administrative documents in the learning process includes checking 13 important documents used by teachers in the learning process. The thirteen documents are (1) Competency Standards/Basic Competencies, (2) Annual Programs, (3) Semester Programs, (4) Mapping, (5) Syllabus, (6) Learning Program Implementation Plans, and (7) Criteria for Completion. At a minimum, (8) Teacher's Journal, (9) Gradebook, (10) Question Grid, (11) Analysis Value, (12) Improvement and Enrichment Program, (13), Source Book.

All of these documents were rated as good, sufficient, or poor. Good criteria are given if the document being examined has been made perfect; sufficient value is given if it has been made but is not perfect and requires some improvements; less value is given if the teacher concerned has not made any documents at all. And for the process of supervising the 13 documents, the instruments are standard and regulated by the relevant ministries.

### ***Supervision Implementation***

According to the Head of the Madrasa Supervisory Working Group, the implementation of supervision or supervision by the madrasa supervisor at the Office of the Ministry of Religion of East Aceh Regency begins with checking the administrative completeness of the learning tools that have been prepared to be used by Fiqh teachers in the learning process. Before supervision, there was also a madrasa supervisor who contacted the head of the madrasa to convey the schedule and ensure the readiness of the Fiqh teacher to be supervised. Then provide a checklist of teacher administration lists that will be supervised to make it easier for them to prepare their administration. When you arrive at the madrasa, check the administrative files according to the checklist that has been sent previously (interview with madrasa supervisors at the Ministry of Religion Office of East Aceh Regency, June 2–6, 2020).

Regarding the implementation of learning administration supervision, based on the results of the interpretation of learning administration supervision by madrasa supervisors, it shows that Fiqh teachers at MTsN in East Aceh Regency admit that madrasa supervisors always supervise learning

administration that has been prepared by Fiqh teachers for the implementation of the learning process.

The implementation of this administrative supervision is carried out by the madrasa supervisor, usually at the beginning of the school year or the beginning of the semester. The goal is to see the discipline of Fiqh teachers in completing learning administration. This is based on the results of interviews and data interpretation regarding the schedule for the implementation of Fiqh teacher learning administration supervision (Interview with madrasa supervisors at the Ministry of Religion of East Aceh Regency, June 2–6, 2020).

When asked about the schedule of administrative supervision carried out at the beginning of the semester, when confirmed with the Fiqh teachers, they said that the madrasa supervisors were carrying out administrative supervision of the MTsN Fiqh teacher learning in East Aceh District. This learning administration supervision is often carried out by madrasa supervisors at the beginning of the semester, although some is carried out in the middle of the semester (Interview with Fiqh teachers at MTs in East Aceh Regency, 10–25 June 2020).

Based on the opinion of the Fiqh teachers at MTsN as mentioned above, it can be concluded that the respondents, in this case, the Fiqh teachers at MTsN in East Aceh Regency, admitted that the madrasa supervisors always supervised the learning administration of the MTsN Fiqh teachers at the beginning of the semester. This is in line with the opinion expressed by the madrasa supervisors as described above.

In addition to scheduled learning administration supervision, supervisors also carry out supervision activities without prior notification. This unannounced supervision process aims to see the discipline of the teacher in carrying out the learning process. This is the opinion of madrasa supervisors who said that in addition to conducting supervision on a predetermined schedule or with prior notification, supervision was also carried out without notice to see how prepared the teachers were in completing learning administration (Interviews with madrasa supervisors at the Ministry of Religion Office of East Aceh Regency, 2–6 June 2020).

Supervision is also carried out by madrasa supervisors on the implementation of the learning process. This activity is carried out to foster teacher professionalism in carrying out the learning process and to see teacher professionalism in the learning process. The goal is to be able to do coaching so

that the quality of teachers can be further improved. Madrasa supervisors feel it is important to supervise the learning process to see how the quality of learning is carried out by teachers in the classroom. Supervision of the learning process is, of course, carried out with certain techniques under the supervision rules (Interview with madrasa supervisors, Ministry of Religion, East Aceh Regency, June 2–6, 2020).

The importance of the implementation of the supervision of the learning process was also stated by the Fiqh teachers, who said that the supervision of the learning process was very important to be carried out by the madrasa supervisor because it could be a self-evaluation activity and improve the learning process (Interviews with Fiqh teachers at MTs in East Aceh Regency, 10–25 June 2020).

Based on the opinion of the respondents as mentioned above, it appears that the respondent in this case, the Fiqh teacher at MTsN in East Aceh Regency, admits that the implementation of supervision of the learning process for teachers, especially Fiqh teachers at MTsN in East Aceh Regency, is a very important activity as a means of improving the learning process. and evaluation of the teaching abilities of these fiqh teachers.

In addition to feeling important, Fiqh teachers also feel that the implementation of supervision of the learning process by the madrasa supervisor is a necessity for improving the learning process. According to the results of interviews with Fiqh teachers at MTsN in East Aceh Regency who were respondents, the implementation of supervision of the learning process carried out by madrasa supervisors was very much needed to improve the learning process (Interviews with Fiqh teachers at MTs Se-East Aceh Regency, 10–25 June 2020).

Based on the opinions of the respondents above, it can be seen that the Fiqh teachers at MTsN in East Aceh Regency admit that the implementation of supervision of the learning process by madrasa supervisors is an activity that is needed by these teachers. The need for supervision is evident since, at the end of each year, teachers are required to complete the *Penilaian Kinerja Guru* (PKG), where one of the assessments is the learning process. So to get an objective assessment result, the assessment is done through the supervision of the learning process.

Regarding the need for Fiqh teachers to be supervised by madrasa supervisors, when this was confirmed with the head of MTsN, it was concluded that the supervision of the learning process was very much needed by teachers in

madrasas. Because at the end of each year, all teachers must be assessed in the form of the *Penilaian Kinerja Guru* (PKG). Of course, every teacher wants good assessment results because the results of the PKG will become the *Standar Kinerja Pegawai* (SKP) or Employee Performance Targets, which used to be known as DP-3. So to get good grades, teachers need ongoing guidance, especially from madrasa supervisors, so that they will get good PKG results at the end of the year (Interview with Heads of MTsN throughout East Aceh Regency, 10 – 25 June 2020).

Associated with the learning process supervision technique used by supervisors for the development of the learning process, generally using the technique of class visits and class observations. This was done to see firsthand how the learning process was carried out by the teachers (Interview with Fiqh teachers at MTs in East Aceh Regency, 10–25 June 2020).

#### ***Evaluation and Follow-up on Supervision Results***

Evaluation activities are activities to assess the level of competence of teachers who have been supervised. The results of the implementation of supervision are then evaluated and given follow-up for improvements if needed, or other important suggestions to be followed up in an effort to increase the ability of teachers both in the administrative process and in learning activities. These follow-up suggestions are usually given directly to the teacher in question; some are given through the respective head of the madrasa.

The results of the evaluation of the implementation of administrative supervision and the learning process at the end of the year are used as *Penilaian Kinerja Guru* (PKG), which are carried out two (out of two) times out of one (one) year. The results of the teacher assessment will become the *Standar Kinerja Pegawai* (SKP). Therefore, the objective assessment of the madrasa supervisor, in addition to the discipline of the teacher in completing various administration and learning tools, and the discipline of the teacher in the implementation of the learning process, is increasing.

Regarding the evaluation of the results of the supervision of madrasa supervisors, all Fiqh teachers at MTsN in East Aceh Regency who were respondents said that madrasa supervisors always evaluated the supervision process carried out. The goal is to become a resource for the teacher in question (interview with Fiqh teachers at MTs in East Aceh Regency, June 10–25, 2020).

Likewise, with suggestions and follow-up on the results of supervision, all Fiqh teachers at MTsN in East Aceh District who were respondents said that madrasa supervisors always evaluate the supervision process carried out. The goal is to be a tool for teacher development (interview with Fiqh teachers at MTs in East Aceh Regency, 10–25 June 2020). Based on the results of these interviews, it is clear that the evaluation process and follow-up suggestions are always given by supervisors as suggestions for improvement to teachers who have been supervised.

Meanwhile, the results of the supervision of madrasa supervisors on improving the discipline of Fiqh teachers at State MTs in East Aceh Regency can be seen from the conclusion of interviews with the heads of State Madrasa Tsanawiyah in East Aceh Regency that supervision carried out by madrasa supervisors has a positive impact on improving the discipline of Fiqh teachers (the author's interview with the Heads of MTsN in East Aceh Regency, 10–25 June 2020). The more often Fiqh teachers are supervised by supervisors, the more disciplined they will be, both in attendance, in the learning process, and in completing learning administration. not only Fiqh teachers, but also teachers from other disciplines. madrasa supervisors are more respected when conducting coaching. The results are better if it is carried out by the madrasa supervisor than if it is carried out by the madrasa head.

Based on the results of the author's interview with 5 MTsN principals who were respondents in the East Aceh District, all of them acknowledged that the guidance carried out by the madrasa supervisor could improve teacher discipline in the madrasa. Not only Fiqh teachers but all teachers are also supervised by madrasa supervisors (Interview with Heads of MTsN throughout East Aceh Regency, 10–25 June 2020).

Meanwhile, the Fiqh teachers' acknowledgment of the presence of supervisors in relation to discipline, it can be concluded that all Fiqh teachers at State MTs in East Aceh District who were respondents said that the implementation of supervision carried out by madrasa supervisors on Fiqh teachers at State MTs in East Aceh Regency had an impact on positive for the increased discipline of these teachers (Interview with Fiqh teachers at MTs in East Aceh Regency, 10-25 June 2020). Based on the conclusion of the interview, it is clear that according to the Fiqh teacher's confession at State MTs in East Aceh Regency that the implementation of madrasa supervisor supervision has an impact on improving the discipline of the Fiqh teacher.

### **Implementation of Supervision of Madrasa Supervisors on Increasing the Professionalism of Fiqh Teachers at State MTs in East Aceh District**

Regarding the increase in the professionalism of Fiqh teachers at state MTs in East Aceh District as a result of supervision by madrasa supervisors, it can be seen from the description of the results of the author's interview with the Head of State MTs who became research respondents, namely that supervision carried out by madrasa supervisors has a positive impact on the professionalism of Fiqh teachers. The more often Fiqh teachers are supervised by supervisors, the more their abilities will increase, both in managing the learning process, completing learning administration, and solving problems related to other teacher abilities. The positive impact is not only for Fiqh teachers but also for teachers in other fields of study (Interview with Heads of MTsN throughout East Aceh Regency, 10–25 June 2020).

The activities of madrasa supervisors in the context of fostering Fiqh teachers at MTsN are to supervise classes, provide suggestions for improvement, review teacher administration together, and evaluate and provide directions for improvement if there are deficiencies, so that there is enthusiasm for Fiqh teachers to become more competent. active in improving professional skills.

Based on the results of the author's interview with 5 (five) Heads of State MTs in East Aceh District who were respondents, all of them acknowledged that the guidance carried out by madrasa supervisors could improve the professionalism of Fiqh teachers and other teachers supervised by madrasa supervisors (Interviews with MTsN Principals). 10–25 June 2020 in East Aceh Regency).

Meanwhile, based on the recognition of Fiqh teachers regarding the presence of supervisors in relation to increasing the professionalism of Fiqh teachers, it can be concluded that the supervision carried out by madrasa supervisors has a positive impact on the professionalism of Fiqh teachers at state MTs in East Aceh District. In the past, Fiqh teachers taught without using learning media. With the direction of the supervisor, they often used the media. If in the past they made random RPP, with the direction of the *Rencana Persiapan Pembelajaran* (RPP) supervisor, it became better (Interview with Fiqh teachers at MTs in East Aceh Regency, dated 10–25 June 2020).

Based on the description above, it is clear that, according to the Fiqh teacher's confession at State MTs in East Aceh Regency, supervision carried out by madrasa supervisors has a positive impact on increasing the professionalism of the Fiqh teacher. This can be seen from the recognition of respondents who

said that they became smarter, more able to use media in learning, and that the lesson plans that were made were better. This indicates that there is an increase in the professional ability of Fiqh teachers as a result of the supervision carried out by madrasa supervisors for Fiqh teachers at state MTs in East Aceh District.

### **Supporting Factors for Supervision of Madrasa Supervisors on Discipline and Professionalism of Fiqh Teachers at State MTs in East Aceh District**

In the context of carrying out the supervisor's task of carrying out supervision of the madrasas that are under his guidance, the madrasa supervisors certainly experience positive things or supporting factors. Likewise, in the supervision of madrasa supervisors in the context of fostering discipline and professionalism of MTsN Fiqh teachers in East Aceh Regency, several supporting factors were also found.

Based on the conclusion of interviews with madrasa supervisors in East Aceh Regency, the factors supporting the implementation of Fiqh teacher supervision by madrasa supervisors are: 1) A commitment to improving the quality of madrasas; 2) An eagerness to see the discipline and professionalism of Fiqh teachers improve; 3) Interest in seeing Fiqh teachers' eagerness to continue learning and improving their skills; 4) Leadership support for the progress of Fiqh teachers in particular and the progress of madrasas in general; 5) Good support and cooperation from the heads of the assisted madrasas (Writers' interview for madrasa supervisors at the Office of the Ministry of Religion of East Aceh Regency, 2–6 June 2020).

As for the response of Fiqh teachers to the spirit of fostering madrasa supervisors, it can be concluded that all Fiqh teachers at state MTs in East Aceh Regency who were respondents said they needed supervision and guidance carried out by madrasa supervisors because a lot of knowledge was gained, they could discuss various problems in the learning process, and receive guidance on the development of new problems such as new curricula, assessment techniques, and others (Interview with Fiqh teachers at MTs in East Aceh Regency, 10–25 June 2020).

From the conclusion of interviews with Fiqh teachers who were respondents, it is clear that they need guidance and supervision from madrasa supervisors. This can be seen from the answers of respondents who 100% said so. The reason is that they need guidance along with developments related to the learning process, such as curriculum and assessment systems, and the problems they face in the learning process can be discussed with the madrasa supervisor.

### **Obstructing Factors for Supervision of Madrasa Supervisors on Discipline and Professionalism of State Islamic Junior High School Fiqh Teachers in East Aceh District**

In addition to supporting and carrying out tasks, there are also certain obstacles. Likewise, in carrying out the task of coaching by madrasa supervisors in East Aceh Regency, there are still several problems that are inhibiting factors. The results of interviews with madrasa supervisors who were respondents in this study concluded that the factors that hindered the implementation of supervision in improving the discipline and professionalism of Fiqh teachers by madrasa supervisors are: 1) The number of madrasa supervisors is still lacking, while the madrasas being fostered are many; 2) The distance between the fostered madrasas is far apart; there are even madrasas that are in the interior of the East Aceh Regency, so it takes a lot of time and energy to be able to reach the madrasa, so it is not possible to carry out maximum coaching (Interview of the author with madrasa supervisors at the Ministry of Religion of East Aceh Regency, 2–6 June 2020).

### **Solutions Taken to Overcome Barriers to the Implementation of Supervision of Madrasa Supervisors on Discipline and Professionalism of MTsN'S Fiqh Teachers in East Aceh District**

Problem faced of course there is a solution that can be taken. Likewise, the problems faced by madrasa supervisors in their efforts to supervise the discipline and professionalism of Fiqh teachers. The solutions adopted by the madrasa supervisors included, as stated by the madrasa supervisors who were respondents, that the madrasa supervisor's solution to obstacles in carrying out the supervision of Fiqh teachers was as follows: 1) Propose the addition of new madrasa supervisors to the leadership; 2) Arrangements for the distribution/division of the fostered madrasas for each supervisor are sought to be close to the place of domicile so that it will facilitate the implementation of supervision; 3) Encouraging young and intelligent teachers/headmasters who have met the requirements to be willing to become madrasa supervisors because the current paradigm of madrasa supervisors is no longer outcasts but the front line in fostering madrasas (Interviews with madrasa supervisors at the Ministry Office of Religion of East Aceh Regency, 2–6 June 2020).

One of the duties of madrasa supervisors is the development of madrasa teachers, both in terms of discipline and professionalism. To carry out this task,



supervision activities are needed. The steps taken by the madrasa supervisor before the implementation of supervision include preparing a program plan for supervision, implementing supervision, evaluating, and following up on the results of supervision (Samana, 1994). Based on the results of the study, madrasa supervisors in the Ministry of Religion of East Aceh Regency, especially at the MTs level, before carrying out academic supervision in their fostered madrasas, first prepared a planning program, namely the Academic Supervision Plan (*Rencana Pengawasan Akademik*), which includes annual programs and semester programs.

The academic supervision plan is a weekly supervisory face-to-face supervision activity with the target of guiding teachers individually or in groups through coaching, mentoring, and clinical supervision as well as teacher guidance and training under the competencies and main duties of teachers, which are descriptions of activities in aspects/materials of the supervisory semester program (Dirjen Guru dan Tenaga Kependidikan Kemendikbud RI, 2017). The preparation of an Academic Supervision Plan by supervisors is something that must be done by supervisors as a first step before carrying out supervisory duties so that the implementation of supervision will be able to run well and be programmed.

In addition to planning for academic supervision programs, which include annual programs and semester programs, teacher development planning is also equipped with several supporting instruments in the form of observation instruments, administrative supervision documents, and classroom learning process supervision documents, known as the 13 important documents as mentioned above. This instrument is also very helpful for supervisors in carrying out most of their duties that are listed in the annual program and semester program.

Based on the results of the author's interviews with madrasa supervisors in the Ministry of Religion of East Aceh Regency, in carrying out Fiqh teacher supervision, madrasa supervisors first check the administrative completeness of learning tools that will be used by teachers in the learning process. The implementation of administrative supervision is carried out at the beginning of the school year and the beginning of each semester. The goal is to see the discipline of Fiqh teachers in completing learning administration. After carrying out the supervision, the madrasa supervisor also evaluates and follows up on the results of the supervision in the form of action suggestions that are always given by the madrasa supervisor after the supervision is carried out.

The evaluation results from the implementation of administrative supervision and the learning process at the end of the year will be used as the *Penilaian Kinerja Guru* (PKG), which is carried out 2 (two) times in 1 (one) year/per semester. The results of the teacher performance assessment will then become the *Standar Kinerja Pegawai* (SKP) for the teacher concerned. Therefore, teacher discipline in completing various administrative and learning tools is important, in addition to implementing a good learning process so that the results of the performance assessment will be good as well.

In the Work Guide for School/Madrasa Supervisors, it is stated that school supervisors have the main task of carrying out academic and managerial supervision in educational units. School supervisors should develop supervision programs, carry out supervision programs, evaluate the results of the implementation of supervision programs, as well as guide and train professional teachers (Education, 2017). This indicates that the madrasa supervisors in the Ministry of Religion Office of East Aceh Regency may be called professionals in carrying out their duties where the implementation of their duties is guided by work instructions and guidelines.

This is also under the guidelines for the implementation of the supervision program. The implementation of the supervision program is an activity carried out by each school supervisor based on the supervision program that has been prepared previously. The implementation of the supervision program includes three things, namely: (1) the implementation of teacher development and/or school principals; (2) monitoring the implementation of the eight *Standar Nasional Pendidikan* (SNP); and (3) carrying out an assessment of the performance of teachers and/or school principals (Dirjen Guru dan Tenaga Kependidikan Kemendikbud RI, 2017).

Furthermore, the results of the supervision carried out by madrasa supervisors have made Fiqh teachers more disciplined and professional. The indicators of Fiqh teachers at state MTs in Aceh Timur Regency have increased their discipline according to the indicators previously discussed, namely the indicators of a teacher's work discipline (Tu'u, 2014), they are: 1) Arrive early and on time to school; 2) Teaching discipline; 3) End the lesson on time; 4) completion of learning process administration on time; 5) Complete the assessment of student learning outcomes on time (Tu'u, 2014)

The results of the author's interviews with madrasa supervisors, madrasa principals, and Fiqh teachers were that with the frequent supervision of madrasa supervisors, Fiqh teachers came faster, completed learning administration, and

taught on time. From the results of observations and studies of the archives of the attendance list of Fiqh teachers, the authors obtained data that Fiqh teachers at State MTs in East Aceh Regency had been present on time, entered, and left teaching on time. Based on these indicators, it can be said that Fiqh teachers have increased their discipline.

As for Fiqh teachers, increasing professionalism is based on the following indicators: mastering teaching materials; being able to manage teaching and learning programs; being able to manage classes as a unitary study group; being able to assess student achievement for teaching purposes; and getting to know guidance and counseling service programs.

Based on these indicators, Fiqh teachers, during the supervision by madrasa supervisors, admit that their ability to master teaching materials and manage learning has increased, including assessing student achievement. Based on these indicators, it can be concluded that the supervision of madrasa supervisors has made Fiqh teachers at State MTs in Aceh Timur Regency increase their professionalism.

The high fighting spirit of the supervisors for the progress of madrasas in East Aceh Regency, the enthusiasm to see the discipline of Fiqh teachers and the professionalism of Fiqh teachers increase, deserve our appreciation because, because of limited facilities, long distances, and the number of madrasas that must be fostered, they are still trying to implement maximum construction. This is a supporting factor, in addition to support from the leadership, in this case, the Head of the Office of the Ministry of Religion of the East Aceh Regency and the Head of the Madrasa Education Section of the Office of the Ministry of Religion of the East Aceh Regency, because in principle, madrasa supervisors are their extensions in the field, as well as good support and cooperation from the head of the madrasa.

Several factors become obstacles in carrying out the duties of madrasa supervisors in fostering teachers, both Fiqh teachers and other teachers in East Aceh Regency, namely the lack of madrasa supervisors. In addition, the area of East Aceh Regency is very wide, with the distance between educational units that are far apart. Of course, this will also have an impact on the difficulty of coaching. However, solutions to these inhibiting factors are still sought so that the task of coaching by the madrasa supervisor itself can still be carried out optimally.

## CONCLUSION

The implementation of the supervision of madrasa supervisors on the discipline and professionalism of Fiqh teachers at state MTs in East Aceh Regency begins with preparing a supervision program plan, implementing supervision, and evaluating and following up on the results of supervision. Planning is done by compiling RPA and RPM. Implementation is done by supervising the administration of learning at the beginning of the semester to see the discipline of the teacher in completing the administration of learning. It is also carried out impromptu to see the discipline of the teacher in the learning process. The supervision has a positive impact on improving the discipline and professionalism of Fiqh teachers at MTsN in East Aceh Regency.

The supporting factors in the implementation of supervision of the discipline and professionalism of Fiqh teachers at MTsN in East Aceh Regency are the spirit to serve the progress of teachers and madrasas, support from the leadership, meeting the needs of coaching and improving the quality of better teachers, and good support and cooperation from madrasa heads.

Meanwhile, the inhibiting factors for the supervision of madrasa supervisors on the discipline and professionalism of state MTs Fiqh teachers in East Aceh Regency are the large number of fostered madrasas due to the lack of supervisors; the wide area of East Aceh Regency; and the distance between madrasas that are far apart, even in remote areas, so it requires time and energy. large enough to be able to reach the madrasa.

The solution taken to overcome obstacles in the implementation of supervision by Madrasa Supervisors on the discipline and professionalism of State Islamic Junior High School Fiqh teachers in East Aceh Regency is to propose adding new supervisors to the leadership, arrange for the distribution of fostered madrasas to each supervisor with a distance that is not too far away, so that it will facilitate the implementation of supervision, and strive to encourage teachers and madrasa principals to be willing to become madrasa supervisors because the current paradigm of madrasa development.

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