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## THE HEADMASTER PERCEPTIONS ON THE SUPERVISORS PERFORMANCE MANAGERIAL AND PRINCIPAL INFLUENCE OF ISLAMIC ELEMENTARY SCHOOL IN YOGYAKARTA

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### Abstract

Supervisors are part of the administrative education staff that has long been regulated in Government Regulation No. 38 of 1992 concerning educational personnel. Supervisory responsibilities in the context of improving the quality of education have spread in the Ministry of Education Regulation No. 12 of 2007 and Regulation of the Minister of Religion No. 2 of 2012. The basic purpose of this study is to see how the perception of the head of Islamic Elementary School State 1 in Yogyakarta (MIN 1 Yogyakarta city) on the performance of managerial supervisors in Yogyakarta which includes planning, implementation, and evaluation of managerial supervision and its influence on the performance of the principal of Islamic Elementary School State 1 in Yogyakarta. Researchers obtained data from 2 retrievals, namely empirically qualitative and discrete quantitative figures. Qualitative data were obtained from perceptions or views of research subjects. While quantitative data is obtained from the acquisition of numbers and scoring by means of the index and categorized using the Rating Scale. This method is known as the Mix method. The results of this study (1) The performance of managerial supervision in the planning of supervisory programs according to the perception of the headmaster of Islamic Elementary School State 1 Yogyakarta with an average score of 95.83% is classified as a very good category (2) in the implementation of supervision programs managerial with an average score of 92.65% categorized very good (3) in the evaluation of managerial supervision programs with an average score of 91.67% categorized very good.

**Keywords:** Islamic Elementary School, Leaders Perception, Supervisor Performance

### **Abstrak**

*Pengawas adalah bagian dari tenaga kependidikan administrasi yang telah lama diatur dalam Peraturan Pemerintah Nomor 38 Tahun 1992 tentang tenaga kependidikan. Tanggung jawab pengawasan dalam rangka peningkatan mutu pendidikan telah tersebar dalam Peraturan Menteri Pendidikan Nomor 12 Tahun 2007 dan Peraturan Menteri Agama Nomor 2 Tahun 2012. Tujuan dasar dari penelitian ini adalah untuk melihat bagaimana persepsi masyarakat terhadap pendidikan. Kepala Madrasah Ibtidaiyah Negeri 1 Yogyakarta (MIN 1 kota Yogyakarta) terhadap kinerja supervisor manajerial di Yogyakarta yang meliputi perencanaan, pelaksanaan, dan evaluasi supervisi manajerial serta pengaruhnya terhadap kinerja kepala sekolah SD Islam Negeri 1 di Yogyakarta. Peneliti memperoleh data dari 2 temu kembali, yaitu secara empiris kualitatif dan angka kuantitatif diskrit. Data kualitatif diperoleh dari persepsi atau pandangan subjek penelitian. Sedangkan data kuantitatif diperoleh dari perolehan angka dan skoring dengan cara indeks dan dikategorikan menggunakan Rating Scale. Metode ini dikenal sebagai metode Campuran. Hasil penelitian ini (1) Kinerja supervisi manajerial dalam perencanaan program supervisi menurut persepsi kepala sekolah SD Islam Negeri 1 Yogyakarta dengan skor rata-rata 95,83% tergolong kategori sangat baik (2) dalam pelaksanaan program supervisi manajerial dengan skor rata-rata 92,65% dikategorikan sangat baik (3) pada evaluasi program supervisi manajerial dengan skor rata-rata 91,67% dikategorikan sangat baik.*

**Kata Kunci:** *Madrasah Ibtidaiyah, Persepsi Pemimpin, Kinerja Pengawas;*

## **INTRODUCTION**

Education is defined as a typical human activity process (Hidayat & Machali, 2012:30). Education is also a tool to achieve the goals of human life (Arifin, 2006:1; Saat, 2015:34). From an Indonesian perspective, education is a conscious and planned effort with a mission to educate the nation's life (Undang-Undang Nomor 20 Pasal 1 dan 3, 2003). In different discussions, education in the process always requires the latest innovations in meeting the primary and secondary needs of the management system (Supriyanto, 2003:2). Departing from this context, starting from elements of society (Umar, 2016:19), college students (Indriyani & Mardiana, 2016), practitioners (Sanaky, 2006), and scientists (Hartono, 2016:35) work hand in hand to meet the realization of fresh innovations in the education system in Indonesia (Rahmi, 2019). In response to this, it is time for a rationality management system (Arifin, 2015:354) Education leaders must respond actively to education in order to optimize or improve the quality of human resources (Rozi, 2016:1; Syafaruddin, 2003).



Another perspective, that human resources with integrity depart from good regulation and management. In fact, the two of them must run simultaneously in order to achieve the relevant conditions of education management today (Hasibuan, 2001; Iskarim, 2012; Lestari, 2014). Management refers to the management standard of the education unit (Hanik & Ahsani, 2021). In the education process, Abadi said that at least there are main bases in carrying out a constructive education management process in Indonesia, namely teachers, principals of Islamic Elementary School or Elementary School supervisors, and also the community. In this context, there is one advantage that has been compiled from the education system in Indonesia, namely Islamic Elementary School. Islamic Elementary schools are not only responsible for the provision of education but have an interest in creating a generation of nations who have a religious-transcendental attitude (Iskandar, 2019:3) in life and the state (Tim Pusat Bahasa Departemen Pendidikan Nasional, 2003:2).

Islamic Elementary School is part of an educational unit affiliated with the Ministry of Religion. Islamic Elementary School has an identity or uniqueness with the characteristics of scientific and Islamic development (Haningsih, 2008; Majid, 2000:96-101; Maksum, 1999; Mastuhu, 1999). In efforts to maintain this identity, Islamic Elementary School tries to match the needs, potentials, and characteristics of its students. On the other hand, the quality of Islamic Elementary School is very much determined by the supervision program that is run by the supervisor. This is because supervisors are part of human resources with an interest in maintaining and developing an Islamic Elementary School management system. The supervisor's position is also an administrative teaching staff regulated in PP 38/1992 on education personnel (Nanang, 2004:13).

The Ministry of National Education terms a supervisor as an inspectorate assigned to control "Controlling" (Masaong, 2013:1). In another term, Syafaruddin said that supervisors are part of human resources with an interest in institutional oversight (Syafaruddin, 2016:1). The objective of the supervisor is inseparable from the professionalization program for teaching staff and Islamic Elementary School principals (Suhardan, 2010:28) also create a supervision program (Sahertian, 2008:18; Suhardan, 2010:48). The responsibility of Islamic Elementary School supervisors can be said to be very important in the effort to improve the quality of



Islamic Elementary School which in this case has been regulated in the minister of religion regulation (PMA) No. 2 of 2012 and Ministerial Regulation No.31 of 2014 (Kementerian Agama RI Direktorat Jenderal Pendidikan Islam, 2014:1).

Talking about managerial supervision, Imron has a classification on this matter, according to him, managerial supervision must be efficient and effective, including (1) a well-thought-out plan, (2) coordination patterns, (3) implementation of implementation, (3) measurement, (5) ensuring the quality of competency of the head of all Islamic Elementary School members. Whereas the goal is to assist and direct all leaders and staff in Islamic Elementary School management, including (1) constructive management of the curriculum, (2) students' management, (3) managing infrastructure (sarpras), and paying attention to the needs of Islamic Elementary School equipment, (4) creating synergy between Islamic Elementary School and the community (5) financial administrative management, (6) personnel management. (7) maintaining the academic climate or Islamic Elementary School culture and (8) other aspects and elements of quality managerial administration (Imron, 2003:3-14).

The professional Islamic Elementary School or Elementary School supervisors must master the professional demands. This is because the competence of supervisors has a big impact on the Islamic Elementary School or Elementary School that they develop (Iskandar & Machali, 2020:78). The competence of supervisors has been specifically regulated in carrying out their duties in accordance with Regulation of the Minister of National Education (Permendiknas) Number 12 of 2007.

Departing from the above context, this research tries to explore the paradigm or perspective of the head of Islamic Elementary School on the performance of managerial supervision of the supervisors of Islamic Elementary School 1 (MIN) in Yogyakarta city. In this research, the object of research is the supervisor of Yogyakarta city, namely Mrs. Ratini M.Si. while the research subject is the principal of Islamic Elementary School State 1 (MIN) in Yogyakarta city, namely Mrs. Zumaroh Nazulaningsih M.Si.

In the pre-research at the Ministry of Religion, Yogyakarta city, it was traced from an interview with the supervisor of the Yogyakarta Islamic Elementary



School that according to him the Ministry of Religion regulations in regulating supervisor competence was very difficult. The supervisor openly said that he as a supervisor was quite overwhelmed to carry out his duties and functions, plus the burden of research and fostering 12 educational institutions at the same time starting from Early Childhood Education (RA) and Islamic Elementary School (MI) (Interview with Mrs. Ratini, Supervisor of Islamic Elementary School on November 22, 2019, at 15.00 WIB).

Observing the above, there is something interesting in the previous research conducted by Yustiani in 2013 which was published in the Journal of Analysis. The results of his research on the performance of supervisors in the Special Region of Yogyakarta in planning, implementing, and evaluating were categorized as good with a score of 76.25. The results of the principal's perception of the supervisor's performance also scored 78.12 which is a good categorization. There is also the highest result, namely 29 with an average of 90.63 in the good category (Yustiani, 2013). For this reason, researchers want to explore, unfold the data objectively and study in-depth on the same portion. By analyzing the headmaster's perception which includes planning, implementation, and evaluation of the managerial supervisory supervisor program and its effect on the performance of the principal of the Islamic Elementary School in Yogyakarta city. This needs to be studied considering that in 2013-2019 there were elements that changed in the system of supervision, administration, and education personnel.

## **METHODS**

Researchers obtained data from 2 retrievals, namely qualitative empirically and quantitatively discrete numbers. This method is known as the Mix method (mixed method). Qualitative data were obtained from the form of words, sentences, gestures, facial expressions, pictures, and photos. While quantitative data is obtained from obtaining numbers and scoring by indexing and categorizing using the Rating Scale or (progress rating scale) (Machali, 2018:49-50). Researchers obtained data from 2 retrievals, namely qualitative empirically and quantitatively discrete numbers. This method is known as the Mix method (mixed method). Qualitative data were obtained from the form of words, sentences, gestures,



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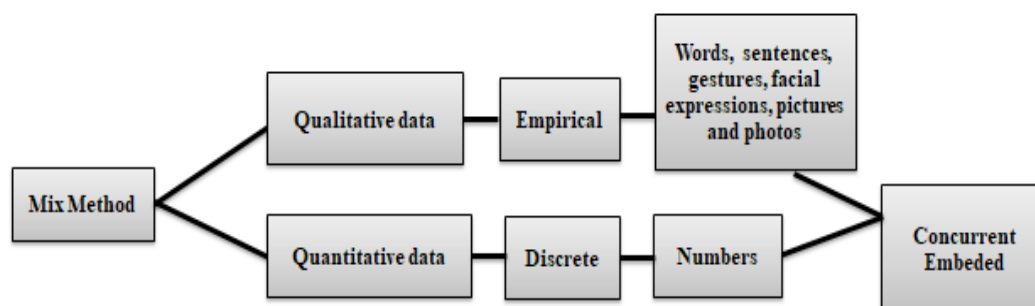


Figure 1. Research methodological framework

## RESULTS AND DISCUSSION

### Principal Perception, Supervisor Performance

The word Perception from the Latin *Perceptio*, or *Percipio* (Kamus Webster, n.d.) its meaning is the act of compiling, recognizing and interpreting sensory information in order to provide a picture and understanding of the situation. Perception involves a stationary whole in the nervous system, where the passage results from penetrating physical or chemical stimulation of the sense organs (Clay, 1981:863). Another meaning of perception according to Henry Clay Lindgren is that “Perception is viewed as the medicals the mediating processes that are initialed by sensation” or Perception is seen as a medical mediation process that begins with sensation. (Walgito, 2001:292).

Experts like Bimo Walgito said that perception is a re-actualization that begins in the sensing system. This is a natural process that manifests itself in receiving a stimulus by a person through sensory organs (Walgito, 2001:54). Meanwhile, according to Slameto, according to him, the perception of the inclusion of meaning (message) into the human brain. Meanwhile, according to Robbins, perception is an impression that is obtained by the individual through sensing then metaphorically (organized), interpreted until then evaluated, after



which the receptor will be able to express a meaning (Hanum, 2013:223). The meaning of perception in the language of psychology is defined as a process of individual analysis of reality that can be read by involving human senses. Therefore, each receptor has different responses in interpreting meaning (Kamus Besar Psikologi, 2007).

Walgito interpreted that perception has the stages in the process, the explanation is as follows:

- a. First, is the stage which is often known as the natural process or physical process. Both are processes that are captured by a stimulus by the human senses.
- b. Second, namely the physiological stage, namely the process of passing the stimulus received by the receptors (sense organs) through the sensory nerves
- c. Third, the psychological stage. Namely the emergence of an individual's awareness of the stimulus received by the receptor.
- d. Fourth, it is the result obtained from a perceptual process in the form of behavior and responses (H. S. Arifin et.al., 2017:91).

Thus, perception is a human action that is dominated by the workings of the brain which results in an interpretation, meaning, interpretation, image giving, of what is seen and heard. Furthermore, in the context of this research, the object of perception is the supervisor of the Yogyakarta in Islamic Elementary School, while the head of the Islamic Elementary School State 1 (MIN) is the perception's object. Therefore, it is important to know the position of the head of the Islamic Elementary School as the head of the Islamic Elementary School. The headmaster of the Islamic Elementary School in his leadership is involved in the success of the Islamic Elementary School. Therefore the actions of an Islamic Elementary School principal must be able to influence the character and attitude of his subordinates with the aim of being able to build synergy in advancing Islamic Elementary School (Sujanto, 2009). Meanwhile, according to Covey in his book "The Principle-Centered Leadership," a leader should have principles in building his institution (Sujanto, 2009:68).



## Managerial Supervision Performance on Islamic Elementary School Supervisors

Basically, performance departs from the root word “work” if traced from a foreign language means achievement. It can also be concluded that the work results. Byars and Rue, in Rudi, said that performance is “Performance refers to a degree of accomplishment of the tasks that make up an individual is fulfilling the requirements of a job.” This means that performance favors the frequency of increasing the completion of a project and human works. This is what guarantees that someone is seen well in solving problems and job responsibilities (Amanda *et al.*, 2016:152).

In another discussion, Wirawan considers that performance is the same as work-energy when examined from the terms of word abbreviations. According to him, performance has the equivalent of the word Performance which comes from English. If translated into Indonesian, performance is work performance. In the scope of Islamic Elementary School supervision, in particular, the performance of Islamic Elementary School supervisors is a set of programs that run optimally. The concoction of the program carried out must have a major impact on the progress of Islamic Elementary School. This is what is called good supervision (Yustiani, 2013:117).

Supervision comes from the word super and vision which means reviewing. It can also be interpreted as detecting problems in the field. Supervision in Bright’s narrative in Iskandar is an activity that is systematic, coordinated, and an effort to stimulate the integrity of Islamic Elementary School citizens or educational personnel. Meanwhile, Neagley and Evans in Iskandar stated that supervision is to improve the quality of teaching power of school residents with assistance provided by supervision. Meanwhile, managerial means the skills of a leader to organize, manage and improve (Iskandar *et al.*, 2019:165). The main program is in supervision, namely providing academic supervision and managerial supervision (Kemendikbud RI, 2014). According to Purwanto, supervision is a series of activities in fostering, planning, and helping school principals, teachers, and school employees in carrying out their work tasks effectively (Purwanto, 2008:26).





Furthermore, the performance of managerial supervision can refer to the Guidelines for Implementation of Islamic Elementary School Supervisory Duties of the Directorate of Education Personnel in 2009 emphasizing that supervisors should function to become: (1) collaborators and negotiators in the planning, coordination, development of school management processes, (2) as a team assessors who see the weaknesses and strengths of the institution's potential, (3) the supervisor as an information medium who is responsible for the quality of the institution (4) has a role as an evaluator (Abadi, 2012).

### **The Headmaster Perceptions on Islamic Elementary School State 1 (MIN) in Yogyakarta city on Supervisory Managerial Supervision Program Planning**

Islamic Elementary School supervisors are a very important educational tool in advancing education. Supervisors in their role are also responsible for improving the quality of education for the Islamic Elementary School or Elementary School under their guidance. As a supervisor, of course not only does his job as a supervisor, but he also acts as a counselor and motivator in order to achieve a conducive atmosphere. Therefore, competence in the performance of supervisors needs to be known through the views or perceptions of the Islamic Elementary School principal. For this reason, the most urgent thing is to see how the perception of the head of Islamic Elementary School in Yogyakarta city on the performance of the supervisor, among others, is concerning planning, implementation, and evaluation of the supervisor's program.

Concerning the performance of supervisors in managerial supervision program planning, it can be reviewed from the preparation of a professional guidance and training program for Islamic Elementary School principals. The planning includes 6 performance indicators, namely (1) supervisors have an annual supervision program, (2) supervisors have a mentoring program for Islamic Elementary School principals, (3) supervisors have a monitoring program of 8<sup>th</sup> National Education Standards (SNP), (4) Supervisors have programmed an assessment of the performance of Islamic Elementary School principals, (5) supervisors have a Counseling Guidance Implementation Plan (RPBK), (6) supervisors have a mentorship program for Islamic Elementary



School principals in the Islamic Elementary School Principal Working Group (KKKM). In the preparation of the plan, it was proven by physical evidence and interviews with three informants of the principal of the *Ibtidaiyah* Islamic Elementary School in Yogyakarta including Islamic Elementary School State 1 (MIN), Islamic Elementary School Al Islam Giwangan, and Islamic Elementary School Nurul Ummah Kota Gede.

Islamic Elementary School State 1 (MIN) in Yogyakarta city is a state Islamic Elementary School at the “*basic ibtidaiyah*” level only under the auspices of the Yogyakarta Ministry of Religion. This is evidenced by data from the Yogyakarta Ministry of Religion in the Islamic Elementary School education sector work unit (Zulhelmi, 2012) as follows:

**Table 1. Islamic Elementary School State 1 (MIN) Data of Yogyakarta City under the auspices of the Ministry of Religion (Source: Ministry of Religion of the Yogyakarta city for Islamic Elementary School scholarship)**

<b>ISLAMIC ELEMENTARY SCHOOL STATE IN YOGYAKARTA CITY</b>	
1. MAN 1 Yogyakarta	2. MTsN Yogyakarta
3. MAN 2 Yogyakarta	4. MIN 1 Yogyakarta

The managerial supervision program should actually see as much detail as possible and be committed to what supervisors have to do (Hanafiah, 2017). This is because the supervision process does not only look at the demands of each Islamic Elementary School to have a human resource that has state official’s status (ASN). However, what needs must be fulfilled by a supervisor in implementing a supervisory program for public and private Islamic Elementary schools in Yogyakarta city without having favoritism and nepotism (Peraturan Pemerintah Nomor 19, 2005).

The planning of the managerial supervision program at Islamic Elementary School State 1 (MIN) Yogyakarta city is fairly good, starting from annual supervision planning, coaching programs for Islamic Elementary School principals in Yogyakarta city, the National Education Standards (SNP) monitoring, assessing the work of Islamic Elementary School heads in Yogyakarta city to the formation and coaching of Islamic Elementary School principals in minimum completeness criteria (KKKM). This is traced from the



narrative and physical evidence from the principal of Islamic Elementary School State 1 (MIN) in Yogyakarta city itself as follows:

“Mrs. Ratini as the supervisor of Islamic Elementary School State 1 (MIN) in Yogyakarta City can be said to be good in her planning. I think starting from the annual supervision, monitoring the eight SNPs, then there is my assessment as the head of an Islamic Elementary School State 1 (MIN), that’s good. However, the guidance in a principal work meeting (MKKS) itself has not been implemented totally. The MKKS that I know is only formed in the Whatsup group (WA), although structurally there is a system credit semester (SKs) ranging from regions to provinces. But for the others, I think Mrs. Ratini has done her job well “. (Interview with Zumarah Nazulaningsih, Head of Islamic Elementary School State 1 (MIN) in Yogyakarta City on February 3 at 11.00 WIB).

Judging from the eight SNPs regulated in Government Regulation Number 19 the Year 2005 Article 91, it is stated that each education unit is obliged to ensure the quality of education (Hanun, 2015) with the aim to meet or exceed the National Education Standards (SNP) (Nurmawati, 2019). This is important to know considering that there is data from Farida Hanum’s research that the survey of 70 assessors in Indonesia which still has many problems so that the data is still recorded that Islamic Elementary School has not been accredited “B”. The foundation budget so that if the calculation is still at least 40%. Lack of guidance from the Ministry of Religion 5.7%. In Islamic Elementary schools in remote locations that resulted in difficulty accessing the budget for 2.9%. The number of Islamic Elementary schools in remote locations is 1.4%.

Furthermore, in this context, the focal point is the supervision system in Islamic Elementary School State 1 (MIN) in Yogyakarta City. Based on the author’s observations, it is evident that Islamic Elementary School State 1 (MIN) in Yogyakarta City can develop and maintain the accreditation grade it has obtained. The following is the narrative of the head of the Islamic Elementary School State 1 (MIN) in Yogyakarta City:

“Accreditation is an important thing to pay attention to, especially at the Ibtidaiyah Islamic Elementary School. In the process of planning managerial supervision, Mrs. Ratini has been optimal in her attention to accreditation for Islamic Elementary School State 1 (MIN) in Yogyakarta City through eight SNPs. It is proven that in 2017 the accreditation process for Islamic Elementary School State 1 (MIN) in Yogyakarta City received an A with a score of 93.69 based on the decision of the National Accreditation Board No. 19.01 /BAP /TU XII /2007 regarding the results of the



Islamic Elementary School State or Elementary School accreditation on December 19, 2007. “ (Interview with Zumaroh Nazulaningsih, Principal of Yogyakarta City Islamic Elementary School State 1 (MIN) on February 3 at 11.20 WIB)



Figure 2. Information on accreditation for Islamic Elementary School State 1 (MIN) in Yogyakarta City is found at the Islamic Elementary School State 1 Plang. (Documentation of Iskandar, Wednesday, January 22, 2020)

Another explanation is that in the planning of managerial supervision of Islamic Elementary School State 1 (MIN) in Yogyakarta City supervisors, they are serious enough to pay attention to the quality of Islamic Elementary School through the eight SNPs they supervise, considering that Islamic Elementary School State 1 (MIN) in Yogyakarta city is the only “*basic level*” Islamic Elementary School in Yogyakarta City. This is evident in the physical evidence or the supervisor’s report on the monitoring of accreditation through eight SNPs at Islamic Elementary School State 1 (MIN) in Yogyakarta City. See the document below:



Figure 3. Report on monitoring instruments for the eight SNP Islamic Elementary School State 1 (MIN) in Yogyakarta City by the supervisor (Documentation, Iskandar Monday, February 3, 2020)



The above document is proof that the supervisor of Islamic Elementary School State 1 (MIN) in Yogyakarta City is properly carrying out its duties to monitor the accreditation of Islamic Elementary School and eight SNPs. Because in managerial supervision planning the most important indicators are such. Without accreditation and monitoring of the eight SNPs carried out by the supervisor, it can lead to a decline in the Islamic Elementary School rating at the national level and the main cause of degradation of the quality of the Islamic Elementary School itself (Nurmawati, 2019).

The analysis related to this discussion shows that of all the expressions, views, and perceptions of the Islamic Elementary School principal on the performance of supervisors on the planning side, it is fairly good. It can be seen from various variants of answers from respondents or the principal of Islamic Elementary School State 1 (MIN) in Yogyakarta City and the available physical evidence. That the Yogyakarta city supervisor has carried out his duties completely on the planning side. Although there are several things that need to be improved again in the managerial supervision planning program, such as optimizing the working group for the head of Islamic Elementary School or Elementary School principal work meeting (MKKS) that are not yet clear on the program.

Apart from qualitatively, the conclusion reinforcement is also supported by the quantitative data obtained by the researcher. The measurement used still looks at the principal's perception of the supervisor's performance in program planning. The results of the distribution of questionnaires carried out to the principal of Islamic Elementary School State 1 (MIN) in Yogyakarta City see the explanation below with the following rating scale analysis:

**Table 2. Results of Percentage of Answers of the Principal of Islamic Elementary School State 1 (MIN) in Yogyakarta City on Supervisory Planning**

No. Item	ITEM STATEMENT	Islamic Elementary School State 1 (MIN) in Yogyakarta City	
		Alternative Answers	Percentage
1	Supervisors Have an Annual Supervision Program	4	16,67%
2	Supervisors Have an Islamic Elementary School Principal Development Program	3	12,50%



3	Supervisor Has Eight SNP Monitoring Programs	4	16,67%
4	Supervisors Have an Islamic Elementary School Principal Performance Assessment Program	4	16,67%
5	Supervisors Have a Counseling Guidance Supervision Plan (RPBK) and a Managerial Supervision Plan (RPM)	4	16,67%
6	Supervisors Have an Islamic Elementary School Head Guidance Program in KKKS / MKKS	4	16,67%
<b>Total</b>		<b>23</b>	<b>95,83%</b>

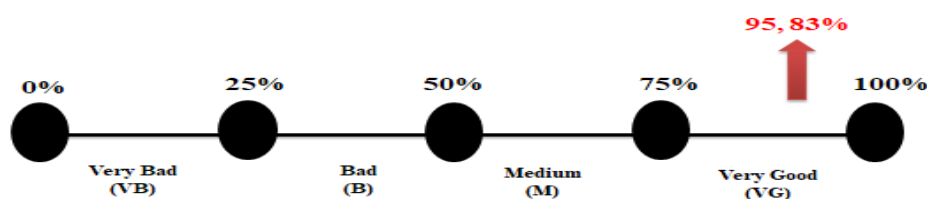


Figure 4. The Result of the Perception Rating Scale of the Head of Islamic Elementary School State 1 (MIN) Yogyakarta City on the Planning of the Supervisors Managerial Supervision Program.

### The Headmaster Perceptions at Islamic Elementary School State 1 (MIN) in Yogyakarta City on the Implementation of Supervisory Managerial Supervision Program

The implementation of managerial supervision carried out by supervisors is a set of assistance to Islamic Elementary School principals in improving quality (Mustafiqon *et al.*, 2015:7) as a form of cooperation between institutions and individuals in achieving educational goals (Pauzi, 2019:9). Managerial supervision not only looks at the development of Islamic Elementary School administration, but in the process, it must also be able to train Islamic Elementary School principals to have established leadership skills. (Burhanuddin, 1996:284; Departemen Agama RI, 2005:48; Husba, 2008:17; Mawardi, 2019:15; Suhardan, 2010:2; Yusuf, 2019:124).



After planning, the supervisor then carries out a managerial supervision program in accordance with the set instructions and principles (Sibuea et.al., 2017:180) objectively to Islamic Elementary School he builds (Muslim, 2017:56). Overall the implementation of managerial supervision is divided into 6 parts, namely: measuring actions, measuring actions based on agreed standards, correcting deviations, investigating what is being done, comparing results, and agreeing on results (Sutrisna, 1885:223).

Before entering the supervisory monitoring session, training for Islamic Elementary School principals is carried out, considering that the Islamic Elementary School principal is the core drafter in carrying out Islamic Elementary School administrative process. This reason is of course very objective because basically, the budget given by the Ministry of Religion is dominant for improving human resources in Islamic Elementary School such as Islamic Elementary School principals and teachers as said by Islamic Elementary School supervisors in pre-research at the Ministry of Religion of Yogyakarta city as follows:

“Every semester there is a budget from the Ministry of Religion, the funds will be optimized for improving Islamic Elementary School human resources. I usually apply for training for teachers and principals of Islamic Elementary School. That is the most important thing in my opinion. Teachers and school principals must have the ability in their respective fields through the training held. “(Interview with Mrs. Ratini as the supervisor of the city of Yogyakarta during the Pre-Research at the Ministry of Religion of Yogyakarta City. Wednesday, November 20 2019 at 11.00 WIB)



**Figure 5. In the Pre-Research at the Ministry of Religion Yogyakarta City. (Documentation; Asingkilly, Wednesday 20 November 2019 at 10.51 WIB)**

The demand for training of Islamic Elementary School principals was also clarified by Islamic Elementary School supervisor (PMA) No. 2 of 2012 Article 9 E that “ Islamic Elementary School head coaching is intended to train Islamic Elementary School principals in managing Islamic Elementary School administration with the aim of improving quality”. The Principal of Islamic Elementary School State 1 (MIN) in Yogyakarta considers that the development of Islamic Elementary School principles is very important to be carried out. This effort has had a very positive impact on Islamic Elementary School principals in carrying out the leadership process in Islamic Elementary School.

“I hope the procurement of education and training from the Ministry of Religion will be carried out every semester, such as training for teachers and principals of Islamic Elementary School. Yes, at least once a year. Yes, for example, the principal of an Islamic Elementary School has never participated in the training. Of course, they are confused about managing Islamic Elementary School. Class management, financial management, and infrastructure management training materials are usually obtained from training and training for the head of Islamic Elementary School. If Mrs. Ratini herself is a supervisor, it is only for guidance, yes through verbal. The form is just instructions”. (Interview with Mrs. Zumaroh Nazulaningsih, Principal of the Yogyakarta City Islamic Elementary School on February 17, 2020, at 09.21 WIB)

Observe the comments above that the provision of education and training is part of the Islamic Elementary School head coaching program held in the 2019 odd semester. The Head of Islamic Elementary School State 1 (MIN) in Yogyakarta City said that the training for Islamic Elementary School principals was very impressive. There are several techniques applied by Mrs. Ratini, including Group Training, Group Discussion, Panel Discussion, and Exchange experiences. The technique applied is intended to hone the mental head of Islamic Elementary School. This technique is very relevant to be used both in an educational nature and as a solution policy. The explanation is as follows:

a. Training Grup

This technique is part of a group learning with the aim of character refinement that involves Islamic Elementary School management. This technique is also a reflection on the reform of the Islamic Elementary School management system with the type of reform so that the head of Islamic Elementary School teacher





can have creativity and leadership mentality in managing Islamic Elementary School and classroom management (Sagala, 2012:177).

b. Grup Discussion

This agenda is expected to generate ideas, ideas, and argumentative ideas from Islamic Elementary School principals. This positive activity is an aid for supervisors to see and assess who are competent Islamic Elementary School principals in their profession.

c. Panel Discussion

This activity technically forms a memorable discussion group in the form of hegemony coaching the head of Islamic Elementary School where the activities in which present the results of the discussion in front of the audience.

d. Sharing of experience

This technique is an activity of exchanging experiences, sharing inspiration, and learning together. Islamic Elementary School principals can share about the management process in their respective Islamic Elementary schools (Iskandar *et al.*, 2019:170).

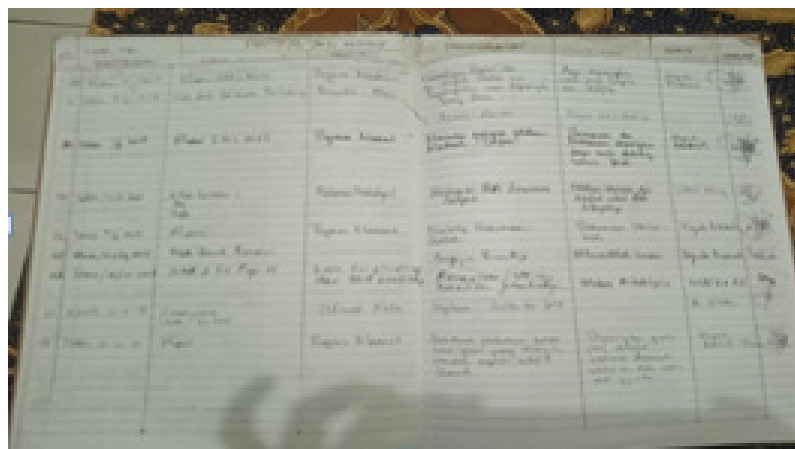
In addition to using the 4 supervision techniques, the activities of coaching the headmaster of Islamic Elementary School supervisor in Yogyakarta city are also carried out by means of School Visitation or Islamic Elementary School State 1 (MIN) in Yogyakarta City or Elementary School State visits. Elementary School State visits is usually carried out at the request of the head of the Islamic Elementary School State 1 (MIN) in Yogyakarta City or the orders of the supervisory working group (Pokjawas) in each region with the aim of seeing the attitude and mental professionalism of school administration, equipment, and infrastructure, monitoring curriculum and others. In addition, what supervisors need to pay attention to in supervising at Islamic Elementary School State 1 (MIN) in Yogyakarta City visits include: preparing agreed on assessment instruments, efficient visit times, open dialogue by the Islamic Elementary School State 1 (MIN) in Yogyakarta City, being excellent, and having a supervisory role, assuming that all Islamic Elementary School State 1 (MIN) in Yogyakarta City members being supervised are partners, not subordinates, and must pay attention to



the democratic attitude which becomes the moral basis for the supervisor (Syafaruddin, 2016:90).

The principal of Islamic Elementary School State 1 (MIN) in Yogyakarta City commented as follows:

“Mrs. Ratini, as an old supervisor at Islamic Elementary School State 1 (MIN) in Yogyakarta City, is actually already familiar with Islamic Elementary School State’s situation, especially since she was once the head of an Islamic Elementary School here, of course, her attitude towards Islamic Elementary School is like family. Usually, when Islamic Elementary School visits for managerial supervision, Mrs. Ratini always has an open dialogue about the development of the Islamic Elementary School. The democratic principle is of course his foundation. Then, along with giving my motivation, of course, the aspects of Islamic Elementary School management. Maybe that was the coaching that was done to me.” (Interview with Mrs. Zumaroh Nazulaningsih, Head of Islamic Elementary School State 1 (MIN) in Yogyakarta City on February 17, 2020, at 09.30 WIB)



**Figure 6. Physical Evidence of Implementation of Managerial Supervision of Madrasah Principals in the form of Islamic Elementary School State 1 (MIN) in Yogyakarta City Visiting Attendance (Documentation; Iskandar Friday, February 17, 2020, at 10.16. WIB)**

The guidance carried out by the Yogyakarta city supervisor, Mrs. Ratini, to the principal of the Islamic Elementary School State 1 (MIN) in Yogyakarta City has been going very well. This can be seen from the guidance carried out through



the training of the head of the Islamic Elementary School and also class visits carried out objectively and systematically. This coaching effort departs from the supervisor's obligation as the supervisor of the Islamic Elementary School head in managing Islamic Elementary School administration as stipulated in PMA No. 2 of 2012. Through this guidance, the supervisor's obligations have been fulfilled administratively in the managerial supervision program.

Other implementations include monitoring the eight SNPs, developing curriculum, preparing for accreditation, and formulating the vision and mission of Islamic Elementary School. Monitoring carried out by supervisors is about the completeness of documents. In administrative management, supervisors usually collect information from supervision implementation documents in order to see the progress of Islamic Elementary School administration. Documents that are often requested by supervisors are those of a workforce or human resources and material documents at Islamic Elementary School 1 (MIN) in Yogyakarta City. The manpower or Human Resource (HR) documents can be in the form of documents of the head of Islamic Elementary School, staff, administrative officers, and teachers. Meanwhile, material documents are in the form of Islamic Elementary School or Elementary School building documents, Islamic Elementary School laboratories, sports equipment, and equipment, arts, religious equipment, library support textbooks, Islamic Elementary School extracurricular activities to new students' admission (PMB) documents. Therefore, the principal in this context must have good management skills and abilities so that they can increase accreditation without mistakes and disabilities (Ofsted, 2003).

Monitoring of national education standards SNP in 2019 is prioritized by Mrs. Ratini as the Supervisor of Yogyakarta city. The following is the statement from the head of Islamic Elementary School State 1 (MIN) in Yogyakarta City:

“Every implementation of the national education standards (SNP) monitoring supervision program is always a concern of the Islamic Elementary School, supervisors also do not want to take risks when the SNP is not continuously monitored. As a result, the value of accreditation will decrease, which embarrasses not only me as the head of Islamic Elementary School, but the supervisors will also be the center of attention, therefore Mrs. Ratini always sees the development of Islamic Elementary School through national education standards SNP.” (Interview with Mrs. Zumaroh Nazulaningsih, Principal of Islamic Elementary School State 1 (MIN) in Yogyakarta City. February 17, 2020, at 09.30 WIB)





**Figure 7. Observation of Physical Evidence Related to the Monitoring of Eight Yogyakarta City Supervisory SNPs with Islamic Elementary School Principals and Staff, (Documentation; Rohman Monday 17 February 2020, at 10.16. WIB).**

In addition to SNP monitoring, other implementations such as National exams (UN) and semester examinations (US) are also carried out by Mrs. Ratini as the supervisor of Islamic Elementary School in Yogyakarta City. However, during this implementation, the supervisor only gave direction to Islamic Elementary School, starting from preparation, implementation to the evaluation stage. Even though it is only a directive, before the day of the national exam (UN), supervisors monitor the situation and readiness of Islamic Elementary School first so that the UN and US implementation day can run well and as planned.

Observing the above, the implementation of managerial supervision at Islamic Elementary School State 1 (MIN) in Yogyakarta City runs well according to the perception of the principal of Islamic Elementary School State 1 (MIN) in Yogyakarta City. Judging from the point of view of the head of Islamic Elementary School about the performance of Mrs. Ratini as a supervisor, then it was proven from physical evidence, also from the statement of the supervisor himself. These results are certainly further strengthened by the questionnaire data that the researchers obtained based on the 17 performance indicators as follows:



**Table 3. Percentage of Answers of the Head of Islamic Elementary School State 1 (MIN) in Yogyakarta City with regard to the Implementation of Supervisors**

No. Item	ITEM STATEMENT	Islamic Elementary School State 1 (MIN) in Yogyakarta City	
		Alternative Answers	Percentage
1	The supervisor carries out the Islamic Elementary School head coaching program	3	4,41%
2	Supervisors have supervisory instruments	4	5,88%
3	Supervisors carry out monitoring of the implementation of eight SNP	4	5,88%
4	Supervisors carry out a performance appraisal program for Islamic Elementary School principals	4	5,88%
5	Supervisors carry out professional guidance and training for Islamic Elementary School principals in KKKS / MKKS	3	4,41%
6	Supervisors carry out a mentoring and training program for Islamic Elementary School principals in developing Islamic Elementary School programs, work plans, monitoring, and evaluation	3	4,41%
7	Supervisors monitor Islamic Elementary School curricula based on the development of the curriculum	4	5,88%
8	Carry out UN and US monitoring	4	5,88%
9	Supervisors monitor PSB and extracurricular activities	4	5,88%
10	Supervisors assess the performance of Islamic Elementary School principals	4	5,88%
11	Supervisors carry out Islamic Elementary School coaching in preparation for accreditation	4	5,88%
12	The supervisor applies various educational and learning innovations	4	5,88%
13	The supervisor monitors the administration of Islamic Elementary School administration	4	5,88%



14	Supervisors monitor, assess, and foster education management so that it meets the guidelines of the Minister of National Education NO. 19/2002 concerning education management standards and administrative procedures	4	5,88%
15	Monitor, guide, and assess compliance with the demands of Minister of National Education Regulation No. 24/2007 on the standard of facilities and infrastructure	4	5,88%
16	The supervisor carries out the guidance and research of Islamic Elementary School	3	4,41%
17	Carry out coaching for Islamic Elementary School principals in Islamic Elementary School development planning, namely guiding the formulation of the Islamic Elementary School vision and mission	3	4,41%
<b>TOTAL</b>		<b>63</b>	<b>92,65%</b>

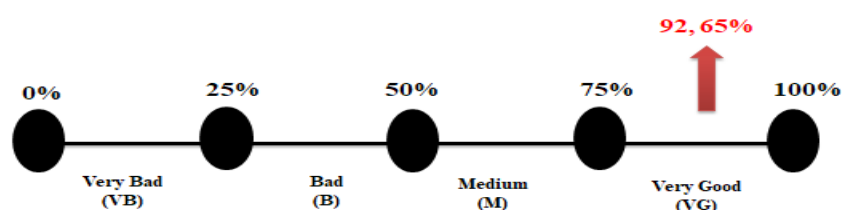


Figure 8. The results of the perception rating scale of the head of Islamic Elementary School State 1 (MIN) in Yogyakarta city on the implementation of the Supervisors managerial supervision program

### The Headmaster Perceptions of Islamic Elementary School State 1 (MIN) Yogyakarta City on the Evaluation of Supervisors Managerial Supervision Program

After carrying out careful planning and good implementation, the supervisor's job is to carry out an evaluation or a report on the results of supervision at the final stage. This is in line with Sudjana's opinion which states that the main duties of supervisors include Inspecting (supervising), Advising (giving advice), Monitoring (monitoring), Reporting (compiling reports), Coordinating



(coordinating), and Performing Leadership or leading the implementation process of the five the main task (Arikunto, 2008) with the aim of being able to find the results to be achieved in the planned activity items in order to support the achievement of a goal (Arikunto, 2008).

The stages of the report implementation include implementation such as classifying the results of monitoring and guidance data, making analysis of data results on coaching and monitoring, compiling all forms of reports resulting from a systematic monitoring process. Finally, submission of Semester and annual reports to the Pokjawas and Ministry of Religion of Yogyakarta City (Penyusun, 2015:7-8).

It is also known that the role of the supervisor apart from being the planner and executor of supervision, the supervisor also acts as an evaluator of the results of the supervision (Aedi, 2014:198). As an evaluator, of course, a result of managerial supervision activities is not only seeing the strengths of Islamic Elementary School State under their guidance, but in improving the quality of the supervisors, it is necessary to act decisively against the weaknesses that are obtained from Islamic Elementary School under their guidance. This is so that supervisors can provide accurate criticism and follow-up policies on Islamic Elementary School. Although the evaluation of managerial supervision is aimed at seeing the progress made by Islamic Elementary School (RI, 2014).

The evaluation phase carried out by the Yogyakarta City supervisor at Islamic Elementary School State 1 (MIN) in Yogyakarta city is in the form of the results of the implementation of the Islamic Elementary School principal program, evaluation of the results of the implementation of the program on the monitoring of eight SNPs, and evaluation of the results of the implementation of standard facilities and infrastructure in accordance with the demands of the Minister of National Education Regulation No. 24 of 2007, regarding the standard of infrastructure. According to the head of Islamic Elementary School State 1 (MIN) in Yogyakarta city, although almost all instruments for the implementation of managerial supervision are carried out by Mrs. Ratini as the supervisor, for evaluation that takes the form of action is the evaluation described above. The rest is an evaluation of the responsibility of the report on the Yogyakarta City Ministry of Religion. The following is the narrative of the head of Islamic Elementary School State 1 (MIN) in Yogyakarta City:



“Evaluation at the end of the semester Islamic Elementary School. Usually, Mrs. Ratini looks at my performance instruments in one semester, then gives input for monitoring SNP starting from Islamic Elementary School administration and the lack of Islamic Elementary School in providing infrastructure. This is what is done in every evaluation. Then I filled out and signed the document on the implementation report of both managerial and academic supervision. (Interview with Mrs. Zumaroh Nazulaningsih, Head of Islamic Elementary School State 1 (MIN) in Yogyakarta City on March 13, 2020, at 10.00 WIB)

The view of the head of Islamic Elementary School above shows that Mrs. Ratini as the supervisor of the city of Yogyakarta has conducted an evaluation at the end of the semester. This is done with the burden of duties and responsibilities as a supervisor. In her attention, Mrs. Ratini as a supervisor prioritizes that in evaluating and preparing reports, she should pay attention to what has been arranged by the Ministry of Religion, namely, seeing the readability and implementation of the program, legibility, and stability of instruments, getting good and clear results in the supervision program, then coming to the obstacles that are experienced by supervisors in the implementation of managerial supervision.

The evaluation was carried out by supervisors to make it easier to measure the development of madrasah administratively. In the evaluation stage at Islamic Elementary School State 1 (MIN) in Yogyakarta City, the implementation was only in one day. This is done because, in the evaluation stage, managerial supervision only sees shortcomings and offers improvements in the next semester. After that, the supervisor collects and compiles every report on the implementation of managerial supervision to be submitted at the Yogyakarta Ministry of Religion the report and instrument are filled in and signed by Islamic Elementary School State 1 (MIN) in Yogyakarta City. The results of the evaluation at Islamic Elementary School State 1 (MIN) in Yogyakarta in 2019 are fairly good, this is because the planning and implementation of managerial supervision are going well.

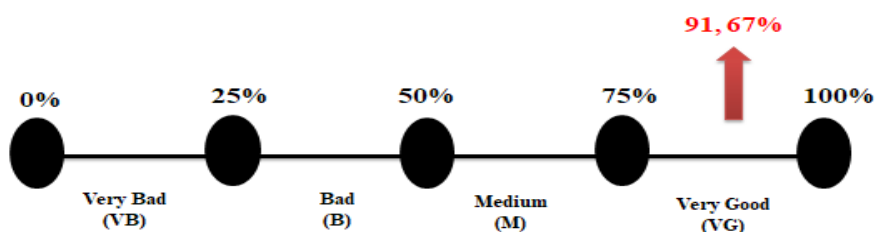
As data reinforcement, the researcher emphasizes quantitatively by including the results of the questionnaire based on the 4 answer criteria that the respondent must fill in. The results of the questionnaire are as follows:





**Table 4. Percentage of Answers of the Head of Islamic Elementary School State 1 (MIN) in Yogyakarta City on the Evaluation of Supervisory Performance.**

No. Item	ITEM STATEMENT	Islamic Elementary School State 1 (MIN) in Yogyakarta City	
		Alternative Answers	Percentage
1	The supervisor evaluates the results of the implementation of the Islamic Elementary School principal program	4	33,33%
2	The supervisor evaluates the results of the implementation of the eight SNP monitoring programs	4	33,33%
3	The supervisor evaluates the implementation results in accordance with the demands of the Minister of National Education Regulation No. 24/2007 on the standard of facilities and infrastructure	3	25,00%
<b>TOTAL</b>		<b>11</b>	<b>91,67%</b>



**Figure 9. The Result of the Perception Rating Scale of the Head of Islamic Elementary School State 1 (MIN) in Yogyakarta City on the Evaluation of the Managerial Supervision Program for Supervisors**

**Table 5. Description:**

Very good	VG	≤	100%
Medium	M	≤	75%
Bad	B	≤	50%
Very bad	VB	≤	25%

### The influence of the principal’s perception of the principal’s performance at Islamic Elementary School State 1 (MIN) in Yogyakarta city

The supervisor of Islamic Elementary School State 1 (MIN) in Yogyakarta City has a significant impact in monitoring Islamic Elementary School State 1 (MIN) in Yogyakarta City. The resulting impact is that Islamic Elementary School State 1 (MIN) in Yogyakarta City has become the trust of the community to send their children to Islamic Elementary School State 1 (MIN) in Yogyakarta city. Islamic Elementary School noted that in 2017 the admission of new students usually only visited 70-80 students, but in 2019 there was an increase, the number of new students accepted by Islamic Elementary School State 1 (MIN) in Yogyakarta city became 90-100 students. The supervisor also trusts the Islamic Elementary School head to always provide information that attracts the attention of the community in Islamic Elementary School State 1 (MIN) in Yogyakarta city itself, so that the community level does not only look at the existing facilities and infrastructure. However, from the management and human resources of Islamic Elementary School State 1 (MIN) in Yogyakarta city is of high quality. According to information from the head of Islamic Elementary School State 1 (MIN) in Yogyakarta city that they apply the ideal educational marketing techniques as follows:

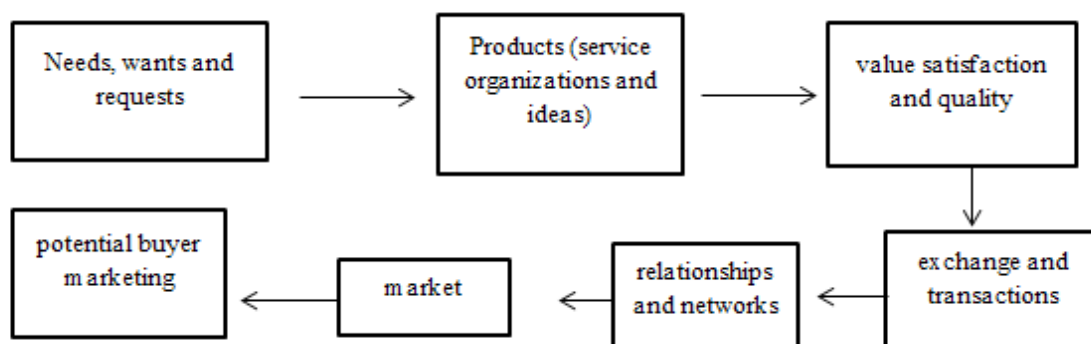


Figure 10. The Core Marketing Concept of Islamic Elementary School State 1 (MIN) in Yogyakarta city

This image describes a person looking for one or more potential buyers who will be involved in the exchange. A potential buyer ‘society’ is someone the



marketer identifies as one who may be willing and able to engage in the exchange. So that with the presence of this concept, it is easier for supervisors and Islamic Elementary School State heads in the art of marketing Islamic Elementary School State 1 (MIN) in the Yogyakarta city so that the dominant community wants to send their sons and daughters to school in Islamic Elementary School State 1 (MIN) in the Yogyakarta city.

In addition, it is not only the emotional relationship that is built by the supervisor and the head of Islamic Elementary School State 1 (MIN) in Yogyakarta city, but the transfer of knowledge is also seen in it. Where the head of Islamic Elementary School State 1 (MIN) in Yogyakarta city also supervises his school with the knowledge and input obtained from the supervisor. In this case, the head of Islamic Elementary School State 1 (MIN) in Yogyakarta city plans a teaching program for human resources in Islamic Elementary School State 1 (MIN) in the Yogyakarta city as follows:

1. Participate in learning at least 91%.
2. Provide direction to all teachers in order to carry out evaluative learning at least 91%.
3. Planning to plan teaching programs in the field of curriculum quality development, attention to class conditions, pedagogy, to feedback assessment on teaching and learning activities at least 75%.
4. Informing educators regarding the latest issues, regulations, and developments to improve the latest learning practices in daily teaching as much as 64%.
5. Resource governance 60%.
6. Plan for setting expectations and goals effectively 55%.
7. Maintain the learning environment and improve the quality of learning by 50%.

Based on the observation of the data above, it is essentially the principal's function that basically has full relevance to the teaching agenda and activities. This central role of the principal is expected to be able to build and develop the quality of learning. Then in other assessment procedures, the principal's performance is seen from the components of the procedure, namely:



1. Input Assessment, namely the competent ability carried out by the principal in carrying out his work. And the orientation of the assessment is seen from the individual object characteristics of the principal himself.
2. Process Assessment, which is an assessment that focuses on the procedural implementation of work on all the performance of the head of the institution or school principal where the orientation leads to the function and commitment of the principal.
3. Output assessment, which is to see how far the principal work program of the principal has achieved the main function activities that have been carried out. The hope is that there will be a change in quality for the better in the performance of school residents such as staff, teachers, and others.

This is in accordance with the comments from the head of Islamic Elementary School State 1 (MIN) in Yogyakarta city as follows:

“As the head of Islamic Elementary School, of course, we have an obligation, after planning and implementing the supervision carried out by the supervisor, I was as the head of Islamic Elementary School State 1 (MIN) in Yogyakarta implement what has been done by the supervisor. We do this every year so that Islamic Elementary School State 1 (MIN) in Yogyakarta continues to grow. The participation of human resources in Islamic Elementary School State 1 (MIN) in Yogyakarta is also good in the supervision that I provide”. (Interview with Mrs. Zumaroh Nazulaningsih, Principal of the Yogyakarta City Islamic Elementary School State 1 (MIN) in Yogyakarta on February 17, 2020, at 10.21 WIB).

In addition, the supervisor’s efforts in accommodating Islamic Elementary School State 1 (MIN) in Yogyakarta city have an impact on the progress of Islamic Elementary School State 1 (MIN) in Yogyakarta city. The head of Islamic Elementary School State 1 (MIN) in Yogyakarta city created a better school atmosphere with the motto “Great Islamic Elementary School with Dignity”. In addition, Islamic Elementary School’s principal can bring Islamic Elementary School State 1 (MIN) in Yogyakarta into an excellent Islamic Elementary School with “A” accreditation. Based on the Decree of the National Accreditation Board Number: 19.01 /Bap / Tu / Xii /2007 concerning Determination of Islamic Elementary School State or Elementary School Accreditation Results on December 19, 2007. Islamic Elementary School State 1 (MIN) in Yogyakarta City also has a good vision and mission, this is based on careful consideration and cooperation between supervisors and the head of Islamic Elementary School State 1 (MIN) in Yogyakarta city, namely with



the vision “The realization of healthy Islamic Elementary School, competitive excellence, religious and environmentally sound” and with the mission “Improving Islamic Elementary School-based management, improve the professionalism of institutions, teachers, and employees, organize learning to foster active and creative thinking and improve the quality of graduates who are highly competitive and have faith and piety”. Then in following up on the obligations of the SNP, the head of Islamic Elementary School State 1 (MIN) in Yogyakarta city is very concerned about Islamic Elementary School facilities. This is evidenced by the facilities and infrastructure in Islamic Elementary School State 1 (MIN) in Yogyakarta city, namely learning facilities for 18 representative classrooms, mosques as religious laboratories, computer laboratories, language laboratories, libraries, school health unit (UKS) rooms, playing fields, and Free WIFI.

## **CONCLUSION**

As for the series of studies outlined above regarding the perceptions of the principal on the performance of managerial supervision of the supervisors of Ibtidaiyah Islamic Elementary School State 1 (MIN) in Yogyakarta city, it can be concluded: (1) The performance of managerial supervision in the planning of the supervisory program according to the perception of the head of Ibtidaiyah Islamic Elementary School State 1 (MIN) in Yogyakarta city is in the very good category, as evidenced by the interviews and the results of filling out the Islamic Elementary School State 1 (MIN) in Yogyakarta city principal instruments as well as physical evidence of the supervisory program preparation documents. The average score in the managerial supervision program planning was **95.83%**. (2) The performance of managerial supervision in the implementation of the supervisory program according to the perceptions of the head of Ibtidaiyah Islamic Elementary School State 1 (MIN) in Yogyakarta city is in the very good category, as evidenced by the interviews and the results of filling out Islamic Elementary School principal instruments and physical evidence of the supervisory program implementation documents. The average score in the implementation of the managerial supervision program was **92.65%**. (3) The performance of managerial supervision in the evaluation of the supervisory program according to the perception of the head of Ibtidaiyah Islamic Elementary School State 1 (MIN) in Yogyakarta city is in the very good category, as evidenced by the



interviews and the results of filling out the Islamic Elementary School State 1 (MIN) in Yogyakarta city principal instruments as well as physical evidence of the supervisory program evaluation documents. The average score in the evaluation of managerial supervision programs is **91.67%**. As for the effect on the performance of the head of Islamic Elementary School State 1 (MIN) in Yogyakarta city, namely Islamic Elementary School State 1 (MIN) in Yogyakarta City, it became the public's trust to send their sons and daughters to school in Islamic Elementary School State 1 (MIN) in Yogyakarta city.

Islamic Elementary School State 1 (MIN) in Yogyakarta city noted that in 2017 the admission of new students usually only visited 70-80 students, but in 2019 there was an increase, the number of new students accepted by Islamic Elementary School State 1 (MIN) in Yogyakarta city became 90-100 students. principals of Islamic Elementary School State 1 (MIN) in Yogyakarta city that they apply the ideal educational marketing techniques. In addition, the supervisor's efforts in accommodating Islamic Elementary School State 1 (MIN) in Yogyakarta city have an impact on the progress of Islamic Elementary School State 1 (MIN) in Yogyakarta city.

The head of Islamic Elementary School State 1 (MIN) in Yogyakarta city created a better school atmosphere with the motto "Great Islamic Elementary School with Dignity". In addition, Islamic Elementary School's principal can bring Islamic Elementary School State 1 (MIN) to Yogyakarta city to become an excellent Islamic Elementary School State with "A" accreditation. Based on the Decree of the National Accreditation Board Number: 19.01 / Bap / Tu / Xii / 2007 concerning Determination of Islamic Elementary School or Elementary School in Yogyakarta city. Accreditation Results on December 19, 2007.



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