

The Strategic of Managerial Supervision in The Forming of the Madrasah Work Plan

Rudi Ahmad Suryadi

Lectures in STAI al-Azhary Cianjur and School Supervisor

Email: rudiahmad83@gmail.com

The quality of madrasah management is supported by good planning. The Madrasah Work Plan is one of the aspects related to the development of national education standards of it. In the context of supervision, it is part of the madrasah managerial. Madrasah supervisors in this case can develop appropriate strategies to provide guidance in planning development. Some strategies that can be developed are monitoring and evaluation, focused group discussion (FGD), delphie methods, and billings.

Keywords: *Madrasah Work Plan (MWP), managerial supervision, supervision strategics, supervisor*

Preliminary

In the context of planning, the madrasah work plan (MWP) has an urgent position in the development of quality.¹MWP is a pillar of madrasah in developing all the national standards of education that is used as a guide by all elements of madrasah.

The future of Madrasah Ibtidaiyah (MI), MTs (Madrasah Tsanawiyah) and MA (Madrasah Aliyah) are all under of the Ministry of Religious Affairs,² one of which is influenced by education management aspects. This aspect of management becomes one of the public highlighted factors. Madrasahs and their existence are required to manage institutions, ranging from foundations (as education

¹ In the terminology of madrasah namely RencanaKerja Madrasah (RKM)

² MI (Madrasah Ibtidaiyah) as Islamic Primary School , MTs (Madrasah Tsanawiyah) as Islamic Junior High School and MA (Madrasah Aliyah) as Senior High Scholl

providers), to madrasah headed by principal, and to management standards established by the government.

BAN-S/M (School/Madrasah Accreditation National Agency) released that nearly 75% more, madrasah with low accreditation quality level are private madrasah.³ This data at least illustrates in general the quality of private madrasah with a public assessment tool on accreditation. In the context of educational management, it shows a long-standing problem in the madrasah.⁴

In the management aspect, the urgency of planning development does not appear to be rooted in most private madrasah, especially in the area of Madrasah Ibtidaiyah. The results of the Ministry of Religious survey, through the Research and Development and Training Agency in 2010, stated that of the total number of MI, MTs, and MA taken from 5 Provinces shows that only 21.4% madrasah; 45,7% MTs and good result at MA with result of 67,8%.⁵ The rate for MI is relatively low when compared with MTs and MA.

The survey results above also show that from the percentage obtained, most madrasah that make MWP is a madrasah that is relatively located in urban areas and sub-urban, the relative rural does not make. This MWP -making indicator characterizes the success of education management. Therefore, the management of education does not only rely on leadership, it is also supported by careful planning to develop the future of the institution. This is in line with the opinions of educational planning experts, "the quality of education must be determined from the beginning by the institution. Educational managers from the beginning must formulate a steady plan".⁶ Due to unruly planning, the survey results of Directorate General of Islamic Education, mention almost every year private madrasah there is "rolled out", dissolved, students are not there, buildings collapsed, and teachers who do not want to teach in madrasah, and other factors. When viewed from the aspect of planning, it will appear that madrasah who experience fate like this do not have planning and other development alternatives.

³ BAN-S/M (Badan Akreditasi Nasional Sekolah/Madrasah)

⁴Iksan Mashudi, *Madrasah Menuju Pusat Keunggulan*, (paper), (Bandung: n.p., 2000), p. 3

⁵Iksan Mashudi, *Madrasah.....*, p. 3

⁶Udin S Saud, *Perencanaan Pendidikan*, (Bandung: RosdaKarya, 2007), p. 43

In addition to dealing with madrasah, particularly weaknesses in the field of planning, there are still other issues that arise in relation to the role of supervisors. It can be assumed that an immature madrasah may be caused by a weak supervisor in the conduct of managerial supervision. Among some of the problems that surfaced were:

1. The creativity of the supervisor is still weak.
Supervisors need high creativity to find solutions to problems that occur in the field. The supervisor should be keen to read the problem, analyze the causal factors and the things related to it, provide the overall problems or problems encountered, and the steps to be taken as an effective solution. The school must also have accurate and objective data on the targeted madrasah. Not many supervisors who have high creativity in solving problems. In this case, the supervisor should increase the competence maximally. Thus, he is able to develop creative, critical, innovative, and productivity thinking styles.⁷
2. Prioritize Formality Ignore Essence.
There are still many supervisors who do the work not seriously, carelessly, and only concerned with the formalities. He just came, looked around, filled out the guest book, asked for a moment and for a signature, then went home.⁸
3. Some of the supervisory competencies are still weak
There are six dimensions of competence that must be controlled by the school/madrasah supervisor, namely: (a) personality competence, (b) managerial supervision competence, (c) academic supervision competence, (d) education evaluation competence, (e) research and development competence, and f) social competence. From the competency test results in some areas shows the competence of school/madrasah supervisors still need to be improved especially the dimensions of managerial supervision competence, academic supervision, evaluation of education and research and development competence.⁹

⁷Suryanagara, *Pengawas dan Berbagai Permasalahannya*, (paper), (Makasar: PPs UIN Alaudin, 2011), p. 4

⁸Suryanagara, *Pengawas dan Berbagai Permasalahannya*, p. 4

⁹Direktorat Tenaga Kependidikan, *Metodedan Teknik Supervisi*, (Jakarta: Kemendiknas, 2008), p. i

The issues mentioned above should be in the spotlight to improve the quality of the supervisors in the future. Because in the framework of developing madrasah quality, the role of supervisor is very important. Supervisors as mentioned in Government Regulation No. 74 of 2008, must perform the task of academic and managerial supervision. In this context, supervisors are required to develop qualifications and competencies sufficient to run their supervisory duties.¹⁰

In the context of managerial supervision, the supervisor should be able to understand the managerial object of the madrasah. One of the things that became the focus of this paper is how the role of supervisor in carrying out the task of managerial supervision is mainly related to the preparation of MWP.

Managerial Supervision

Regulation of the Minister of National Education No. 12 of 2007 on The Standard of Supervisors of Schools/Madrasah, contains the qualification standard and competence of school/madrasah supervisor. The qualification standard describes academic and non-academic requirements to be appointed school/madrasah supervisor. Standards of competence contain a set of capabilities that must be possessed and controlled by school/madrasah supervisors to be able to carry out their main tasks, functions and responsibilities. As the supervisor of madrasah, the main duty and function has been clear that is based on the Regulation of the Minister of National Education No. 12 of 2007 on the Standards of Supervisors of School/Madrasah, Regulation of the Minister of Religious Affairs No. 2 of 2012 on supervisors within the Ministry of Religious Affairs, and Regulation of the Minister of Religious Affairs No. 31 of 2013 on the amendment to the Regulation of Minister of Religious Affairs No. 2 of 2012 on the supervisor of madrasah and supervisor of islamic teaching at school.¹¹

The term supervision comes from two words, namely "super" and "vision". In Webster's New World Dictionary the super term means "higher in rank or position than, superior to (superintendent),

¹⁰Pusat Pengembangan Tenaga Kependidikan, *Buku Kerja Pengawas Sekolah*, (Jakarta: Kemendiknas, 2011), p. 2

¹¹Mulyawan, *Pengawasan Madrasah Berbasis Akreditasi*, (paper), in <http://academia.edu>, p. 1

a greater than or better than others",¹² whereas the word vision means "the ability to perceive something as true as through mental acuteness or keen foresight."¹³

The formulation or definition of supervision can be explained from various aspects, either by the origin (etymology), the form of the word, or the content contained in the word it (semantic). Etymologically, the supervision according to S. Wajowasito and W.J.S Poerwadarminta cited by Ametembun: "Supervision is converted from the English word" Supervision "means supervision."¹⁴

The definition of supervision etimologically still according to Ametembun, mentioned that viewed from the form of his words, supervision consists of two words super + vision: Super = above, more, Vision = see, look, watch.¹⁵ The meaning implied in this sense, that a supervisor has a position or position more than the supervised person, the task is to see, view or supervise the supervised.

Supervisor is a professional person. In carrying out his duties, he acts on the basis of scientific principles to improve the quality of education. To supervise the need for excess that can see sharply to the problem of improving the quality of education, using the sensitivity to understand it and not just using ordinary eyesight. He fosters the improvement of academic quality through the creation of better learning situations, both in physical and non-physical environments.¹⁶

Experts in the field of educational administration agree that educational supervision is a discipline that focuses on the assessment of improved learning and management situations, as revealed by Gregorio, 1966, Glickman Carl D, 1990, Sergiovanni, 1993 and Gregg Miller.¹⁷ This is also expressed in the article of the Association for Supervision and Curriculum Development in America, which mentions the following:

¹²Direktorat Tenaga Kependidikan, *Metodedan TeknikSupervisi*, p., 4

¹³Direktorat Tenaga Kependidikan, *Metodedan TeknikSupervisi*, p. 4.

¹⁴Depdikbud, *Pedoman Kerja Pelaksanaan Supervisi*, (Jakarta: Depdikbud, 1996), p. 4

¹⁵Depdikbud, *Pedoman Kerja Pelaksanaan Supervisi*,p.4

¹⁶Direktorat Tenaga Kependidikan, *Metodedan Teknik Supervisi*, p. 5

¹⁷Glickman, C.D, *Supervision of Instruction*, (Boston: Allyn And Bacon Inc, 1995), p. 13 and see Direktorat Tenaga Kependidikan, *Metode dan Teknik Supervisi*, p.

*Almost all writers agree that the primary focus in educational supervision is and should be the improvement of teaching and learning. The term instructional supervision is widely used in the literature of embody all effort to those ends. Some writers use the term instructional supervision synonymously with general supervision.*¹⁸

In the context of quality control of education, supervision of educational such as activities in the form of intensive observation of the learning process and management of educational institutions, then followed up with the feed back. This is in line with the view of L Drake (1980) which mentions that supervision is a sophisticated term, because it has a broad meaning, that is identical with the process of management, administration, evaluation and accountability or various activities and creativity related to institutional management in the institutional environment of the school/madrasah level.¹⁹

One of the tasks of a school/madrasah supervisor is managerial supervision. The behavior of managerial supervision will give much influence to the improvement of the quality of performance in managing the managerial process of school/madrasah. Managerial supervision is by no means only a performance appraisal for teachers. Especially when the main purpose of the assessment solely in the narrow sense, that is to calculate the quality of the existence of institutions in fulfilling the interests of accreditation institutions alone.²⁰

Through managerial supervision, personal will be better able to facilitate school/madrasah to develop better services. Alfonso, Firth, and Neville (1981) asserted that Instructional supervision is herein defined as: *Instructional supervision is herein defined as: behavior officially designed by the organization that directly affects teacher behavior in such a way to facilitate pupil learning and achieve the goals of organization.*²¹

According to Alfonso, Firth, and Neville, there are three basic concepts in terms of managerial supervision.

1. Managerial supervision should directly influence and develop personal behavior in managing institutions. This becomes an

¹⁸Sergiovanni, T.J. Editor. *Supervision of Teaching*. (Alexandria: Association for Supervision and Curriculum Development, 1987), p.23

¹⁹Direktorat Tenaga Kependidikan, *Metode dan Teknik Supervisi*, p. 5

²⁰ BDK Jawa Barat, *Modul Supervisi Manajerial*, (Bandung: BDK, 2012), p. 6

²¹ BDK Jawa Barat, *Modul Supervisi Manajerial*, p. 7

essential characteristic of managerial supervision. In this regard, its application is not understood narrowly, that there is only one best way that can be applied in all personal behavior development activities. There is no good managerial supervisory behavior that is suitable for all personal. The level of ability, needs, interests, and professional maturity and other personal characteristics should be the basis of consideration in developing and implementing managerial supervision programs.²²

2. The supervisor in helping personal develop ability must be designed with directional, so clear time start and end of development program. The design is manifested in the form of a managerial supervision program that leads to a specific purpose. Because managerial supervision is a shared responsibility between supervisor and personal, it is better if the program is designed jointly by supervisors and institutional personnel.²³
3. The ultimate goal of managerial supervision is for personal institutions to be able to better facilitate service.

Definition of Madrasah Work Plan

The Madrasah Work Plan (MWP) is formulated based on the prevailing laws and regulations, namely: Indonesia Law No 25 of 2004 on National Development Planning System, Government Regulation No. 19 of 2005 on National Education Standards and Regulation of the Minister of National Education No. 19 of 2007 on Education Management Standards.

In Government Regulation No. 19 of 2005 on National Education Standards (NES) explicitly stated that every school in all units, types and levels of education including madrasah must meet the NES. One of the efforts to achieve NES, every madrasah is obliged to make MWP. Clearly, in the Regulation of the Minister of National Education No. 19 of 2007 on Education Management Standards stated that madrasah make: 1) Medium Term Work Plan that describes the objectives to be achieved within 4 years related to the quality of graduates to be achieved and the improvement of

²² BDK Jawa Barat, *Modul Supervisi Manajerial*, p. 7

²³ BDK Jawa Barat, *Modul Supervisi Manajerial*, p. 7

components supporting the improvement of graduate quality; and 2) the Annual Work Plan stated in the Medium Term Work plan.²⁴

The Madrasah Work Plan (MWP) is a medium-term (4 years) plan for school/madrasah development. This document contains the objectives to be achieved during the four-year period, along with the programs that will be undertaken to achieve those objectives. MWP is to determine the future action of the madrasah within 4 years through a sequence of options by taking into account the availability of resources or documents about the picture of future madrasah activities to achieve the objectives and targets of the madrasah.²⁵

This MWP is important to be prepared by each madrasah for several reasons, including the following: a) School funding source of significant School Operational Assistance for madrasah; b) 20% of the budget from the National Revenue and Expenditure Budget and the Regional Revenue and Expenditure Budget shall be for education; c) Weak administrative planning at the madrasah level; and d) Most madrasahs have not yet developed or documented the Madrasah Work Plan and Annual Work Plan.

The Purposes of the MWP

The MWP is structured to clearly determine the direction, steps and objectives of the madrasah, also as a guide in the implementation of madrasah programs. Benefits of the RKM include: 1) working guidelines for the improvement and development of madrasah, 2) means for monitoring and evaluating the implementation of madrasah development; and 3) materials to propose funding for madrasah development.²⁶

The objectives of MWP formulated are: 1) Ensuring that changes or objectives of the madrasah that have been set can be achieved with a high degree of certainty and small risks; 2) Supporting the coordination among madrasah actors; 3) Ensuring the creation of integration, synchronization and synergy both among madrasah actors, among madrasahs, education offices, and related institutions; 4)

²⁴Kemendiknas dan Kemenag, *Pedoman Pelaksanaan, Monitoring, dan Pemutakhiran RKS/M*, (Jakarta: Ditjen Dikdas dan Ditjen Pendis, 2011), p. 18

²⁵ Mohammad Iksan dkk, *Rencana Kerja Madrasah*, (Jakarta: Ditjen Pendis dan AusAid, 2012), p. 4

²⁶ Mohammad Iksan dkk, *Rencana Kerja Madrasah*, p. 4

Ensuring linkages between planning, budgeting, implementation and oversight; 5) Optimizing the participation of madrasah personals; 6) Ensuring the achievement of efficient, effective and equitable use of resources; and 7) Ensuring the effective and efficient use of financial resources.²⁷

MWP Legal Basis in Indonesian Education System

The following are some of the rules that form the basis of MWP forming:

1. Indonesia Law No. 20 of 2003 on National Education System, Article 51 paragraph 1 "Management of early childhood education, primary education, and secondary education is implemented based on minimum service standards based on the principles of school/madrasah based management".
2. Government Regulation No. 19 of 2005 on National Education Standards, Article 53 paragraph 1 "... that each educational unit is managed on the basis of an annual work plan which is a detailed description of the medium term work plan of the education unit covering a period of 4 (four) years".
3. Government Regulation No. 17 of 2010 on Management and Implementation of Education, Article 51 "..... The education policy referred to in paragraph (1) by an early childhood education, elementary education, and secondary education is set forth in: a. annual work plan of educational unit; b. the annual income and expenditure budget of the education unit; c. unity or educational program.
4. Government Regulation No. 48 of 2008 on Education Funding.
5. Regulation of the Minister of National Education No. 19 of 2007 on Education Management Standards by Basic and Secondary Education states that School/Madrasah are required to make: a) Medium Term Work Plan (4 years); and b) Annual Working Plan.²⁸

Principles of MWP Forming

The principles of MWP Forming are as follows:

1. Integrated, includes the overall planning of the program to be implemented by madrasah,

²⁷ Mohammad Iksandkk, *Rencana Kerja Madrasah*, p.4

²⁸ Mohammad Iksan dkk, *Rencana Kerja Madrasah*, p.5

2. Multi-year, covering a period of four years,
3. Multi-source, indicating the amount and source of funds of each program. For example from School Operational Assistance, Special Allocation Funds, Revenue and Expenditure Budget, donations from the community or other funding sources,
4. Performance-based, is all programs and activities have indicators that must be achieved clearly,
5. Participatory arranged by the head of the madrasah, madrasah committee and education board by involving other stakeholders,
6. Integrate nation character education into madrasah programs and activities,
7. Sensitive to gender issues, is the existence of equality between men and women in the forming of the program,
8. Responsive to disaster state, showing madrasah responsiveness to the possibility of disaster, and
9. Its implementation is monitored and evaluated by the madrasah committee and other stakeholders.²⁹

The Flow of MWP

In carrying out the task of managerial supervision, the supervisor must understand the achievement of the standard of management in the madrasah built, one of which is the forming of MWP. To facilitate the task, supervisors in carrying out assistance can provide information and socialization and coaching on the flow of it, which can be summarized as follows:

1. Preparation phase, namely:
 - a. Establishment of Madrasah Development Team (MDT);
 - b. MDT Orientation / Orientation

Madrasahs and committees form Madrasah Development Team whose main task is to prepare MWP. This formation should go through a democratic process by prioritizing consensus deliberations.³⁰ Once formed, MDT has an in-depth of orientation on education development policy and MWP formulation. The materials under study include: regulations on Minimum Service Standards in Education, National Education Standards, child protection, education funding,

²⁹ Mohammad Iksan dkk, *Rencana Kerja Madrasah*, p.7

³⁰ Mohammad Iksan dkk, *Rencana Kerja Madrasah*, p. 8

quality improvement policy and expansion of educational opportunities, madrasah based management, methods and approaches of learning, community participation in education and education planning in the madrasah, and the role and function of each stakeholder in the planning process.

2. MWPforming phase, namely:
 - a. Stage I: Establishing Current Madrasah Condition
 - 1) Doing Madrasah Self-evaluation
 - 2) Compare Madrasah Self-Evaluation Results with Standard Reference of Madrasah
 - 3) Formulate Challenges (Mainor Priority) of Madrasah.
 - b. Phase II: Establishing the Expected Madrasah Condition
 - 1) Formulating the Vision of Madrasah
 - 2) Formulating the Madrasah Mission
 - 3) Formulating Madrasah Objectives
 - 4) Formulating Performance Goals and Indicators
 - c. Phase III: Develop Programs and Activities
 - 1) Formulating the Program and Establishing the Program Responsible.
 - 2) Formulating Activities, and Schedule of Activities.
 - d. Stage IV: Formulating a Madrasah Budget Plan
 - 1) Creating a Program Cost Plan
 - 2) Creating a Program Funding Plan
 - 3) Adjusting the Cost Plan with Funding Source.
 - e. Stage V: Formulating the Annual Working Plan for Madrasah and the Madrasah Activity and Budget Plan.
 - 1) Formulating Annual Work Plans:
 - a) Establishing a Strategic Program or Activity
 - b) Establish Routine/Regular Activities
 - c) Establish an Annual Workplan Schedule.
 - 2) Creating a Madrasah Activity and Budget Plan (RKA).
3. Phase Ratification and socialization of MWP
 - a. The MWP approval by the council of teacher's meeting after considering the considerations of the Madrasah Committee,
 - b. Ratification of MWP validity by Ministry of Religious Affairs (for madrasah), or by the chair of foundation (for private madrasah),
 - c. Socialization to madrasah stakeholders.³¹

³¹ Mohammad Iksan dkk, *Rencana Kerja Madrasah*, p. 9

Managerial Supervision Strategies in MWP Development

The success of MWP in the madrasah, one of which is influenced by the performance of supervisors, especially in the context of managerial supervision. Within the framework of assistance, supervisors provide at least the theoretical information and socialization of the MWP structure. He should be one of the speakers and facilitators directly on the drafting process. As a form of national standard in the management of madrasah, supervisors can provide guidance, supervision, and assistance in the preparation of MWP by applying several strategies, as follows:

1. Effective communication with the madrasah regarding the objectives of managerial supervision, especially with regard to MWP, which is adapted to the design of the task of managerial supervision;
2. Being one of the resource persons or facilitators in the socialization of MWPforming as well as effective communication about time, schedule of workshop, and review of MWP in madrasah targeted;
3. Conducting observation, monitoring, and evaluation on the process of forming RKM in madrasah target;
4. Implement various methods and techniques in supervision of MWPforming, which can be implemented with some technical alternatives, such as:
 - a. Monitoring

Monitoring is an activity aimed at knowing the progress of MWP development, whether it is in accordance with predetermined plans, programs, standards, and finds barriers that must be addressed in the implementation of the program.³² Monitoring is more centered on control during the program and may be clinical. Through monitoring, feedback can be obtained for schools/madrasah or other relevant parties to succeed achievement goals.

The aspects observed in monitoring are the things developed and implemented in the MWP. In conducting this monitoring, the supervisor must be equipped with a list of stuffing that contains all school indicators that must be observed and assessed. Traditionally, supervisory execution involves stages: 1)

³²Direktorat Tenaga Kependidikan, *Metode dan Teknis Supervisi*, p. 19

setting standards for measuring outcomes, 2) measuring outcomes, 3) analyzing whether work achievements meet standards, and 4) taking action if achievements are lacking standards.³³

In recent, the tendency of supervision in the world of education also follows what is done to the industry, namely by applying Total Quality Control. This oversight is of course focused on quality control and is more internal. Therefore, in recent years every educational institution generally has a quality assurance unit.

b. Evaluation

Evaluation activities aimed to determine the extent to which the success of the implementation of MWP or how far success has been achieved in a certain period. The main objectives of evaluation are to :1) know the level of program implementation, 2) to know the achieved of the program, 3) to obtain materials or inputs in the next year planning, and 4) to provide judgment on the school/madrasah.

c. Reflection and Focused Group Discussion

In accordance with the new paradigm of school/madrasah management that is empowerment and participation, the consideration of the success or failure of a school/madrasah in implementing the program or achieving the standard is not just a supervisory authority. Monitoring results by supervisors should be made publicly available to schools/madrasah, especially principals, vice principals, school committees and teachers. Schools/madrasahs can reflect on existing data, and discover for themselves the inhibiting and supporting factors they have felt.³⁴

The forum for this could take the form of *Focused Group Discussion (FGD)*, involving elements of school/madrasah stakeholders. This focus group discussion can be done in several rounds as needed.³⁵ The purpose of the FGDs is to unite stakeholder views on the reality of school/madrasah

³³Direktorat Tenaga Kependidikan, *Metode dan Teknis Supervisi*, p. 19

³⁴Direktorat Tenaga Kependidikan, *Metode dan Teknis Supervisi*, p. 20

³⁵Direktorat Tenaga Kependidikan, *Metode dan Teknis Supervisi*, p. 20

conditions (strengths and weaknesses), and to determine the strategic and operational steps to be taken to advance schools /madrasah. The role of supervisor in this case is as a facilitator as well as a resource when necessary, to provide input based on knowledge and experience.

d. The Delphi method

The Delphi method can be used by supervisors to help the school/madrasah formulate its vision, mission and objectives. In accordance with the concept of Scholl Based Management, in formulating MWP must have clear and realistic vision, mission and objectives formulated from the condition of the school, learners, regional potentials, and the views of all stakeholders.³⁶

So far, most schools/madrasahs have formulated their vision and mission in the composition of a "good" sentence, without being based on philosophy and deepening of the potential. As a result the vision and mission is unrealistic, and does not inspire the school/madrasah to achieve it.

The Delphi method is an efficient way to involve many school/madrasah stakeholders regardless of the status factors that are often a constraint in a discussion or deliberation. For example, schools/madrasahs hold joint meetings between schools/madrasah, district of education offices, community leaders, pupils and teachers, then usually the conversation is only dominated by certain people who are confident to speak in the forum. The rest of the participants will only become passive listeners.

Delphi method can be submitted by the supervisor to the principal when going to take decisions involving many group. The steps according to Gorton (1976) are as follows:

- 1) To identify individuals or groups who are deemed to understand the issues and to be consulted regarding the development of schools/madrasahs;
- 2) Each party is required to submit their opinion in writing without any name/identity;

³⁶Direktorat Tenaga Kependidikan, *Metode dan Teknik Supervisi*, p. 20

- 3) Gathering incoming opinions, and listing the order according to the number of people who think the same.
 - 4) Re-submit the list of opinion formulas from various group to give priority order.
 - 5) Reassembling priority order according to the participants, and delivering the final result of the decision decision of all the participants asked for their opinion.³⁷
5. Provide output billing plan result of arrangement of MWP to team of madrasah development at madrasah built. The outputs of this MWP can be formed: a) Madrasah Self-evaluation; b) MWP documents; c) planning of budgeting documents; and d) forming the team of madrasah quality developers

Some of the above steps can be done by supervisors in the framework of managerial supervision in the field of madrasah planning. These steps are of course alternatives that can increase the role of supervisors as education personnel involved in improving the targeted quality.

Conclusion

Based on the above explanation, there are several conclusions obtained :

1. Managerial Supervision is an activity of supervision, guidance, and encouragement to the madrasah in improving the education management services continuously. The dimensions of managerial supervision are management of learning, personnel, finance, facilities and infrastructure, public relations, madrasah entrepreneurship, and special services by considering the principles of creating harmonious, democratic, sustainable, comprehensive, integral relationships with educational, constructive, and objective programs.
2. MWP is the process of determining the future action of the madrasah within 4 years through a sequence of options by taking into account the availability of resources or documents on the description of future madrasah activities to achieve the objectives and targets. MWP can be formed in several stages, namely preparation, forming, and approval by various madrasah stakeholders.

³⁷Direktorat Tenaga Kependidikan, *Metode dan Teknis Supervisi*, p. 20

3. Some of the strategies that supervisors can implement in MWP forming in the targeted are: a) Effective communication with the madrasah; b) Being one of the experts or facilitators; c) Conduct observation, monitoring and evaluation; d) applying alternative advisory methods such as monitoring, evaluation, workshop, delphi, and *focused group discussion* (FGD).

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