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Implementation of Madrasah Head Supervision in Improving Teacher Personality Competence

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Abstract

The implementation of supervision plays an important role in the world of education, especially in improving and enhancing teachers' personality competence. This study aims to determine the planning, implementation, evaluation, and follow-up of madrasah head supervision in improving the personality competence of teachers of Madrasah Tsanawiyah (MTs) Negeri 4 West Aceh. This research uses a qualitative approach with research subjects as many as five informants. Data collection techniques use observation, interviews, and documentation, while data analysis techniques use data collection, data reduction, data presentation, and conclusion drawing or data verification flow. The results of this study indicate that: 1) the planning of madrasah head supervision in improving teachers' personality competence is carried out through meetings with the entire board of teachers, preparation of the supervision agenda (supervision schedule), division of tasks, and socialization of supervision instruments related to fostering teacher personality. 2) The implementation of madrasah head supervision in improving teachers' personality competence is carried out by conducting classroom visits, observations, guiding teachers' personalities, holding meetings, group discussions, and holding trainings. 3) Evaluation and follow-up of supervision results in improving teachers' personality competence, which is carried out as an assessment from the madrasah head to the teacher, assessment among fellow teachers, and assessment from students.

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Introduction

Implementing educational programs is inseparable from planning, implementation, evaluation, and supervision activities. The cycle of activities is an integral part of the core activities of education management. The scope of the study includes the management of resources that support the implementation of educational programs. Educational resources include teaching and education personnel, students, learning resources (curriculum), facilities and infrastructure, finance, governance, school organization, and madrasah relations with the community (Sukirman, 2008).

To improve the quality of teaching and education among the personnel in madrasas, it is very necessary to carry out supervision by the madrasah head. Because the madrasah head is important in guiding, fostering, and assisting madrasah teachers (Azizah & Apdila, 2021). For madrasah principals, preparing quality teachers is an absolute requirement that madrasah principals must do.

Teachers must have stable personal, social, and professional maturity (Suparlan & Ed, 2008). Therefore, madrasah head supervision is needed to standardize a teacher's ideal attitude, knowledge, attitudes, and values shown by a teacher in a madrasah.

Supervision of the madrasah head and guiding, fostering, and helping teachers can also be used as an evaluation material and material for monitoring the performance of educators and education personnel in carrying out their duties in the madrasah (Sukirman, 2008). In conducting supervision, the madrasah head needs techniques in supervising teachers so that a supervisor can supervise teachers according to the supervised conditions and objectives.

Principal supervision is implemented in the form of guidance and coaching to teachers (H. Herman dkk., 2022). This is done so that the teacher's teaching and learning process can run in an orderly and smooth manner. The teacher is a figure who plays an important role in the overall educational process. For this reason, the madrasah head must fully support the teacher's main tasks and functions. Therefore, the madrasah head must conduct academic and non-academic supervision, such as personality supervision.

Personality competence supervision is one of the supervision activities carried out by the madrasah head to all teachers to find out the teacher's personality competence, such as in terms of mastering the religious field of reading and writing the Quran, having a good personality and having a social sense towards others and being active and creative in social community activities (Baharun, 2017). Personality competence must be present in a teacher, in addition to social, pedagogical, and professional competencies.

A teacher who lacks personality competence will fail in carrying out their duties. There are 9 (nine) teacher personality competencies, namely personality abilities that are: (1) steady, (2) stable, (3) mature, (4) wise and wise, (5) authoritative, (6) noble, (7) a role model for students and society, (8) evaluate own performance, and (9) develop themselves continuously (Triyusmidarti, 2017).

Teacher personality competence is a responsible attitude that must be possessed by a teacher in acting, thinking, and when dealing with other people (J. I. Herman dkk., 2020). Therefore, the madrasah head needs to guide and foster the personality competence of teachers so that they truly become a figure that is obeyed (trusted) and exemplified for students and society (Handayani & Sukirman, 2020).

Teachers' personality competence can be improved if the madrasah principal, as the leader in the madrasah, behaves honestly, confidently, responsibly, dares to take risks, is emotionally stable, has a big soul, and can exemplify (J. I. Herman dkk., 2020). Madrasah principals who have a good personality can easily guide and foster teachers to have a good personality when interacting with students, teachers, and the community.

The madrasah principal must also have sufficient knowledge related to the issue of teacher personality competence in order to understand the conditions of teaching and education personnel, understand the conditions and characteristics of students, understand the conditions of the madrasah environment and be happy to receive input, suggestions, and criticism from various parties to improve the quality of teacher personality supervision in madrasah (H. Herman dkk., 2022; Suanda & Sasongko, 2020). If supervisors are less competent and do not have enough time to supervise teachers, then the guidance provided by the madrasah head is certainly also less than optimal.

The implementation of supervision must start from the planning stage to the implementation stage, the evaluation stage, and follow-up to improve the quality of education in a better direction (Suanda & Sasongko, 2020). Supervision activities from the initial and final stages are a means of

controlling all educational activities. The goal of supervision is to direct, supervise, foster, and control the achievement of educational goals (H. Herman & Khalaf, 2023).

One of the important aspects in implementing educational supervision in madrasah is supervision to improve teachers' personality competence. It is said that the personality competence of teachers has not been as expected (GURU & TOYIBA, t.t.). So personality competence related to the value of discipline, norms, and ethics, such as speaking politely, looking attractive, behaving politely, and so on, must receive serious attention from the madrasah head (H. Herman & Khalaf, 2023).

Based on initial observations at MTsN 4 West Aceh, it appears that the madrasah head has not optimally supervised the improvement of the personality competence of teachers. Even though there is a supervision plan from the madrasah head, it still does not function properly. In preparing supervision planning, the madrasah head has not compiled it systematically. The implementation of supervision has not applied the principles of supervision, namely continuous, objective, constructive, humanistic, and collaborative. The madrasah principal's application of supervision approaches and techniques has not varied and has not been in accordance with the needs of teachers to improve their personality competence. In carrying out supervision activities, the madrasah principal delegates responsibility to the deputy madrasah principal and teachers who are considered senior to foster the teacher's personality.

Referring to the results of previous research conducted by Sakdiahwati, Seri, H, and Putri, NA, on the influence of discipline, personality competence, and principal supervision on teacher performance shows that there is an influence of personality competence on teacher performance (Putri dkk., 2019). This can be seen from the fact that there are still some teachers who, when starting learning, do not invite prayer first, think that reading the Quran is a substitute for prayer, which is undoubtedly wrong thinking. In addition, some teachers often get angry with students without controlling their emotions, even though the student's mistake is quite small and only needs guidance (Hermansyah dkk., 2022).

Based on the background of the problem above, the author wants to research with the title "Implementation of Madrasah Head Supervision in Improving Teacher Personality Competence at Madrasah Tsanawiyah (MTs) Negeri 4 West Aceh". What distinguishes this research from previous research is that it emphasizes the aspects of planning, implementation, evaluation, and follow-up on improving the personality of teachers in madrasah.

Method

The type of research used in this study is qualitative research, which produces data in the form of written words or speech based on the behavior of the people observed (Basrowi, 2008). This study's subjects were the madrasah's head and MTsN 4 Aceh Barat teachers. The primary data was obtained by conducting interviews with the head of the madrasa and teachers of MTsN 4 Aceh Barat (Creswell, 2019). At the same time, secondary data were obtained through books, scientific magazines, archives, and document studies.

Data collection techniques are done through observation, interviews, and document studies (Gunawan, 2022). Data processing techniques and data analysis use Sugiyono's theory by doing data reduction (data reduction), data presentation (data display), and verification (Conclusion Drawing) (Danim, 2002).

Findings

Planning for Madrasah Head Supervision in Improving Teacher Personality Competence

Supervision of the madrasah head is essential in an educational institution, because the day-to-day operations of an educational institution are under the leadership of the madrasah head. As a supervisor, the madrasah head is expected to provide guidance and assistance, as well as solutions to problems teachers face. Supervision can be provided in the form of encouragement, guidance, and opportunities to develop the expertise and skills of teachers in their duties.

From the data obtained from the field, it is clear that the efforts made by the head of MTsN 4 West Aceh in improving the personality competence of teachers are by supporting teachers to carry out teacher professional improvement programs, both in the classroom and outside the classroom, to develop and improve teacher personality competence.

Planning for teachers' personality competencies is carried out and determined through madrasah meetings with the teachers' council, deputy head of madrasah, and all education personnel. Madrasah meetings are usually held at the beginning of the new school year, the beginning of the semester, and mid-semester. As stated by the head of MTsN 4 West Aceh, as follows:

> We first meet with the deputy head, the teachers' council, and all education personnel to discuss all the needs regarding the method, strategy for the facilities and infrastructure that we use to facilitate us in supervising teachers, what should be supervised, and the purpose of the supervision. Furthermore, we arrange a schedule for when we conduct supervision, after the process is planned, and then we start implementation. (Interview with Zulaidisjah, S. Ag, Head of Madrasah).

What was conveyed by the head of the madrasah was reinforced by the Deputy Head of Curriculum of MTsN 4 West Aceh, namely "Usually at MTsN 4 West Aceh, the head of the madrasah holds a meeting with all teachers and employees in the madrasah, to discuss the implementation of supervision, be it methods, strategies as well as supervision schedules." (Interview with Yenni Idayani, S.Ag, Deputy Head of Curriculum)."

This was supported by the subject teacher who stated that "The madrasah head always holds meetings or meetings to discuss related to supervision, curriculum, when going to national exams, semester meetings, or other important meetings, the point is that the madrasah head always holds meetings to evaluate the results of teaching and learning during one semester." (Interview Results with Irma Risfika Sari, S.Pd I, Subject Teacher).

Planning for improving personality competence at MTsN 4 West Aceh always looks at human resources (HR) needs. Because superior human resources (HR) will bring innovative and highly personalized teachers. Based on the results of an interview with the head of MTsN 4 West Aceh explained:

> A teacher must meet educators' standards, which can be achieved by having academic qualifications and competence, especially the teacher's personality competence, where teachers must be role models for their students. Here what is arranged is a schedule and preparing a teacher personality competence supervision sheet, which consists of 7 assessment components, namely friendliness and friendliness, criticality and creativity, calmness and confidence, politeness in behavior and fluency in speaking, warmth in communication, maturity/maturity, modesty, neatness, and politeness in appearance. (Interview with Zulaidisjah, S. Ag, Head of Madrasah).

The considerations in planning for improving the personality competence of MTsN 4 West Aceh teachers are:

> To get optimal results from a teacher planning process at MTsN 4 West Aceh, formulating a teacher professionalism plan is based on an analysis of current internal conditions and predicted future needs. This consideration is an effort to improve personality competence as a reference for implementing competency tests, teacher coaching, and evaluating teacher competence. (Interview with Zulaidisjah, S. Ag, Head of Madrasah).

The same statement was also made by the Head of Curriculum, who stated that:

> We include all teachers at MTsN 4 West Aceh in training to improve teacher competence, especially to improve the personality competence of teachers at MTsN 4 West Aceh. This aims to improve the quality of teacher performance and lead to the quality of the learning process at school, especially for the teacher's personality competence is very important, where a teacher must provide a good reflection to students, be a role model, be polite and must be able to generate self-confidence and motivate students in terms of learning or other positive things. (Interview Results with Yenni Idayani, S.Ag, Deputy Head of Curriculum).

Based on the results of the interview above, the findings of this study can be concluded that the planning of madrasah head supervision in improving teachers' personality competence is carried out through meetings with the entire board of teachers, preparation of a supervision agenda (supervision schedule), division of tasks and socialization of supervision instruments related to fostering teacher personality.

Implementation of Madrasah Head Supervision in Improving Teacher Personality Competence

The implementation of supervision is one of the duties of the madrasah head as a supervisor. This was also carried out by the madrasah head at MTsN 4 West Aceh. Activities carried out by the madrasah head through supervision techniques include:

> I conduct classroom visits to directly observe the teaching and learning process carried out by teachers. Conduct observation visits, guide teachers on how to study students' personalities and/or overcome problems experienced by students, guide teachers in matters related to the implementation of the school curriculum, hold meetings and group discussions, and provide training for teachers. (Interview with Zulaidisjah, S. Ag, Head of Madrasah).

The head of curriculum also conveyed this: "Usually the madrasah head conducts class visits, makes observations on which classes to visit, organizes training for teachers, and this usually takes turns. Conducting coaching for teachers, be it about the curriculum or the teacher's personality." (Interview with Yenni Idayani, S.Ag, Deputy Head of Curriculum).

This is reinforced by a statement from the Indonesian language subject teacher who said "The Head of Madrasah once in a while visits the class, conducts coaching for teachers, holds meetings, holds discussions with teachers, and conducts training for teachers at MTsN 4 West Aceh." (Interview with Dra. Dasniar, Subject Teacher).

As for the scheduling of supervision, the head of the madrasah conducts discussions with the head of the curriculum. This was conveyed by the following head of MTsN 4 West Aceh:

> In conducting supervision activities in this madrasah, I use instruments from the Ministry of Religious Affairs, so they are in accordance with government regulations. In the implementation of supervision, the scheduling is usually made by the Head of Curriculum and adjusted to the

> schedule of the madrasah head. A week before the implementation of supervision activities, the supervision schedule must be out and known by the participants or teachers being supervised, so that the teacher is prepared before being supervised. (Interview with Zulaidisjah, S. Ag, Head of Madrasah).

The Head of Curriculum also expressed the same regarding the supervision scheduling at MTsN 4 West Aceh. He said as follows:

> Scheduling supervision in this madrasah is arranged by me as the Head of Curriculum by looking at the agenda of the madrasah head first. Moreover, usually one week before the schedule is implemented, so that teachers know who will be supervised, at what time, and where. So that there is preparation in advance before being directly supervised by the Head of Madrasah. (Interview with Yenni Idayani, S.Ag, Deputy Head of Curriculum).

Regarding the implementation of supervision in madrasah, according to the supervised teachers, it follows the procedure, as expressed as follows:

> In my opinion, the implementation of supervision in this madrasah follows the procedures determined by the government, such as making lesson plans, learning media, and learning strategies. Moreover, what I respect about the current madrasa principal's leadership is his attention to all of his staff. Hence, during breaks, he takes the time to chat with teachers about today's learning process and what obstacles are faced in their learning. So that the quality control carried out by the madrasa head is not only during the supervision schedule, but every day can also be said always to carry out supervision activities. (Interview Results with Dra. Dasniar, Subject Teacher).

On another occasion, the informant, namely the biology subject teacher, expressed the same thing. He revealed that the implementation of supervision activities in this madrasa had been running correctly. The following is his statement: "The implementation of supervision in this school is standard according to the criteria proposed by the National Education Office, such as making lesson plans and work programs for educators and education personnel. Moreover, supervision activities in this madrasah are in accordance with what was planned." (Interview Results with Irma Risfika Sari, S.Pd I, Subject Teacher).

Another teacher also expressed the same statement regarding the same question. The following is a brief statement:

> I think everything went well and smoothly for the implementation of supervision activities in this madrasah according to the existing schedule. There are so many benefits that can be taken from supervision activities, among others, we from the madrasah can oversee the course of teaching and learning activities at school, then from the school can evaluate and find solutions with this supervision activity, then for the teacher himself will be able to learn from his shortcomings so that he becomes even better, and many others. (Interview Results with Andi Elvizar, S.Pd, Subject Teacher).

The implementation of improving teacher personality competence at MTsN 4 West Aceh uses coaching and training so that teachers understand the morals that a teacher must possess. Teachers must implement the values of religious teachings, for example, being honest in actions and words, and providing good examples. This is in line with what the head of MTsN 4 West Aceh said:

> In my opinion, implementing educational supervision in this madrasah follows existing procedures. Implementing educational supervision in a madrasah is done twice a year, usually at the beginning or end. Regarding personality supervision, it is carried out every day so that

> they can introspect on themselves regarding their learning and personality. Some visible improvements are in terms of discipline. Because this madrassa enters at 08.00 WIB. However, at 07.30 WIB. All teachers and staff must be on site to recite the Quran and pray together for 15 minutes each. At first, 5-6 people were not disciplined, but after the supervision activities, it dropped to 2 people. Nevertheless, there are many more, such as in terms of speech, appearance, and in terms of the most important religion. Starting from shaping the teacher's personality, it impacts habits related to making lesson plans that are no longer late, the learning process that no longer dominantly uses the lecture method, and so on. (Interview with Zulaidisjah, S. Ag, Head of Madrasah).

The deputy head of curriculum at MTsN 4 Aceh Barat also stated that "The way to improve teachers' personality competence is to improve themselves or introspect from all things, both behavior and knowledge, for example, one of them is with supervision activities, sharing between teachers, participating in MGMP and so on." (Interview with Yenni Idayani, S.Ag, Deputy Head of Curriculum).

On the other hand, one of the teachers also added a statement about the supporting factors for improving personality competence. The following is his statement:

> Factors that influence the improvement of personality competence are willingness and environment. Because if the environment and organizational culture are supportive, it will make it easier for someone to develop their potential, and when talking about personality competence it depends on whether or not the individual wants to introspect to become a better person, as well as a teacher or educator whose example will be emulated by his students. If the teacher's personality is unwilling to be changed, then no matter how good the organizational culture is, it will also have difficulties. Therefore, the two are mutually sustainable. A good organizational culture and personal willingness to change themselves for the better. (Interview with Andi Elvizar, S.Pd, Subject Teacher).

Based on the results of interviews about the approach taken by the madrasa head, namely "In implementing this supervision, I do not take an individual or group approach, but rather directly in general or overall, where after I conduct supervision a meeting will be held with the teachers to convey the results of the supervision that I have done and what will be done for future improvement" (Interview with Zulaidisjah, S. Ag, Head of Madrasah).

The Head of Curriculum also reinforces this: "After supervision by the madrasah head, the madrasah head calls the entire board of teachers to inform the shortcomings of the PBM process in general. Therefore, with the supervision carried out, the teacher can improve the shortcomings that exist in him." (Interview with Yenni Idayani, S.Ag, Deputy Head of Curriculum).

As a supervisor, the madrasah head is expected to guide and provide solutions to problems faced by teachers. Supervision provided by the madrasah head can be in the form of encouragement, guidance, and opportunities for teachers to develop expertise and skills in their professional fields.

Based on the description above, the findings of this study are the implementation of madrasah head supervision in improving the personality competence of teachers by conducting classroom visits, conducting observations, guiding the personality of teachers, holding meetings, group discussions, and conducting coaching and training for teachers.

Evaluation And Follow-Up of Supervision Results in Improving Teacher Personality Competence

Evaluation and follow-up of the results of supervision in improving the personality competence of teachers of Madrasah Tsanawiyah (MTs) Negeri 4 West Aceh in this study, obtained from research in the field, that during the process of monitoring the evaluation of improving the personality competence of teachers at MTsN 4 West Aceh, the head of the madrasah directly monitors during the training process assisted by the head of the curriculum. This was explained by the head of the madrasah in his interview:

> During the supervision implementation process, I, as the head of MTsN 4 West Aceh, assisted the vice curriculum directly monitored teachers, both directly and indirectly. The assessment method we use is direct assessment, namely seeing the nature and personality of a teacher, carried out by the principal directly, assessment from fellow teachers, and assessment from students. (Interview with Zulaidisjah, S. Ag, Head of Madrasah).

This was added by the Head of Curriculum of MTsN 4 West Aceh:

> In implementing supervision as the deputy head of MTsN 4 West Aceh, I assist the madrasah head in monitoring the evaluation of teachers. The madrasah head supervises the improvement of teachers' personality competence, which includes conducting assessments of teachers. That is, with the method of assessment from superiors to subordinates, assessment from fellow teachers, and assessment from students. In this case, the assessment is carried out by looking at the nature and personality of the teacher directly, assessment among fellow teachers, and assessment from students about how the teacher's personality and social spirit. (Interview with Yenni Idayani, S.Ag, Deputy Head of Curriculum).

Furthermore, the madrasah head guides teachers regarding the results of supervision, as said by the Madrasah head, as follows:

> I always guide teachers and provide good role models to teachers and all other students at MTsN 4 West Aceh, guiding how to study students' personalities and or overcome problems experienced by teachers and students, the implementation of the madrasah head to help problems faced by teachers is needed by teachers, to provide solutions so as not to interfere with teacher performance. (Interview Results with Zulaidisjah, S. Ag, Head of Madrasah).

This is reinforced by a statement from one of the teachers at MTsN 4 West Aceh who stated:

> The madrasah head guides teachers on implementing the school curriculum, teacher personality, teacher performance, and so on. As the leader of the implementation of supervision, the madrasah head has maximized his function as a professional coach. The madrasah principal also always guides teachers in overcoming problems experienced by teachers and students. (Interview with Dra. Dasniar, Subject Teacher).

What the madrasah head does after conducting supervision is to hold a meeting with the entire board of teachers to convey the results of supervision, as said by the following madrasah head:

> I will follow up on the results of this supervision through a meeting with the board of teachers at MTsN 4 West Aceh to discuss the results of the supervision that has been carried out. I convey this in general so that all teachers can immediately correct mistakes or shortcomings made by teachers. I think this is a good solution to improve teachers' personality competence. (Interview with Zulaidisjah, S. Ag, Head of Madrasah).

This was also conveyed by the subject teacher, who stated that "Usually the madrasah head conducts briefings and coaching in the teachers' council meeting after conducting supervision. The principal gives directions so that we teachers can correct the mistakes and shortcomings made." (Interview Results with Irma Risfika Sari, S.Pd I, Subject Teacher).

Based on the explanation above, the findings of this study are the evaluation and follow-up of the results of madrasah head supervision in improving the personality competence of teachers carried out in the form of an assessment from the madrasah head to the teacher, then in the form of assessment among fellow teachers and assessment from students to find solutions to improve and improve the quality of the teacher's personality.

Discussion

Planning for Madrasah Principal Supervision in Improving Teacher Personality Competence

Planning is the core of management, because planning helps to reduce uncertainty in the future, and therefore the madrasah head as a decision maker to be able to plan human resources properly, starting from the selection, placement, and training of teachers and employees (H. Herman dkk., 2022).

Based on the findings of this study, the planning of madrasah head supervision in improving teachers' personality competence is carried out through meetings with the entire board of teachers, preparation of a supervision agenda (supervision schedule), division of tasks, and socialization of supervision instruments related to fostering teacher personality.

Regarding improving the personality competence of teachers at MTsN 4 West Aceh, planning activities has been systematically arranged in the implementation of supervision to improve teachers' personality. Specifically, according to Ngalim Purwanto and Herman, et al, supervision planning must pay attention to the following: 1) planning must be comprehensive, meaning that planning must be thorough and cover various aspects of supervision, 2) planning must be cooperative, meaning that planning must involve many people related to supervision, because a supervisor will need the help of others in carrying out his supervision, and 3) planning must be flexible, meaning that the planning made should not be rigid but open space for dialogue and accommodate changes that occur in the field, without having to obscure the plan itself (J. I. Herman dkk., 2020; Purwanto, 2012).

Then it must also include the following: 1) curriculum implementation, preparation, 2) implementation and assessment of learning by teachers, 3) achievement of graduate competency standards, content standards, and implementing regulations, and improving the quality of learning through developing teacher competence (Priansa & Somad, 2014).

Based on the description above, planning the implementation of supervision to improve personality competence is the first step in carrying out supervision activities for teachers to improve teachers' personality competence. Madrasah head supervision planning is carried out through meetings with the entire board of teachers, preparation of a supervision agenda (supervision schedule), division of tasks, and socialization of supervision instruments related to fostering teacher personality improvement.

Implementation of Supervision by Madrasah Heads in Improving Teacher Personality Competence

Every activity carried out certainly requires ways, techniques, and methods to encourage members of the organization to want to work actively and creatively and sincerely in working as

well as possible for the achievement of organizational goals efficiently, effectively, and economically (H. Herman, Kurniawan, dkk., 2023). In addition, in its implementation, it must try to make reality of what has been planned by conducting various directions and motivation to each employee so that they can work in accordance with their respective roles, duties, and functions (Handayani & Sukirman, 2020).

The research findings show that the implementation of madrasah head supervision in improving the personality competence of teachers is carried out by conducting classroom visits, observations, guiding the personality of teachers, holding meetings, group discussions, and training. In implementing supervision to improve teachers' personality competence, the madrasah head has carried out direct and indirect supervision in the madrasah (Suparlan & Ed, 2008). The madrasah head has conducted coaching and training to improve the teacher's personality competence and add supporting facilities for the teacher's needs.

According to Sudiyono & L, D, Prasojo, the steps for implementing supervision to teachers begin with: 1) pre-observation (Initial meeting), including: a) creating a familiar atmosphere with the teacher, b) interviewing the teacher through a list of questions in the pre-observation instrument, c) discussing the preparations made by the teacher and making an agreement on the aspects that are the focus of observation, d) reviewing the teacher's lesson plan that will be used during classroom observation, and e) agreeing on the observation instrument to be used. 2) observation (Observation of learning), including: a) observation is focused on aspects that have been agreed upon, b) using observation instruments, c) in addition to the instrument it is necessary to make notes (fieldnotes), d) observation notes include teacher and student behavior, and e) do not interfere with the learning process (Prasojo, 2011).

Then, based on Permendiknas Number 16 of 2007 concerning the qualifications and personality competencies of teachers are as follows: 1) acting following the norms of religion, law, social, and Indonesian national culture, 2) presenting oneself as an honest, noble, and exemplary person for students and the community, 3) presenting oneself as a steady, stable, mature, wise, and authoritative person, 4) showing work ethic, high responsibility, a sense of pride in being a teacher, and self-confidence, and 5) upholding the ethical code of the teaching profession (Permendiknas, 2007).

Coaching on improving morals and role models, principals carry out activities to motivate teachers so that teachers try seriously, work hard, tirelessly, and with the intention of worship. Coaching on the example of teachers, principals provide examples and urge teachers to act following religious norms (faith, honesty, sincerity, helpfulness), and have behavior exemplified by students (H. Herman & Khalaf, 2023). To foster teacher professionalism in personality, including orderly and disciplined teacher attendance, orderly teacher clothing, and maintained manners.

Principals' Personality competence coaching shows that the teacher's personality has a very large contribution to the success of education, especially in learning activities. The teacher's personality is also very instrumental in shaping the personality of students (Suparlan, 2014: 36). This is understandable because humans are creatures who like to imitate, including imitating their teacher's personality in shaping their personality (H. Herman, Kasman, dkk., 2023).

Based on the description above, the implementation of supervision to improve teacher competence is carried out by the head of the madrasa by entering the classroom, then seeing the teacher who is teaching, then after the lesson is over, there is coaching, and advice, both related to what you want to improve and provide input for further improvements in the future.

Evaluation and follow-up of Supervision Results in Improving Teacher Personality Competence

Evaluation is a process to ensure that the entire series of activities that have been planned, organized, and implemented can run in accordance with the expected targets (H. Herman & Khalaf, 2023). The evaluation carried out by the principal in improving the teacher's performance focuses more on evaluating the nature and personality of the teacher through supervision activities, with an assessment by the principal of the teacher. The assessment method used is peer assessment and assessment by students.

Based on the research findings, the evaluation and follow-up of supervision results in improving teachers' personality competence, which is carried out in the form of an assessment from the madrasah head to the teacher, assessment among fellow teachers, and assessment from students. The principal carries out teacher personality competence coaching by providing role models, acting according to legal and social norms, and having pride in the teaching profession.

To form a wise personality, the principal always reminds teachers on every occasion so that teachers prioritize compassion in disciplining students (H. Herman & Khalaf, 2023). Improving the authoritative personality of teachers is carried out by the principal by setting an example of always trying to choose and do positive actions in order to raise his good image and authority, especially in front of his students, and show high integrity and credibility in the educational environment, especially in front of students.

According to Sudiyono & L, D, Prasojo, the steps for evaluating and following up on the implementation of supervision are carried out after observation which includes activities: 1) ask what the teacher thinks about the learning process that just took place through the post-observation instrument, 2) show the observation data (instruments and notes) allow the teacher to observe and analyze it, 3) openly discuss the results of the observation, especially on aspects that have been agreed upon, 4) give reinforcement to the teacher's performance. Avoid the impression of blame (Prasojo, 2011). Try to make the teacher find his shortcomings, and 5) provide moral encouragement that the teacher can improve his shortcomings.

Based on the description above, the evaluation and follow-up of supervision results in improving the personality competence of teachers, which is carried out in the form of an assessment from the madrasah principal to the teacher, assessment among fellow teachers, and assessment from students. To improve the stability of the teacher's personality, the principal urges teachers to always follow legal and social norms in the madrasah and society.

Conclusion

Based on the explanation above, it can be concluded that: 1) the planning of madrasah head supervision in improving teachers' personality competence is carried out through meetings with the entire board of teachers, preparation of the supervision agenda (supervision schedule), division of tasks and socialization of supervision instruments related to fostering teacher personality. 2) The implementation of madrasah head supervision in improving teachers' personality competence is carried out by conducting classroom visits, observations, guiding teachers' personalities, holding meetings, group discussions, and holding trainings. 3) Evaluation and follow-up of supervision results in improving teachers' personality competencies, which are carried out through assessments from principals to teachers, assessments among fellow teachers, and assessments from students.

The results of the findings of this study can be recommended to the Head of the Office of the Ministry of Religious Affairs of West Aceh Regency as the person in charge of education in

madrasah to guide madrasah principals in carrying out supervision of teachers. Then the madrasah supervisor, as the quality controller in the madrasah, must carry out continuous supervision of the madrasah principal so that the madrasah principal can play an active role in guiding, fostering, and assisting teachers in carrying out the main tasks and functions of teachers in the madrasah.

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