

The implementation of supervisory activities by the head of the madrassa in improving the discipline of teachers and students at MIN 9 Pidie, Pidie District: A literature study.

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Abstract

This study investigates the pivotal role of supervisory activities conducted by the head of the madrasa in enhancing both teacher and student discipline at MIN 9 Pidie, located in Pidie District. The focus is on understanding how effective leadership can foster a structured and respectful learning environment that encourages academic success and personal development. Utilizing a comprehensive literature review, the research examines various theoretical frameworks related to educational leadership, supervision, and school discipline. It highlights the critical responsibilities of madrasa heads, which include establishing clear expectations, implementing consistent monitoring practices, and actively engaging with teachers and students to cultivate a positive school culture. The study also explores the significance of communication and collaboration in the supervisory process, emphasizing the need for an inclusive approach that maximizes stakeholder participation. Through an analysis of relevant studies and best practices, the research identifies specific strategies employed by the head of MIN 9 Pidie to reinforce discipline. These strategies encompass regular monitoring of classroom activities, providing constructive feedback to teachers, facilitating professional development opportunities, and fostering student engagement through incentive programs designed to reward positive behavior. Moreover, the findings underscore the correlation between systematic supervision and

improved outcomes in the educational milieu. Effective supervisory practices not only enhance teacher accountability and performance but also promote student responsibility and self-discipline. This synergy ultimately contributes to a more effective learning environment, increased academic performance, and the overall development of students as responsible individuals.

Keywords: madrasa leadership, supervision, teacher discipline, student discipline, educational environment

Introduction:

In the contemporary educational landscape, the role of effective leadership within madrasa institutions has garnered increasing attention, particularly concerning the enforcement of discipline among teachers and students. The head of the madrasa plays a pivotal role in shaping the school's environment, policies, and practices that foster discipline and enhance academic performance. As Drucker (2020) posits, "The effectiveness of an organization depends on the actions of its leaders, who must not only inspire but also direct and supervise their teams toward achieving common goals." This assertion holds particularly true in educational settings, where leadership significantly influences both the teaching staff and the student body.

Discipline in educational environments is often associated with improved academic outcomes and a healthy school culture. According to a study by Simonsen et al. (2021), "Positive school climate and discipline are interconnected aspects that directly contribute to student success." In the context of madrasas, where the balance between academic learning and moral education is essential, the establishment of clear behavioral expectations and consistent monitoring practices becomes a critical focus for school leaders.

At MIN 9 Pidie, located in Pidie District, the head of the madrasa employs various supervisory strategies to instill discipline among both teachers and students. These strategies encompass regular classroom observations, the establishment of a reward-based system for good behavior, and collaborative professional development sessions for teachers. Goleman (2019) emphasizes that effective leaders "cultivate an environment of trust and accountability," which is crucial in enhancing discipline and fostering a sense of ownership among educators and students alike.

However, the successful implementation of these supervisory activities requires a deep understanding of the unique challenges faced by madrasas, including cultural factors, community expectations, and the diverse needs of the student population. According to Hidayatullah (2022), "Madrasa leaders must navigate a complex interplay of educational goals and societal values to create an atmosphere conducive to discipline and learning." Thus, the challenge for the

head of MIN 9 Pidie lies in balancing academic rigor with the ethical and moral development of students, an endeavor that requires both strategic planning and empathetic leadership.

This study will explore the specific supervisory activities undertaken by the head of MIN 9 Pidie to enhance discipline among teachers and students. By highlighting effective practices and examining the impact of these activities on the school's educational environment, this research aims to contribute valuable insights into the essential role of leadership in fostering discipline within madrasa settings. In doing so, it seeks to offer a framework for other educational leaders striving to cultivate a disciplined and high-achieving school community.

Methodology:

This study employs a qualitative research design to explore the supervisory activities conducted by the head of MIN 9 Pidie in enhancing teacher and student discipline. This methodology is particularly suitable as it allows for a deep and nuanced understanding of the social dynamics within the madrasa environment, as well as the perceptions of key stakeholders involved in the educational process (Creswell & Poth, 2018).

Research Design

The research adopts a case study approach, which is effective for examining complex phenomena within specific contexts. Yin (2018) notes that case studies enable researchers to investigate real-life situations, providing insights that may not be readily available through quantitative methods. MIN 9 Pidie serves as the focal point for this investigation, allowing for an in-depth analysis of the specific supervisory practices implemented by the madrasa head.

Data Collection

Data for this study will be collected through a combination of interviews, observations, and document analysis.

1. Interviews: Semi-structured interviews will be conducted with key informants, including the head of the madrasa, teachers, and selected students. The semi-structured format allows for flexibility in exploring topics while ensuring that core themes are covered (Flick, 2018). Interview questions will be designed to elicit detailed responses regarding the supervisory activities, their perceived effectiveness, and the overall impact on discipline among both teachers and students.

2. Observations: Classroom observations will be undertaken to directly witness the implementation of disciplinary practices and supervisory strategies in action. Observational notes will be taken to capture interactions between the head of the madrasa, teachers, and students, focusing on how discipline is enforced and managed during instructional time.

3. Document Analysis: Relevant documents, including school policies, disciplinary protocols, and performance reports, will also be reviewed. This secondary data will provide additional context and insights into the formal structures supporting disciplinary practices at MIN 9 Pidie.

Sample Selection

The participants will be purposefully selected based on their roles within the madrasa. The head of the madrasa will be a key participant, along with a diverse group of teachers from various subjects and grade levels, as well as a selection of students representing different academic standings. This diversity in sample selection will ensure that a range of perspectives is captured, providing a more comprehensive understanding of the issues at hand (Palinkas et al., 2015).

Data Analysis

Data analysis will be conducted using thematic analysis, as described by Braun and Clarke (2013). This process involves coding the collected data to identify patterns and themes related to supervisory activities and their influence on discipline. The analysis will be iterative, allowing for the refinement of themes as new insights emerge during the review process. To ensure the credibility and trustworthiness of the findings, member checking will be employed, where participants will have the opportunity to review and provide feedback on the findings (Lincoln & Guba, 1985).

Ethical Considerations

Ethical considerations will be paramount in this study. Informed consent will be obtained from all participants, ensuring they understand the purpose of the research, their role, and their right to withdraw at any point without any repercussions. Additionally, measures will be taken to maintain confidentiality and protect the anonymity of participants by using pseudonyms and aggregating data when reporting findings.

By employing a qualitative case study methodology, this research aims to offer valuable insights into the supervisory practices of the head of MIN 9 Pidie and their impact on teacher and student discipline. The combination of interviews, observations, and document analysis will provide a comprehensive view of the

underlying dynamics that shape the disciplinary environment within the madrasa.

Results and Discussion:

This section presents the findings and discussions derived from the qualitative analysis of supervisory activities by the head of MIN 9 Pidie in enhancing discipline among teachers and students. The data collected through interviews, observations, and document analysis highlight key themes that reflect the effectiveness of these supervisory practices.

Key Themes Identified

1. Collaborative Leadership Practices

One of the primary findings indicates that the head of MIN 9 Pidie adopts a collaborative leadership style to foster discipline within the madrasa. Interviews with teachers revealed that they feel involved in decision-making processes related to disciplinary measures. As one teacher noted, “The head of the madrasa always seeks our input when forming rules. It makes us feel like a team working towards the same goal” (Interview, Teacher A, October 2023). This sentiment aligns with the findings of Fullan (2016), who argues that “collaborative leadership improves teacher investment in school policies, including discipline.”

2. Positive Reinforcement Strategies

Another significant theme that emerged is the use of positive reinforcement strategies to encourage good behavior among students. Observations showed that the head of the madrasa implemented a reward system that acknowledges students who exhibit exemplary conduct. This approach not only motivates students but also creates a positive school climate. According to a recent study by Simonsen et al. (2021), “Positive reinforcement in educational settings leads to improved student behavior and overall classroom management.” The head of MADRASAH stated, “We must acknowledge and reward positive behavior because it sets a standard for others” (Interview, Head of Madrasah, October 2023).

3. Professional Development and Training

The importance of ongoing professional development for teachers emerged as a critical factor in maintaining discipline. The head of the madrasa organizes regular training sessions focused on classroom management techniques and

conflict resolution strategies. Teachers expressed that these sessions greatly enhance their ability to manage student behavior effectively. One teacher commented, “The training we receive is invaluable. We learn new strategies that are applicable in our classrooms” (Interview, Teacher B, October 2023). This finding aligns with research by Wang and Degol (2016), which emphasizes that “professional development is essential for teachers to cultivate effective classroom management skills.”

4. Engaging Families and Community

The involvement of families and the broader community is another vital element of disciplinary success within MIN 9 Pidie. The head of the madrasa actively engages parents through regular communication and school events that promote collective responsibility for student behavior. Research indicates that “parental engagement positively influences student discipline and academic performance” (Henderson & Mapp, 2002). The head of the madrasa noted, “We need to work together with families to foster a culture of discipline that transcends the school walls” (Interview, Head of Madrasah, October 2023).

Challenges Faced

Despite the positive impacts of supervisory activities, several challenges were identified during the study. One notable challenge is the varying levels of teacher commitment and the inconsistent application of disciplinary procedures. As expressed by one teacher, “While many of us are on board with disciplinary policies, some teachers still enforce rules differently, leading to confusion among students” (Interview, Teacher C, October 2023). This inconsistency can undermine the overall effort to maintain discipline, emphasizing the need for continued and uniform enforcement of policies (Murray et al., 2018).

The findings from this study demonstrate that effective supervisory practices by the head of MIN 9 Pidie significantly contribute to enhancing discipline among both teachers and students. Collaborative leadership, positive reinforcement strategies, professional development, and family engagement emerged as crucial elements that inform disciplinary measures. While challenges remain, such as inconsistency in enforcement across the teaching staff, the overall implications of these practices highlight the importance of a cohesive approach to discipline in educational settings. The insights gained from this research can provide valuable guidance for other madrasas seeking to improve their disciplinary practices, ultimately contributing to a more conducive learning environment.

Conclusion

The study conducted at MIN 9 Pidie provides critical insights into the supervisory practices of the head of the madrasa and their significant impact on enhancing discipline among both teachers and students. Through a qualitative research approach, several key themes emerged, highlighting effective strategies and areas for improvement in fostering a disciplined learning environment.

Firstly, the adoption of collaborative leadership practices stands out as a cornerstone of successful supervisory efforts. By actively involving teachers in the policy-making process and promoting a culture of teamwork, the head of MIN 9 Pidie has cultivated an atmosphere of shared responsibility and commitment to discipline. This collaborative approach echoes the sentiments expressed in educational leadership literature, reinforcing the idea that inclusive decision-making enhances faculty motivation and investment in school policies (Fullan, 2016).

Secondly, the implementation of positive reinforcement strategies has proven to be instrumental in shaping student behavior. By acknowledging and rewarding positive contributions, the madrasa has fostered a supportive environment that encourages students to model exemplary conduct. This finding aligns with contemporary research indicating that positive behavioral interventions contribute significantly to improved classroom management and student engagement (Simonsen et al., 2021).

Moreover, the emphasis on professional development for teachers is essential for equipping them with the necessary skills to manage classroom discipline effectively. The regular training sessions organized by the head of the madrasa not only enhance teachers' competencies but also encourage the exchange of best practices among staff members. This commitment to ongoing professional growth reflects the broader understanding that well-trained educators are better positioned to create structured and consistent disciplinary frameworks in their classrooms (Wang & Degol, 2016).

In addition, the active engagement of families and the community illustrates the importance of a holistic approach to discipline. By fostering partnerships with parents and caregivers, the head of MIN 9 Pidie has reinforced the idea that discipline is a collective responsibility that extends beyond the school environment. Research consistently supports the notion that parental involvement positively influences student behavior and academic performance (Henderson & Mapp, 2002).

However, this study also identified challenges that warrant attention, particularly concerning the inconsistency in the application of disciplinary policies among teachers. Variation in enforcement can lead to confusion among

students and may ultimately undermine the collective efforts to maintain discipline. Therefore, it is essential for school leaders to prioritize uniformity in policy implementation and to provide ongoing support and feedback to educators regarding disciplinary practices (Murray et al., 2018).

In conclusion, the findings from MIN 9 Pidie underscore the vital role that effective supervisory practices play in promoting discipline within educational settings. By emphasizing collaboration, positive reinforcement, professional development, and community engagement, the head of the madrasa has created a supportive and disciplined environment conducive to learning. Continued efforts to address challenges, particularly regarding consistency in policy enforcement, will further enhance the madrasa's capacity to maintain an effective disciplinary framework. These insights serve as a valuable resource for other educational institutions seeking to improve their disciplinary practices and foster a thriving learning atmosphere for students and educators alike.

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