

Quality Assurance in Education: The Development of an Employment Contract-Based Madrasah Principal Supervision Model at Madrasah Aliyah in West Aceh Regency

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ABSTRACT

This study aims to develop a model of supervision of the principal based on an employment contract. The method used is Research and Development with the stages of preliminary study, model development, model validation, and model improvement or revision. The preliminary study stage carried out the 1st Focus Group Discussion (FGD), field studies and literature studies. The model development stage carried out the 2nd FGD activity in order to obtain improvements to the developed model. The model validation stage carried out the 3rd FGD activity with experts to test the feasibility of the model on a limited basis through the Delphi technique. The stage of improvement or revision of the model aims to receive suggestions and input from the principal, supervisor and expert to finalize the model. The results showed that: 1) the results of the preliminary study showed that the principal of the madrasah has not given serious attention to planning the academic supervision program, implementing the academic supervision program as well as evaluating and following up on the results of supervision of class visits, 2) a model of madrasah principal supervision based on an employment contract was developed. become one of the alternative models in carrying out academic supervision to teacher, in order to improve and elevate the quality of learning processes and outcomes. In the development of this employment contract-based academic supervision model, the researcher suggests to other researchers to conduct a trial with a wider scale so that it is more valid and accurate to know the level of effectiveness of this model.

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1. INTRODUCTION

Madrasah as one of the formal educational institutions continuously strive to improve the quality of institutional management, education and educators, curriculum, educational facilities and infrastructure in order to pass quality, competitive and efficient human resources for the progress of the nation and state (Kusnandi, 2020). The main driving actor in achieving this progress is on the shoulders of the madrasah head as the top leader and supervisor at the madrasah (Anissyahmai, 2016). The madrasah principal as the front line fortifies that there is no stagnation in renewal towards improvement and enhancement of the quality of educational processes and outcomes. Improvement and enhancement of the quality of educational processes and outcomes is a form of building public trust in educational institutions in madrasah.

Madrasah principal has an important role in coordinating, mobilizing, organizing teachers and employees so that they function and perform a role in improving the quality of the education process and outcomes in madrasah (Dhlula-Moruri et al., 2017). The role of the principal in managing teachers is an integral part in improving the quality of education for the better in the future. One of the important roles of the madrasah principal is to carry out the main tasks and functions of academic supervision in an effort to improve the quality of the teaching and learning process that is effective and efficient (Wahono, 2018). The effectiveness and efficiency of the teaching and learning process carried out by the teacher is one indicator of the performance of the madrasah principal (Rohman et al., 2019).

The head of the madrasah in carrying out his main duties as the head of the education unit refers to article 54 paragraph 1 of Government Regulation Number 19 of 2017 and is followed up with the Regulation of the Minister of Religious Affairs, Number 58 of 2020 that the duties of the head of madrasah, specifically 1) carry out managerial duties, develop entrepreneurship, and carrying out the task of supervising teachers and educators, 2) carrying out learning or mentoring tasks to meet the needs of teachers in madrasah. The Government Regulation and the Regulation of the Minister of Religious Affairs mandate the head of madrasah to carry out the task of academic supervision to teachers. The task of academic supervision is carried out in a planned, programmed and integrated manner in an effort to improve the quality of the learning process and educational outcomes, in the form of student academic and non-academic achievements.

In implementing academic supervision, madrasah principals are required to have competencies, including: 1) planning an academic supervision program that can improve teacher professionalism, 2) carrying out academic supervision of teachers using appropriate approaches and supervision techniques, and 3) evaluating and following up on academic supervision results (Permendiknas RI, n.d. 2007). The required competencies are fundamental for the madrasah head in carrying out academic supervision tasks at the madrasah. The implementation of academic supervision tasks must be able to improve and enhance the quality of the learning processes and outcomes carried out by the teacher (Fathurrahman, 2018).

The head of the madrasah as a supervisor has the obligation to guide, assist, foster and develop the teaching profession and teacher professional attitudes continuously through academic supervision programs in madrasahs (Karimulah & Ummah, 2022). Professional guidance and development of teachers is directed at the main tasks of teachers as stated in Article 39 paragraph 2 of Law Number 20 of 2003 that educators as professionals have the task of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training as well as conducting research and community service (Anwar, 2020). The main task of the teacher must receive strict supervision and continuous guidance from the head of the madrasah (Herawan, 2010).

The head of the madrasah in carrying out the task of academic supervision must get serious attention to the implementation of the main tasks and functions of academic supervision to teachers, in order to improve the quality of the learning process and outcomes in madrasah (Nugraha, 2014). The madrasah principal's serious attention is evidenced by hard work, smart work, and thorough work in compiling and determining the planning of academic supervision programs, implementing academic supervision programs and conducting evaluations, and following up on the results of class visits supervision

(Indrioko, 2020). The attitudes and actions of the madrasah principal become the concern of parents, the community, education stakeholders and the government (Govender & Sookrajh, 2014).

Based on the results of initial observations at Public and Private Madrasah Aliyah (MAN/MAS) in West Aceh Regency, that the impact of the madrasah principal not being serious in supervising teachers is that the learning process is of poor quality. The lack of quality in the learning process results in low academic and non-academic achievements of students (Ahmad, 2020). To overcome this problem, the head of the madrasah has the obligation to make a cooperation contract between the principal and the teacher (the parties) to ensure that the implementation of academic supervision can improve and increase the quality of the learning process and outcomes (Sarasasti, 2016).

The results of previous research related to cooperation contract agreements have been studied by Maryam Dunggio & Basri, (2019) explaining that the employment contract system has a positive and significant impact on employee performance, because through the employment contract system it can bind employees to improve their performance (Retnosari et al., 2016). Furthermore, it is reinforced by the results of Desi Kristanti & Pangastuti, (2019) that the super facilities work contract system has an impact on employee performance, because super facilities are things that occur in organizations that are influenced by what happens from outside the organization, such as the human resource management system and production systems, including in it a cooperation contract agreement.

Based on the results of initial observations and studies of previous research results, it is very important to conduct this research in order to develop a model of academic supervision of madrasah principal based on a work contract, by focusing on the factual conditions of the implementation of academic supervision so far. These factual conditions are the basis for developing a work contract-based academic supervision model (a cooperation agreement between the principal and the teacher). The findings of this research are expected to later contribute to the development of the Islamic Education Management study program and for madrasah principal in improving the quality of the process and results of the implementation of academic supervision. The findings of this study are recommended to the head of the Regency/City Ministry of Religious Affairs Office and education stakeholders as a material for consideration of decision-making and policies on the implementation of academic supervision in madrasah.

2. METHODS

This study, using research and development methods, refers to the theory of Borg and Gall (2003) which is conceptually modified by Sugiono (Sugiyono, 2013). The steps of this research were taken through 4 (four) stages, including: the first stage of a preliminary study, the second stage of model development, the third stage of model validation and the fourth stage of model improvement or revision (Pallawagau et al., 2017). The four stages are an inseparable part of each other.

In the preliminary study stage, the researcher undertakes activities to determine the implementation of academic supervision that had been carried out so far. At this stage, the 1st Focus Group Discussion (FGD) was carried out with 7 (seven) madrasah principals and 1 (one) Madrasah Aliyah (MA) supervisor in West Aceh Regency and 1 (one) expert in academic supervision. The objectives to be achieved at this preliminary study stage are the discovery of a factual model of academic supervision and to analyze the need for a conceptual model for the supervision of the head of madrasah based on an employment contract. The data analysis technique used is descriptive qualitative analysis.

In the model development stage, the researcher conducted the 2nd FGD activity with 7 (seven) madrasah principals and 1 (one) supervisor to socialize the conceptual model of madrasah principal employment contract-based supervision reached from the results of the analysis of the preliminary study and at the same time asked for advice and input from the madrasah principal and supervisor for improvement of model development. The goal to be achieved at the model development stage is the improvement of the conceptual model to be developed. The data analysis technique used is descriptive qualitative analysis.

In the model validation stage, the researcher conducted the and FGD activity with experts to carry out a limited feasibility trial of the employment contract-based model of madrasah principal supervision. The goal to be achieved in the validation phase of the model feasibility test is the effectiveness of the supervision model that will be developed, using the Delphi technique to see how far the effectiveness of the model can be implemented by the madrasah principal.

At the stage of model improvement or revision, researchers made improvements to the development of the model in accordance with the suggestions and inputs received from the madrasah principals, supervisor and expert in order to get the final model to be implemented at Madrasah Aliyah in West Aceh Regency.

3. FINDINGS AND DISCUSSION

3.1 Preliminary Study

Based on the results of data analysis and factual information obtained from literature studies, field studies and through the 1st Focus Group Discussion (FGD) with 7 (seven) madrasah principals, 1 (one) supervisor and 1 (one) expert, it was found that the principals have not shown an attitude of commitment in carrying out the main tasks and functions (*Tupoksi*) of academic supervision to teachers. It can be proven that: 1) the majority of madrasah principals have not planned academic supervision programs, including those that have not identified academic problems and have not involved teachers, deputy heads and supervisors in the preparation of academic supervision programs. 2) the implementation of academic supervision of most madrasah principals has not been undertaken properly, where the madrasah principal has not supervised class visits regularly, and has not socialized the supervised aspects and instruments that will be used during class visit supervision. Aspects that are supervised by class visits are only limited to checking learning administration tools, without supervising teaching materials, teaching methods and techniques, learning media and classroom management, and 3) because the academic supervision program has not been planned and implemented by the madrasah principal according to the technical instructions for academic supervision, then Automatically evaluation and follow-up of the results of class visits supervision have not been undertaken by most of the principals of madrasahs. Even if there are any, so far it has only been limited to conveying suggestions and input, without being provided with data from observations from supervision of class visits.

3.2 Model Development

Based on the results of the preliminary study, an employment contract-based model for the supervision of the madrasah principal was developed. The employment contract-based supervisory model for madrasah principals is an academic supervision model with an approach to the employment contract agreement of the parties (headmaster and teacher). This supervision model is carried out on the basis of a collective agreement or work agreement (employment contract) between the head of the madrasah as the supervisor (the first party), and the teacher as the educator (the second party). The points of the work agreement are contained in the cooperation contract so that both parties (the head of the madrasah and the teacher) have the same responsibility in participating in the procession of the academic supervision program at the madrasah.

This employment contract-based madrasah principal supervision model was developed in order to answer the problems of madrasah principals in the implementation of academic supervision. The head of the madrasah in undertaking academic supervision duties must be in accordance with the main tasks and functions as a supervisor in improving the quality of the learning process and results. The head of the madrasah is expected to be able to plan academic supervision programs, carry out continuous and programmed academic supervision, carry out evaluations and follow up on the results of the supervision review of class visits.

The development of an employment contract-based madrasah principal supervision model refers to 3 (three) stages, those are the preparation and signing of the contract, the implementation stage of

the employment contract supervision, the evaluation stage and follow-up on the results of class visit supervision. For more details can be seen in the chart below:

No	Employment Contract	Supervision Activity	Employment contract period
1.	Preparation for signing the contract	1.1 Consultation meeting with teachers	1 Day
		1.2 Teachers workload analysis meeting	1 Day
		1.3 Teaching and learning process administrative document preparation meeting	1 Day
		1.4 Formulating and signing of the employment contract meeting	1 Day
2.	Implementation of contracts Supervision	2.1 The equation of perception of time and the aspects being supervised	D day - 10 minutes
		2.2 The process of supervising class visits	80 minutes
		2.3 Pre-evaluation of the results of observations of the class visits supervision	10 minutes
3.	Evaluation and follow-up on the results of class visits supervision observation	3.1 Reviewing the results of the observation of class visits	1 Day
		3.2 Discussing with the supervised teacher	1 Day
		3.3 Offering solutions	1 Day

Chart 1.1 : Design of a Principal Supervision Model Based on an Employment Contract

Based on chart 1.1 above, the design for the development of an employment contract-based madrasah principal supervision model refers to 3 (three) stages. In the first stage, preparing and signing an employment contract, with details of activities: 1) consultation meeting with teachers, 2) teachers task load analysis meeting, 3) teaching and learning process administrative document preparation meeting and 4) formulating and signing of the employment contract meeting. In the second stage, carrying out the supervision of the contract of employment, with details of the activities: 1) the equation of perception of time and the aspects being supervised, 2) the process of supervising class visits and 3) pre-evaluation of the results of observations of the supervision of class visits. Then in the third stage, conducting an evaluation and follow-up, with details of the activities: 1) reviewing the results of the observation of class visits, 2) discussing with the supervised teacher and 3) offering solutions to improve and enhance the quality of the learning process and outcomes.

To find out the extent to which an employment contract-based madrasah principal supervision model can be developed and applied, it is necessary to validate the model. Model validation was carried out with model users (headmasters), practitioners (supervisors) and experts in this research field. From the model validation activities, complete and accurate data and information were obtained in the form of suggestions and inputs to be used as a basis for consideration in revising the conceptual model developed.

3.3 Final Model

In order to see the practicality of the developed model, it is necessary to test the feasibility of the supervision model by the principal and supervisor. The model trial was conducted through FGD in the form of socialization activities on the technical implementation of the model. Through the socialization

of the conceptual model to the madrasah principal and supervisor, suggestions and input were obtained which were summarized in 3 things, including: 1) usefulness, 2) ease of use and 3) possibility of application. Suggestions and inputs given by the head of madrasah and supervisors responded very positively with a very good category. Based on this response, it can be interpreted that the employment contract-based model of principal supervision is practically very useful, easy to use and can be applied in assisting the implementation of academic supervision in madrasahs.

A limited trial was conducted with the aim of knowing the effectiveness of the model through long discussions with model users (headmasters), practitioners (supervisors) and experts. The results of the discussion were carefully and thoroughly tested. The test results show that there is a significant increase in the seriousness and responsibility of the madrasah principal to carry out the main tasks and functions of academic supervision in accordance with applicable regulations, starting from the planning stage of the academic supervision program to the stage of implementing academic supervision, evaluation and follow-up stages to the results of the observation of the supervision of class visits.

The final model is a hypothetical model that has gone through the stages of testing, repairing and perfecting the model. In general, the final model for the supervision of a madrasah principal based on an employment contract can be described as follows:

3.4 Preparation stage, and signing of the employment contract

At the preparation stage, and the signing of this employment contract, it begins with a consultation meeting with the principal of the madrasah and the teacher regarding the implementation of the academic supervision program. Then conduct a meeting to analyze the teachers workload, prepare teaching documents and formulate activities, and sign a contract (the parties). For more details regarding the series of activities at the preparation stage, and the signing of the employment contract, see chart 1. 2 (two) below:

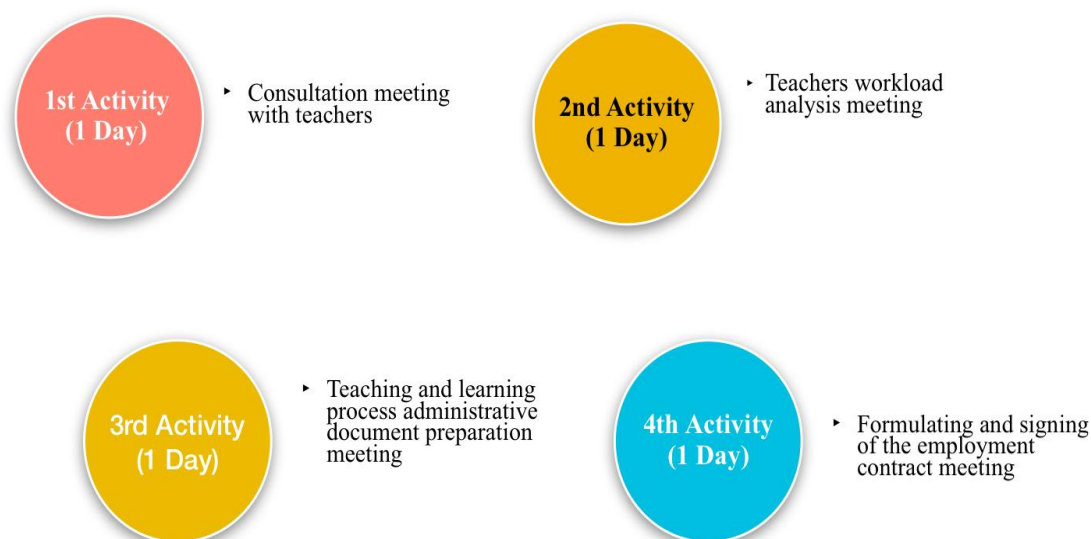


Chart 1.2 : Stages of Preparation and Signing of the Employment Contract

The series of activities in Figure 1.2 above serve as the basis, and guidelines for madrasah principals, and teachers (the parties) in carrying out the next stages, these are the stages of

implementing the contract, as well as the evaluation stage, and follow-up on the results of the implementation of the contract. In carrying out this series of activities, good cooperation between the head of the madrasah and the teacher is needed in preparing everything related to preparation, and signing the contract. This is intended so that the implementation of academic supervision can be carried out in accordance with the counter-cooperation agreement.

The time allotted during the preparation stage, and the signing of the contract is 4 (four) days, consisting of: a) 1 day consultation meeting with teachers, b) 1 day meeting to analyze the teacher's task load, and c) a meeting to prepare documents for the completeness of learning administration materials for 1 day and d) a meeting for formulating and signing contracts for 1 day. The timing of the meeting activities can change at any time according to the situation and conditions during preparation and signing of the contract at the madrasah.

The series of activities in the preparation stage, and the signing of the contract can be described as follows:

1) Hold a meeting with the teacher

Holding meetings with teachers is planned for 2 (two) meetings a year, it is at the beginning of every odd and even semester in the current year. The material discussed in the meeting concerns the problem of professional competence, and professional attitudes of teachers, duties, and responsibilities of teachers, as well as the concept of supervision based on a contract of employment (employment agreement).

2) Analyzing the teachers workload

The burden of the teachers duties is analyzed by both parties (the head of the madrasah, and the teacher) so that the teacher's workload of 24 teaching hours a week can be accepted, and carried out properly by the teacher. The burden of teaching assignments given to teachers must be in accordance with their expertise. For teachers who are given additional assignments, the teaching hours can be reduced in accordance with applicable regulations.

3) Preparation of teaching documents

After analyzing the teacher's workload, the principal and the teacher together prepare the teaching document. Preparation of teacher teaching documents must be accomplished completely and accurately according to the completeness of teacher teaching administration materials. Completeness of teacher teaching administration materials must be available in full when carrying out the learning process in the classroom, including: a) teaching assignments decree, b) teaching schedules, c) curriculum, (d) syllabus, (e) textbooks, (d) Lesson plans, and (f) list of learning media.

4) Formulation and signing of employment contracts

The formulation, and signing of the employment contract are the hallmarks of the employment contract-based supervision model. The points of the formulation of the contract are required to be in accordance with the duties and obligations of each party (head of madrasah and teacher) as regulated in the applicable laws and regulations. The results of the formulation of the work contract must be obeyed, and adhered to by each party as a form of mutual commitment to the agreement in the contract. Meanwhile, the signing of the contract of employment is a series of activities to agree on the contents of the employment contract that has been mutually agreed upon (the head of the madrasah, and the teacher) to be conducted with full responsibility.

The objectives of formulating, and signing the contract of emoloyment of the parties (head of madrasah and teachers) are as follows: a) clarifying the rights and obligations of madrasah principals and teachers in carrying out the duties of each party, b) strengthening the commitment of madrasah principals and teachers in implementing duties with a full sense of responsibility, c) preserving and maintaining a harmonious relationship between the parties (headmaster and teacher), d) avoiding negligence of the parties in carrying out the duties and obligations of each party (headmaster and teacher), e) it is easy to establish the academic atmosphere, and the work ethic of the parties (heads of madrasahs and teachers), and f) avoid misunderstandings of the parties (heads of madrasahs and teachers).

The legal requirements for making a contract of employment between the head of the madrasah and the teacher are as follows: a) there is an agreement with the headmaster and the teacher, b) it has the ability or skill to undertake the task, c) the task/work is carried out, and d) the task/job the agreement must not conflict with the applicable laws and regulations.

The contents of the contract of employment must meet the following elements: a) identity of the parties (head of madrasah and teachers), b) schedule, and time of supervision, c) length of class observation, d) aspects observed, e) instrument sheet class observation, f) encountering the strengths and weaknesses of teacher teaching, g) evaluation schedule, and follow-up, h) reviewing the results of observation of class visit supervision, i) discussion of the results of the observation review of class visit supervision, and k) offering solutions for improvement, and enhancement.

3.5 Implementation Stage of Academic Supervision of Employment Contracts

The implementation stage of the academic supervision of the employment contract begins with the activity of sharing perceptions with the teacher regarding time, and the aspects that are supervised as well as the process of carrying out the observation of class visits supervision, and pre-evaluation of the results of observations of class visits supervision. For more details related to the activities of the academic supervision stage of the work contract, see the chart below:

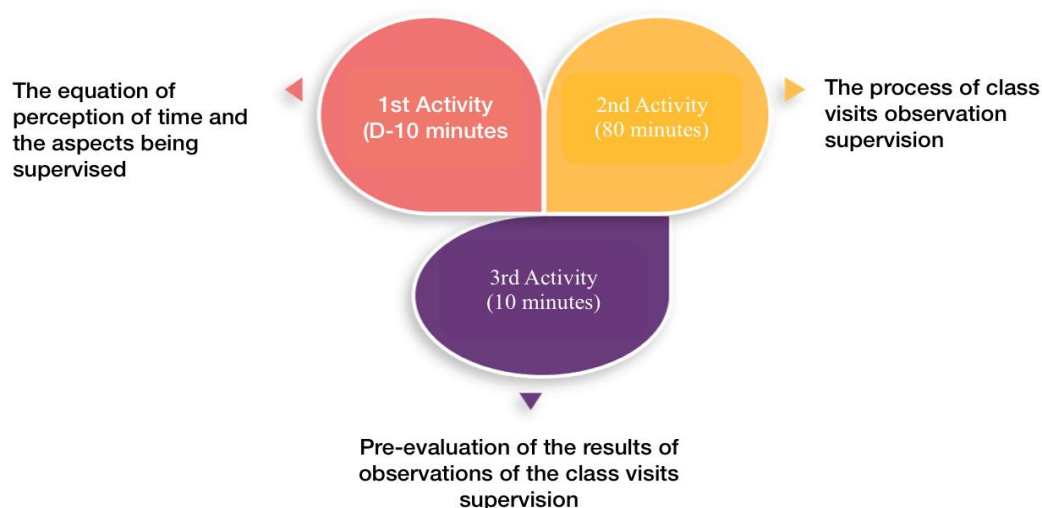


Chart 1.3 : Implementation Stages of Employment Contracts Supervision

The series of activities in chart 1.3 above are the main activities that must be carried out by the head of the madrasah as the supervisor, and the teacher as the party being supervised. The series of activities was carried out as a manifestation of the parties (head of madrasah and teachers) being consistent, and committed to implementing the employment contract agreement that had been mutually agreed upon.

The series of activities at the stage of implementing contract-based supervision can be described as follows:

1) Equation of perception of time, and aspects to be supervised

The equation of perception of time, and aspects that are supervised are carried out before the observation of class visits supervision. Equality of perception carried out to agree on time, and aspects are supervised when observing supervision of class visits. The common perception of both parties can

be a motivation for teachers to take part in the observation procession of class visits earnestly, discipline, and responsibly.

The time used for 2 (two) teaching hours is 90 minutes (2x45 minutes), consisting of: a) checking the completeness of learning administration materials for 10 minutes, b) implementing the learning process in 70 minutes, and c) closing statements from supervisor for 10 minutes. The division of time can change at any time according to the conditions during observation, supervision of class visits.

The aspects assessed in the observation of the class visits supervision, include: 1) completeness of learning administration, 2) learning process activities and 3) abilities, and skills in class management. These aspects of class visit observations must be assessed at the same time as conducting class visit observations.

2) The process of carrying out class visit supervision observations

Observation of supervision of class visits is the core activity of the implementation process of contract-based academic supervision. The head of the madrasah as the supervisor is obliged to check the completeness of the learning administration, supervise the teaching and learning process activities, and conduct pre-evaluation of the learning process. The three series of activities were carried out at the same time during the observation of the class visits supervision.

Class visit supervision observation activities are as follows:

a) examination of learning administration devices

Learning administration tools are examined carefully, and thoroughly according to the mutual agreement of both parties. The learning administration equipment that was researched, and examined, included: (1) curriculum, (2) syllabus, (3) textbooks, (4) lesson plans, and (5) learning media (visual and audio-visual).

Completeness, and lack of learning administration materials prepared by the teacher are recorded, and adjusted to the available format. Likewise, the advantages and disadvantages of the completeness of learning administration are also recorded, and assessed objectively as a review material for the evaluation results that need to be followed up for improvement, and enhancing the quality of learning.

3) Implementation of the learning process

The implementation of the learning process that is observed and assessed carefully must be in accordance with the results of the mutual agreement of both parties, namely: (1) learning process activities, including: (a) opening the learning activity, (b) method of presenting material, (c) methods used, (d) techniques, and learning strategies, (e) the use of learning media, (f) the use of tests, and (g) the ability to close the learning activity. (2) classroom management abilities and skills, including: (a) building active students, (b) creating creative students, (c) effective learning, and (d) fun learning.

All aspects that were observed and assessed were recorded carefully and thoroughly and tried to find the advantages and disadvantages as the findings of the observation of the class visits supervision. The findings are used as material for evaluation reviews that need to be followed up for improvement, and improving the quality of learning carried out by teachers in madrasahs.

4) pre-evaluation of the observation results of class visit supervision

Pre-evaluation is meant an initial evaluation given to supervised teachers before the next evaluation and follow-up stage is carried out, in order to provide an overview of the strengths and weaknesses of teachers during the learning process. Pre-evaluation is given in a relaxed and serious manner without offending the supervised teacher. Then in the pre-evaluation, the head of the madrasah must be able to lead, and encourage teachers to want to take part in a series of evaluation activities, and follow up towards improvements, and improving the quality of subsequent learning.

3.6 Evaluation Phase, and Follow Up on the Findings of the Academic Supervision of the Employment Contract

The evaluation phase, and follow-up of the findings in the field during the observation of the supervision of class visits, which begins with the activity of reviewing the results of the observations of the supervision of class visits. Then discuss the results of the review of observations of class visits

supervision, and formulate a solution offer for improvement, and enhancing the quality of learning performed by the teacher. For more details related to the implementation of the activities in the evaluation phase, and follow-up to the findings of the observation, supervision of class visits can be seen in the chart below:

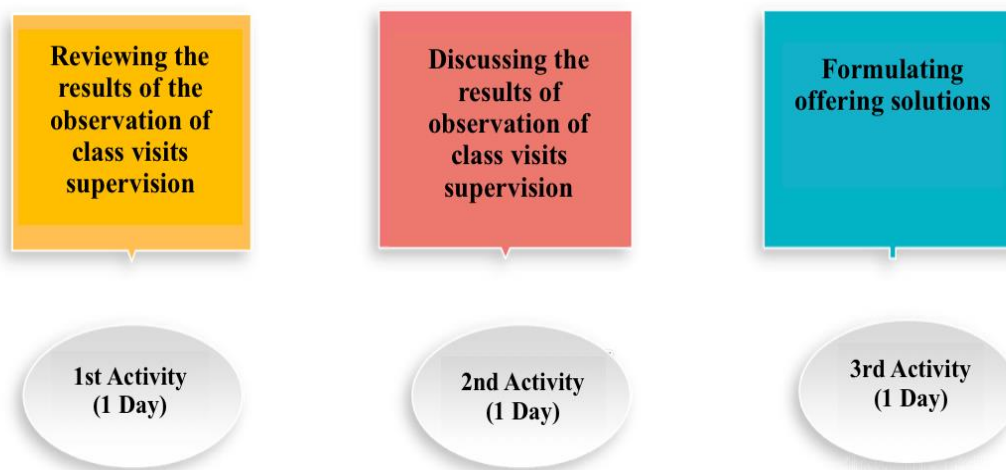


Chart 1.4 : Evaluation and Follow Up Stages of Class Visit Supervision Observations

The series of activities in Figure 1.4 above are a series of activities to see the strengths and weaknesses when the learning process is carried out by the teacher in the classroom. Aspects of the advantages achieved by the teacher must be welcomed and proclaimed when conducting discussions in order to motivate the teacher to improve more optimally in the next learning process. Meanwhile, the aspects of weaknesses are discussed carefully to continue to be offered, and solutions are sought for improvement, and improving the quality of learning in the future.

The time used in evaluation activities and follow-up is 3 (three) days, consisting of: a) reviewing the results of class visits observation for 1 day, b) discussing the results of observation visits for 1 day, and c) offering solutions from supervisors for 1 day. The three evaluation and follow-up activities are a series that cannot be separated from each other, because they are interrelated with each other. Discussion activities on the results of observations of class visits are more focused on offering solutions to supervised teachers. Then the principal as the supervisor can convince the teacher to make improvements, and improve the quality of the process, and the results of teacher learning in the classroom.

The series of evaluation activities, and follow-up from the findings of the class visit supervision observations can be described as follows:

1) Reviewing the results of class visit observations

Aspects that are reviewed from the findings of observation of class visit supervision include aspects of the completeness of learning administration whether it is in accordance with applicable regulations. Then the method used is in accordance with the material being taught. Likewise, teaching techniques can make students active, creative and fun for students in the classroom. Furthermore, what learning media is used is relevant to the needs, and the material presented, or is not quite right at all. All of that must be reviewed as feedback that must be improved, and enhanced in the future by the supervised teacher.

2) Discuss the strengths and weaknesses of teachers in the learning process

In discussion activities, the supervisor must be able to reveal the strengths and weaknesses of the teacher in the learning process. The teacher's strengths in discussion activities must be seriously and deeply highlighted so that teachers grow self-confidence, and are motivated to improve their shortcomings in the next learning process. Meanwhile, in terms of weaknesses, it must be classified according to the aspects assessed, so that it is more detailed, and directed when explained to the supervised teacher.

3) Formulate solutions

The last activity of the evaluation is to follow up on the results of the evaluation of the supervision of class visits. Follow-up activities resulting from supervision must be able to offer solutions. The solutions are given in the form of an offer on what needs to be improved, and enhanced in the next learning process. The proposed solution must include all aspects that must be improved in order to enhance the quality of the process, and the learning outcomes are presented in class.

Solution offers that will be followed up by the supervised teacher can be in the form of: 1) the completeness of the learning administration in terms of the completeness of the elements presented, 2) teaching materials in terms of the suitability of teaching materials with the syllabus, and lesson plans, 2) learning methods in terms of the suitability of the method with teaching materials, and student conditions, 3) teaching techniques and strategies are seen from the aspect of the level of seriousness of students receiving, listening, and mastering teaching materials, 4) learning media in terms of the suitability between teaching materials and student needs.

4. CONCLUSION

Referring to the results of factual data analysis and the development of the academic supervision model, it can be concluded as follows: 1) the implementation of academic supervision at this time has not received serious attention from the head of the madrasah, so it is necessary to provide guidance and supervision to the head of the madrasah so that they can carry out their tasks. Academic supervision with full commitment and responsibility, starting from the planning stage process to the implementation stage process and the evaluation stage and follow-up from the results of the observation review of class visit supervision, 2) this employment contract-based madrasah principal supervision model is a supervision model with a contract agreement approach madrasah principals and teachers (stakeholders) with the validity level of the entry model in the very good category, and 3) the work contract-based madrasah principal supervision model is considered effective in increasing the responsibilities of the parties (madrasah principals and teachers) in carrying out academic supervision in madrasah.

The implications of developing a contract-based madrasah principal supervision model are 1) the employment contract-based madrasah principal supervision model is very effective in building the responsibilities and commitment of the parties (headmasters and teachers) to perform the main tasks and functions of each party as mandated to him, 2) an employment contract-based model of madrasah principal supervision can be recommended to madrasah supervisors and to the head of the Regency/City Ministry of Religious Affairs Office to supervise and foster madrasah heads so that there is serious attention in carrying out academic supervision tasks in madrasahs. 3) the head of the madrasah as a supervisor in developing a model of pincipal supervision based on an employment contract can be used as a model or form of strategy that can bind the parties (head of madrasah and teachers) to carry out academic supervision tasks according to applicable technical instructions.

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