

# The Influence of Academic Supervision Activities, School Culture, Infrastructure, on the Quality of Learning Processes and Outcomes at Madrasah Aliyah

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## Info Artikel

## Abstract

### Keywords:

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School Culture,  
Infrastructure, Process  
Quality, Learning  
Outcomes

The lack of optimal quality of education in madrasahs causes the public image of madrasahs to remain poor. The public view of Madrasahs is associated with second-choice educational institutions, not developed, slums, and other negative images about madrasahs, therefore, the desire of the community (parents) to continue their children's studies in madrasahs is very lacking. For the quality of learning in madrasah to increase, the head of the madrasah must always improve the effectiveness of the implementation of academic supervision, improve good school culture, and prepare educational facilities. The results of the pre-survey on the quality of learning at Madrasah Aliyah in South Lampung District, the initial data obtained on the quality of the learning process are as follows: (1) there are still many teachers using less varied learning methods; (2) teachers rarely make use of and use instructional media; (3) learning activities do not activate students, where teachers are more active in learning; (4) the evaluation activities carried out by the teacher were more on the cognitive aspects; (5) learning activities carried out by the teacher do not optimize the development of all potential students; and (6) student learning outcomes are rarely followed up, the information is merely to find out the extent of the learning outcomes of students (students).

### Kata kunci:

*Supervisi Akademik,  
Budaya Sekolah, Sarana  
Prasarana, Mutu Proses,  
Hasil Pembelajaran*

### Abstrak.

*Kurang optimalnya mutu pendidikan di madrasah menyebabkan image masyarakat tentang madrasah masih kurang baik. Pandangan publik terhadap Madrasah dikaitkan dengan lembaga pendidikan pilihan kedua, tidak maju, kumuh, dan citra negatif lain tentang madrasah, oleh karenanya, keinginan masyarakat (orang tua/wali) untuk melanjutkan studi anaknya di madrasah sangat kurang. Agar mutu pembelajaran di madrasah meningkat, maka kepala madrasah harus selalu meningkatkan efektifitas pelaksanaan supervisi akademik, meningkatkan budaya sekolah yang baik, dan menyiapkan sarana prasarana pendidikan. Hasil pra-survey terhadap mutu pembelajaran Madrasah Aliyah di Kabupaten Lampung Selatan, pada mutu proses pembelajarannya diperoleh data awal sebagai berikut: (1) masih banyak guru menggunakan metode pembelajaran yang kurang bervariasi; (2) jarang sekali guru memanfaatkan dan menggunakan media pembelajaran; (3) kegiatan pembelajaran kurang mengaktifkan siswa, di mana guru lebih banyak aktif dalam pembelajaran; (4) kegiatan evaluasi yang dilakukan guru lebih banyak pada aspek kognitif; (5) kegiatan pembelajaran yang dilaksanakan guru kurang mengoptimalkan pengembangan seluruh potensi siswa; dan (6) hasil pembelajaran siswa jarang ditindaklanjuti, informasi tersebut sekedar untuk mengetahui sejauh mana hasil dari capaian belajar peserta didik (siswa).*

## **INTRODUCTION**

Education becomes a barometer in seeing the progress of a country or nation. A country or nation can be called advanced when the quality or quality of education in that country is advanced (Bahri & Arafah, 2020; Sahid et al., 2021). The problem with the world of education in Indonesia is the quality of education. The quality or quality of education both from the elementary level to the secondary level, especially the primary and secondary education levels. It is alleged that the main obstacle to improving the quality of education in Indonesia lies in the process of school management and learning that does not develop professionally (Anshori et al., 2022; Cardy & Leonard, 2014).

As the results of (Muhaimin, 2009; Munawaroh & Muhaimin, 2019) research found, the problems faced by Islamic educational institutions that are internal are quality problems that have not been optimally implemented and managed in madrasas of which 91.4% of the private sector have generally not been managed by professional management. Even in their book (Umiarso, 2018) (Baharun, 2017) state that the quality of Islamic educational institutions, in general, is still pathetic. Although there are several Islamic educational institutions such as madrasas that have been able to outperform the quality of public schools, in general, the quality of Islamic educational institutions has not been adequate.

The not yet optimal quality of madrasas can also be seen in the weak competence of teaching staff in public and private madrasas. (Zubaedi, 2015) explained that “Based on the data, some madrasa teachers come from IAIN/STAIN/PTAIS. Even though many madrasa subjects are general, the implication is that many teachers who teach are not in accordance with educational qualifications, so that the achievement of madrasa students is relatively low in general subjects compared to school students of the same level.

As stated by (Bisri, 2020) that the crisis in Islamic education stems from the erosion of trust among the people. Zainal (Arifin, 2018) also states that the image of Islamic educational institutions is relatively low. It is an undeniable reality that the order or ranking of graduation from the majority of Islamic-based educational institutions is below that of public schools. This view arises according to A. Malik Fadjar in (Ilmanto et al., 2021) because: In society recently there has been a shift in views towards education in line with the demands of society (social demand) which develops on a more macro scale. Meanwhile, according to (Nisa et al., 2019) The need for improving the quality of madrasa education is also because there is still a public desire for Islamic-based educational institutions to create intelligent and competitive graduates (Ikramullah & Sirojuddin, 2020; Sirojuddin et al., 2022).

Referring to the various opinions and descriptions, it is understood that several factors contribute to improving the quality of learning in madrasah educational institutions, including academic supervision, school culture, and infrastructure (Muslimin & Kartiko, 2020). For the quality of learning in madrasas to increase, the head of madrasas must always improve the effectiveness of the implementation of academic supervision, improve good school culture, and prepare educational infrastructure (Arnold et al., 2019; Kawasaki et al., 2017).

Based on the results of the initial research at Madrasah Aliyah in South Lampung Regency, the problem arises that although academic supervision has been carried out, the school culture is quite conducive, and the educational infrastructure is complete and adequate, but the quality of learning in Madrasah Aliyah in South Lampung Regency is still lacking. optimal. Therefore, researchers are interested in conducting further research on the contribution of academic supervision, school culture, and educational infrastructure to improving the quality of

learning in Madrasah Aliyah throughout South Lampung Regency, as an effort to form the concept of Learning Quality Management.

In general, the purpose of this study is to obtain an overview and analysis of the influence of academic supervision, school culture, and infrastructure on the quality of learning at Madrasah Aliyah in South Lampung Regency and to find a learning quality management model that can be used to improve the quality of education in Madrasahs, in particular. at Madrasah Aliyah, South Lampung Regency. Specifically, the objectives to be achieved in this study are to determine and analyze the effect of academic supervision, school culture and infrastructure on improving the quality of the process and quality of learning outcomes in Madrasah Aliyah in South Lampung Regency.

## **METHODS**

Used to research on a particular population or sample, collecting data with various instruments in research, while analysis of data is quantitative or statistical, to test the established hypothesis. The survey research method is used in this research. This type of survey research was conducted considering that the data and information collected from the respondents used a questionnaire as the main method (Creswell, 2012). The survey research method with a quantitative research approach is seen from the side and its usefulness by the research that the author did, namely to analyze the factors that affect the quality of learning at Madrasah Aliyah in South Lampung Regency. These factors include the influence of academic supervision, school culture, and infrastructure on the quality of madrasa learning, especially at Madrasah Aliyah in South Lampung Regency.

This research was conducted in Madrasah Aliyah in South Lampung Regency as many as 47 Madrasah Aliyah. The main data sources in this study were Madrasah Aliyah teachers in South Lampung Regency. The population in this study were all Madrasah Aliyah teachers in South Lampung Regency as many as 457 teachers spread over 47 Madrasa Aliyah in South Lampung Regency. While the number of samples in this study was 198 Madrasah Aliyah teachers in South Lampung Regency.

Techniques and Instruments Data collection used the following techniques: (1) Questionnaires: Questionnaires were administered to 198 Madrasah Aliyah teachers in South Lampung Regency (2) Interviews: Interviews were used to obtain information directly with teachers, homeroom teachers, students, madrasa principals, vice-principals madrasas, heads of TU and staff, regarding academic supervision, school culture, and infrastructure, and the quality of learning at Madrasah Aliyah in South Lampung Regency. (3) Observation: observation is used to observe academic supervision, school culture, and the infrastructure and learning quality of Madrasah Aliyah in South Lampung Regency. (4). Documentation: documentation is used to obtain data about madrasa profiles and other required data in the form of written data (Sugiyono, 2008).

Before testing the hypothesis, the normality, linearity, and homogeneity of the data will be tested first. There are two statistical tests used in this study, namely simple regression analysis and multiple regression analysis. According to (Moleong, 1989), there are four stages in the research implementation procedure, namely as follows: (1). Pre-field stage. Researchers conducted a preliminary survey by looking for subjects as resource persons. (2). Fieldwork stage. In this case, the researcher enters and understands the research background to collect data through the distribution of questionnaires to obtain data on academic supervision, school culture,

infrastructure, and learning quality in Madrasah Aliyah throughout South Lampung Regency. (3). Data Analysis Stages. At this stage, an analysis of the data is carried out. Researchers in this stage carry out a series of qualitative and quantitative data analysis processes to the interpretation of the data that has been obtained previously. In addition, the researcher also went through the process of triangulation of data which was compared with library theory. (4). Evaluation and reporting stage. At this stage, the researcher tried to consult with the supervisor of the researcher.

## RESULT AND DISCUSSION

The findings obtained from the results of this study can be described in the following details:

First, the level of academic supervision, school culture, infrastructure, process quality and learning outcomes in Madrasah Aliyah in South Lampung Regency are generally categorized as moderate/moderate. These findings indicate that academic supervision, school culture, infrastructure, quality of processes and learning outcomes still need to be improved in Madrasah Aliyah in South Lampung Regency, because the achievements have not reached the optimal level. For more details can be seen in the following table and figure:

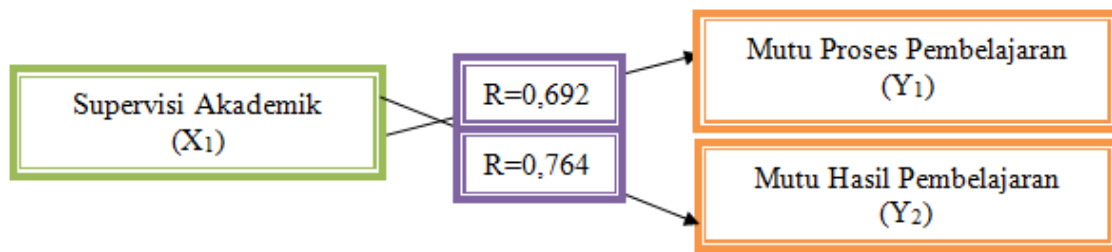
Table 1. Recapitulation of Profile of Madrasah Aliyah in South Lampung Regency

No	Variable	Category		
		Good	Medium	Low
1	Academic supervision	16,7%	64,1%	19,2%
2	School Culture	15,2%	50,5%	34,3%
3	Infrastructure	19,2%	55,6%	25,3%
4	Learning Quality	15,7%	51,5%	32,8%
5	Quality of learning outcomes	13,6%	62,6%	23,7%

*Source: results of data processing via SPSS version 24.0*

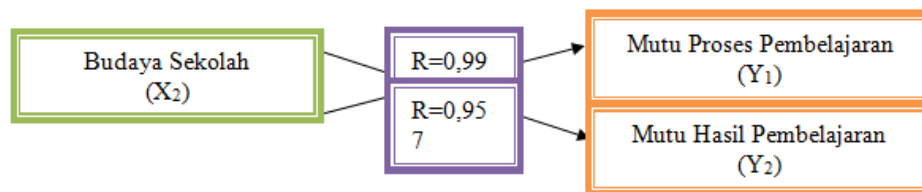
In the table, it is known that in general the level of academic supervision, school culture, infrastructure, process quality and learning outcomes in Madrasah Aliyah throughout South Lampung Regency are in the medium/enough category. This indicates that efforts from the government and school principals still need to be increased, so that academic supervision, school culture, infrastructure, quality of processes and learning outcomes in Madrasah Aliyah throughout South Lampung Regency are more optimal.

Second, the effect of academic supervision on improving the quality of the learning process in Madrasah Aliyah in South Lampung Regency is 69.2% which is categorized as moderate/sufficient. The effect of academic supervision on the quality of learning outcomes in Madrasah Aliyah in South Lampung Regency is 76.4% which is categorized as strong/high influence. These findings explain that to improve the quality of learning requires academic supervision. The better the academic supervision, the quality of learning both the process and learning outcomes will tend to increase as well. The following is a brief description of the contribution of academic supervision to the quality of learning in Madrasah Aliyah in South Lampung Regency:



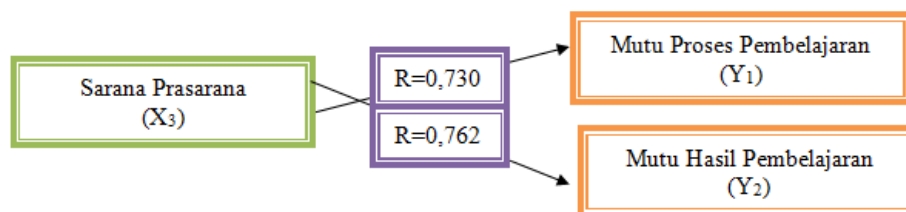
**Figure 1.** The contribution of academic supervision to the quality of learning in Madrasah Aliyah in South Lampung Regency

Third, the influence of school culture on improving the quality of the learning process in Madrasah Aliyah in South Lampung Regency is 99.3% which is categorized as very high or very strong. The influence of school culture on the quality of learning outcomes in Madrasah Aliyah in South Lampung Regency is 95.7% which is categorized as very high or very strong influence. These findings explain that to improve the quality of learning requires a positive and conducive school culture. The better the school culture, the quality of learning tends to increase as well. The following is a brief description of the contribution of school culture to the quality of learning in Madrasah Aliyah in South Lampung Regency:



**Figure 2.** The contribution of school culture to the quality of learning in Madrasah Aliyah in South Lampung Regency

Fourth, the influence of infrastructure on improving the quality of learning in Madrasah Aliyah in South Lampung Regency is 73% which is categorized as high/strong influence. The influence of infrastructure on the quality of learning outcomes in Madrasah Aliyah in South Lampung Regency is 76.2% which is categorized as high/strong influence. The following is a brief description of the contribution of infrastructure to the quality of learning in Madrasah Aliyah in South Lampung Regency:



**Figure 3.** Contribution of infrastructure to the quality of learning in Madrasah Aliyah in South Lampung Regency

Based on the results of testing the research hypothesis, there are three factors that can improve the quality of learning in Madrasah Aliyah throughout South Lampung Regency, namely: (1) academic supervision, (2) school culture, and (3) infrastructure. If each of these factors stands alone, then the magnitude of the influence on the quality of learning in Madrasah Aliyah throughout South Lampung Regency is different. For more details can be seen in the following table.

Table 2. Recapitulation of the Effect of Each Variable on the Quality of Learning in Madrasah Aliyah in South Lampung Regency

No	X Variable	Y Variable	Contribution	Category
1	Academic supervision (X <sub>1</sub> )	Mutu proses Pembelajaran (Y <sub>1</sub> )	69,2%	Sedang/Cukup
2	Academic supervision (X <sub>1</sub> )	Mutu hasil Pembelajaran (Y <sub>2</sub> )	76,4%	Tinggi/Kuat
3	School Culture (X <sub>2</sub> )	Mutu proses Pembelajaran (Y <sub>1</sub> )	99,3%	Sangat kuat/Sangat tinggi
4	School Culture (X <sub>2</sub> )	Mutu hasil Pembelajaran (Y <sub>2</sub> )	95,7%	Sangat kuat/Sangat tinggi
5	Infrastructure (X <sub>3</sub> )	Mutu proses Pembelajaran (Y <sub>1</sub> )	73%	Tinggi/Kuat
6	Infrastructure (X <sub>3</sub> )	Mutu hasil Pembelajaran (Y <sub>2</sub> )	76,2%	Tinggi/Kuat

Source: results of data processing via SPSS version 24.0

The results obtained in the table, explain that the variables of academic supervision, school culture and infrastructure, have been shown to have a significant positive effect on the quality of learning in Madrasah Aliyah throughout South Lampung Regency. For more details, see the following image.

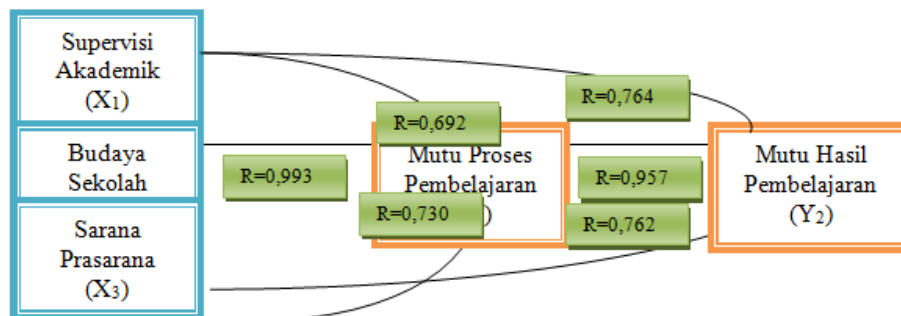


Figure 4. The Contribution of Each Variable to the Quality of Learning in Madrasah Aliyah in South Lampung Regency

Fifth, the effect of academic supervision, school culture, and infrastructure together on improving the quality of the learning process in Madrasah Aliyah in South Lampung Regency is 99.5% which is categorized as very strong/very high influence. Meanwhile, the effect of academic supervision, school culture, and infrastructure together on improving the quality of learning outcomes in Madrasah Aliyah in South Lampung Regency is 97.7% which is categorized as very strong/very high.

Table 3. Simultaneous Contribution of Contribution of Variables X1, X2 and X3 to the Quality of the Learning Process in Madrasah Aliyah throughout South Lampung Regency

No	Variabel X	Variabel Y	Kontribusi	Kategori
1	X <sub>1</sub> , X <sub>2</sub> dan X <sub>3</sub> secara Simultan	Mutu Proses Pembelajaran Y <sub>1</sub>	99,5%	Sangat Kuat/ Sangat Tinggi
2	X <sub>1</sub> , X <sub>2</sub> dan X <sub>3</sub> secara Simultan	Mutu Hasil Pembelajaran Y <sub>2</sub>	97,7%	Sangat Kuat/ Sangat Tinggi

Source: results of data processing via SPSS version 24.0

The research results obtained in table 4.45 explain that the variables of academic supervision, school culture, and infrastructure together, have been shown to have a significant positive effect on the quality of learning in Madrasah Aliyah throughout South Lampung Regency. For more details, see the following image:

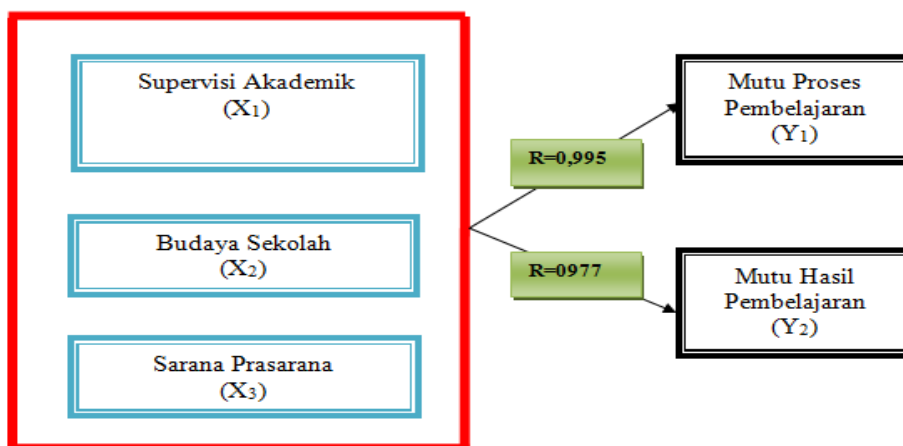


Figure 5. Contribution of Variables X1, X2 and X3 Simultaneously to the Quality of Learning in Madrasah Aliyah in South Lampung Regency

In these tables and figures, a clear picture is obtained that if academic supervision, school culture, and infrastructure together have an influence on the quality of learning in Madrasah Aliyah in South Lampung Regency, then the contribution given by these three variables will be able to improve the quality of learning. in Madrasah Aliyah in South Lampung Regency for the better. These findings make it clear that the quality of learning in Madrasah Aliyah in South Lampung Regency will be better if the level of academic supervision, school culture, and infrastructure are jointly increased. This means that the quality of learning in Madrasah Aliyah throughout South Lampung Regency will increase if academic supervision, school culture, and infrastructure are jointly increased. For more details, the following are the overall research findings from hypothesis testing which can be seen in the following table:

Table 4. Recapitulation of Effects between Variables

No	Variabel	Variabel	Kontribusi	Kategori
1	Supervisi akademik (X <sub>1</sub> )	Mutu proses Pembelajaran (Y <sub>1</sub> )	69,2%	Sedang/Cukup
2	Supervisi akademik (X <sub>1</sub> )	Mutu hasil Pembelajaran (Y <sub>2</sub> )	76,4%	Tinggi/Kuat

3	Budaya sekolah (X <sub>2</sub> )	Mutu proses Pembelajaran (Y <sub>1</sub> )	99,3%	Sangat kuat/Sangat tinggi
4	Budaya sekolah (X <sub>2</sub> )	Mutu hasil Pembelajaran (Y <sub>2</sub> )	95,7%	Sangat kuat/Sangat tinggi
5	Sarana prasarana (X <sub>3</sub> )	Mutu proses Pembelajaran (Y <sub>1</sub> )	73%	Tinggi/Kuat
6	Sarana prasarana (X <sub>3</sub> )	Mutu hasil Pembelajaran (Y <sub>2</sub> )	76,2%	Tinggi/Kuat
7	Supervisi akademik (X <sub>1</sub> ), budaya organisasi (X <sub>2</sub> ), sarana prasarana (X <sub>3</sub> )	Mutu proses Pembelajaran (Y <sub>1</sub> )	99,5%	Sangat Tinggi/ Kuat
8	Supervisi akademik (X <sub>1</sub> ), budaya organisasi (X <sub>2</sub> ), sarana prasarana (X <sub>3</sub> )	Mutu hasil Pembelajaran (Y <sub>2</sub> )	97,7%	Sangat Tinggi/ Kuat

*Source: results of data processing via SPSS version 24.0*

The results obtained in the table, explain that (1) all X variables in this study have a significant positive effect on variables Y1 and Y2, and (2) variables X1, X2 and X3, together have a significant positive effect. to the variables Y1 and Y2.

Based on these findings, it is known that of the three X variables, namely academic supervision, school culture, and infrastructure, the biggest contribution to improving the quality of the learning process in Madrasah Aliyah in South Lampung Regency is school culture, which is 99.3% which is categorized as very influential. high or very strong. While the lower effect on the quality of the learning process in Madrasah Aliyah in South Lampung Regency of the three variables is academic supervision, which is 69.2%.

In Madrasah Aliyah in South Lampung Regency, the biggest influence is school culture, which is 95.7% categorized as very strong or very high influence. While the lower influence on the quality of learning outcomes in Madrasah Aliyah in South Lampung Regency is educational infrastructure, namely 76.2%.

These findings indicate that school culture has the greatest influence on improving the quality of learning in Madrasah Aliyah in South Lampung Regency compared to other factors. This means that it needs attention from the government as well as schools and school principals themselves to try to improve organizational culture. Because school culture will greatly affect the quality of learning in Madrasah Aliyah in South Lampung Regency.

Based on these findings, school culture in this study contains the meaning of a set of values that are the basis of behavior, traditions, daily habits and symbols practiced by school principals, teachers, managers, students, and the community around the school. School culture is a feature, character or characteristics and image of the school in the wider community. In other words, school culture can be said as the thoughts, words, attitudes, behavior and hearts of every member of the school which is manifested in the soul, behavior, symbols and unique slogans.

## CONCLUSION

Referring to the results of research and discussions that have been carried out in this study, the following conclusions were obtained: The effect of academic supervision on improving the quality of the learning process in Madrasah Aliyah in South Lampung Regency was 69.2% which was categorized as moderate/fair. The effect of academic supervision on improving the quality of learning outcomes in Madrasah Aliyah in South Lampung Regency is 76.4% which is categorized as high/strong influence. The influence of school culture on improving the quality of the learning process in Madrasah Aliyah in South Lampung Regency is 99.3% which is categorized as very

strong/very high influence. The influence of school culture on improving the quality of learning outcomes in Madrasah Aliyah in South Lampung Regency is 95.7% which is categorized as very strong/very high influence. The effect of infrastructure on improving the quality of the learning process in Madrasah Aliyah in South Lampung Regency is 73% which is categorized as strong/high influence. The effect of infrastructure facilities on improving the quality of learning outcomes in Madrasah Aliyah in South Lampung Regency is 76.2% which is categorized as strong/high influence. The effect of academic supervision, school culture, and infrastructure together on improving the quality of the learning process in Madrasah Aliyah throughout South Lampung Regency is 99.5% which is categorized as very strong/very high influence. The effect of academic supervision, school culture, and infrastructure together on improving the quality of learning outcomes in Madrasah Aliyah in South Lampung Regency is 97.7% which is categorized as very strong/very high influence.

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