

Supervision of Madrasah Principal on the Implementation of English Learning Evaluation

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Abstract

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This article aims to describe the learning evaluation by English teachers and the supervision of madrasah principals using phenomenological research with a qualitative approach. It was conducted at MTsN in Tanah Datar Regency, namely MTsN 1, MTsN 2, and MTsN 3 Tanah Datar. A total of 10 research informants, including the principal of the madrasa and English teachers, were used. The data collection involves in-depth interviews, participatory observation, and documentation studies. Meanwhile, the data technique used was a source and technical triangulation. The results showed that: 1) Evaluation of learning processes and outcomes, in addition to language, was practised by English teachers. The strategies and developments include formative, summative, placement, and diagnostic evaluations. Furthermore, the evaluation of language learning comprises the domain of knowledge, attitudes, and skills. 2) There are several forms of supervision of the madrasah principal on the evaluation of learning, namely supervision of discipline, motivation, training, teacher performance, and work relations.

Kata Kunci:

Pengawasan Kepala
Madrasah,
Evaluasi Pembelajaran,
Pembelajaran Bahasa Inggris

Abstrak.

Tujuan artikel ini adalah untuk mendeskripsikan bentuk evaluasi pembelajaran yang dilakukan guru Bahasa Inggris dan pengawasan kepala madrasah terhadap evaluasi pembelajaran yang dilakukan guru Bahasa Inggris pada MTsN di Kabupaten Tanah Datar. Jenis penelitian ini adalah penelitian fenomenologi dengan pendekatan kualitatif. Tempat penelitian adalah pada MTsN di Kabupaten Tanah Datar yaitu MTsN 1, MTsN 2 dan MTsN 3 Tanah Datar. Informan penelitian adalah kepala madrasah dan guru Bahasa Inggris yang berjumlah 10 orang. Instrumen penelitian ini adalah wawancara, lembar observasi dan studi dokumentasi. Teknik pengumpulan data yang digunakan adalah melalui wawancara mendalam, observasi berperan serta dan studi dokumentasi. Teknik data adalah dengan cara triangulasi, yaitu triangulasi sumber dan triangulasi teknik. Hasil penelitian menunjukkan bahwa: 1) bentuk evaluasi pembelajaran yang dilakukan guru Bahasa Inggris pada MTsN di Kabupaten Tanah Datar adalah evaluasi proses dan hasil belajar serta evaluasi pembelajaran bahasa. Evaluasi proses dan hasil belajar meliputi evaluasi formatif, sumatif, penempatan dan diagnostik. Lalu, evaluasi pembelajaran bahasa meliputi tiga ranah yaitu ranah pengetahuan berbahasa, ranah sikap berbahasa dan keterampilan berbahasa. 2) terdapat beberapa bentuk pengawasan kepala madrasah terhadap evaluasi pembelajaran yang dilakukan guru Bahasa Inggris pada MTsN di Kabupaten Tanah Datar, yaitu pengawasan kedisiplinan, motivasi, pelatihan, kinerja guru dan hubungan kerja.

INTRODUCTION

English is one of the compulsory subjects that must be mastered by students nowadays. The teachers should prepare the evaluation of English language learning authentically to make meaningful English teaching and learning. The students' English learning evaluation should be varied by giving written and oral tests. Written test in English subjects is not only in the form of multiple choice or short answers, but they should follow the learning objectives, which demand students' written language skills related to the topic (Yundayani & Sri Ardiasih, 2021). Furthermore, the oral test should not only be in the form of short answers, but various methods should measure it, for example, through monologues, dialogues, and conversations in group presentations (Usman, Muslim, Champion, & Samad, 2018). Students' English learning evaluation should be completed with original assessment formats such as checklists, portfolios, and special progress notes of students (Inayah, Komariah, & Nasir, 2019). So, teachers can measure the development of academic achievement, skills, and student behaviour carefully.

Furthermore, the form of student evaluation learning should not only carry out at the end of learning but also at the beginning and when learning is taking place. For example, at the beginning of the lesson, the teacher evaluates the student's initial abilities on the presented topic (Ajjawi et al., 2020; Davis, Meloncelli, Hannigan, & Ward, 2022). In the learning process, the teacher assesses students' activeness in communicating using English. At the end of the lesson, the teacher assesses the achievement of learning objectives related to the given topic (Syahabuddin, Fhonna, & Maghfirah, 2020). This learning indicates a thorough assessment under the characteristics of an authentic assessment.

Several previous studies are relevant to this research. The first is from (Loren, 2015) with the title "*Guidance for English Learning Based on the 2013 Curriculum by the Principal*". The results of this study prove that the principal has guided English teachers in implementing the 2013 curriculum following the main tasks and functions as well as the competence of the principal. Second, (Yusnaini, 2020) research "*The Discipline of the Supervisor of English Subjects at South Bengkulu High School*." The results of the study explain that the discipline of the English subject supervisor is in the "excellent" category. Supervisors are disciplined in the preparation of work plans, in the implementation of work, in evaluating work programs, in reporting the results of supervision, and in carrying out a follow-up on the findings. Third, (Syafri, 2016) research with the research title "*Evaluation Analysis of Islamic Religious Education Learning at SMA Negeri 1 Rambatan, Tanah Datar*." Based on the results of this study, it can be concluded that PAI teachers have carried out learning evaluations well.

However, improving students' abilities and communication between individuals in the classroom is still necessary. From several descriptions of the previous research above, it can be concluded that there has never been research on the supervision of madrasah principals on learning evaluation. The previous research above indicated that the principal guided the teachers in learning. Meanwhile, the principal should guide the teachers in planning and evaluating learning. The principal has conducted the supervision only in the disciplinary aspect. In contrast, another aspect should be supervised by the principal: motivation, training, teacher performance and cooperative relationship.

In this article, the researcher explained the supervision aspect of the madrasah principal related to the evaluation of English learning following the theory of (Hamadi, 2018). The first is correctional supervision, namely the supervision of the madrasah principal on the presence of

teachers in the form of monthly reports and maintenance of teacher learning devices. The second is supervision motivation, which is observing the inspiration and encouragement of teachers in carrying out work at school. Teachers with high motivation are usually rewarded, while teachers with low motivation are punished. Third, supervision of training, namely management of madrasah principals on training activities carried out by teachers at and outside schools, such as Teacher Professional Training (PPG) and others. Fourth, supervision of teacher performance, namely by checking or supervising at least once a semester. After that, management of teacher performance was carried out. The fifth is the supervision of cooperative relationships between various parties within the school environment, such as cooperation between teachers and students, teachers with other colleagues, teachers and madrasah principals, and teachers with the surrounding environment. In this study, the madrasah principal supervision was more aimed at evaluating.

Madrasah principal supervision, which was usually carried out previously in madrasahs, looked more at learning planning and implementation. Therefore learning evaluations must also be monitored according to planning and reflect learning performance (Johnsen, Watson, Erford, Crockett, & Byrd, 2021; Vişcu & Watkins Jr, 2021). Researchers emphasize supervision in this research because supervision is a systematic process carried out by the madrasah principal so that the entire education and learning process can run smoothly following the initial planning and educational goals (Rahman, 2019).

From the explanation above, it was clear that the principal supervision on the implementation of English language learning should be completed by conducting disciplinary supervision, supervision on motivation, supervision on teacher's training, teacher performance and cooperative relationship. In other words, the focus of this article is to complete the previous research on principal supervision and to give additional or improvement in the research result related to principal supervision. Therefore, researchers are interested in developing a study entitled "Supervision of Madrasah Principals on Evaluation of English Learning". The specific objectives to be achieved in this research are 1) To describe the form of learning evaluation carried out by English teachers and 2) To describe the form of supervision by the madrasah principal on the learning evaluation conducted by English teachers.

RESEARCH METHOD

This research approach is qualitative research with the type of phenomenological research. The phenomenological research approach was chosen because the researchers aimed to see the phenomenon of supervision carried out by the madrasah principal on the evaluation of English learning by teachers (Creswell, 2015). The research sites are MTsN in Tanah Datar Regency, MTsN 1 in Tanah Datar, MTsN 2 in Tanah Datar and MTsN 3 in Tanah Datar. This research was held from August 2021 until January 2022. The informants of this research were the madrasah principal and English teachers. The informants of this research were 11 people consisting of 3 madrasah principals while there were 7 English teachers from the three madrasahs. Thus, the researchers conducted interviews with 7 English teachers regarding the evaluation of learning by English teachers, then conducted interviews with 3 madrasah principals regarding the supervision of madrasah principals on learning evaluations carried out by English teachers.

This study's instruments used to collect data were interviews and observation guides. Data collection techniques were carried out through interviews, observation and documentation. The interview is a formal interview providing structured questions based on planned question items related to the research objectives. Sometimes researchers conduct a non-formal interview

process which, if necessary, strengthens the answers and information received from participants that were not previously included in the interview guide (Miles et al., 2014). The researchers carried out this observation through madrasah principal supervision on the teacher's learning evaluation. Then, observations about the learning evaluation were conducted by the English teacher. The observation technique was also carried out by researchers on the schools' condition and environment in general, the classroom environment, and school administrators so that relevant data and information were obtained about the purpose of this study (Miles, Huberman, & Saldana, 2014). Documentation techniques are intended to view ready-made data or copy existing data into supporting data in research. This study collected written data, images, photos, and audio and video recordings related to the research focus.

This research uses data source triangulation and technique triangulation. Triangulation of data sources is by comparing and re-checking the degree of trustworthiness of information obtained from the field through different sources. Regarding the validity of the data, the researchers compare the results of interviews with all madrasah principals about the form of supervision of the English learning evaluation. Then, the researcher compared the results of interviews with English teachers regarding the English learning evaluation. Based on the triangulation technique, the researcher compared the results of the interviews with the madrasah principals and English teachers with the results of the researchers' observations and then compared them with the documentation obtained. In this regard, the role of the researcher is highly demanded as essential instrumentation in qualitative research. Researchers from the beginning carried out the analysis to the end of the research, and the researchers are obliged to monitor and report the results of the analysis as ultimately as possible (Siyoto & Sodik, 2015). The data analysis used in this study is based on theory (Miles et al., 2014), which includes: 1) Data condensation, 2) Data Display, and 3) Conclusion Drawing and Verification.

RESULTS AND DISCUSSIONS

RESULTS

Evaluation of Learning Processes and Outcomes

In general, English teachers evaluate the process and learning outcomes of students. The results of this interview are also supported by the results of observations in three madrasahs that the researchers conducted at MTsN 1 on Saturday, 3 February 2022, MTsN 2 on Saturday 14 April, and MTsN 3 on Saturday, 3 March 2022 which explains that the evaluation of learning processes and outcomes was carried out in the form of formative, summative, diagnostics and placement which can be seen in the teacher's grade book. Furthermore, the results of the data documentation show that the English teacher evaluates the students' process and learning outcomes as indicated by grade books, photos, and pictures of the evaluation implementation. The interview result with the English teachers can be seen below:

“The form of process evaluation that is carried out is more to see the level of success of the learning process that has been carried out in class. It cannot be separated from evaluating cognitive, affective, and psychomotor learners. Usually, the evaluation of the results is carried out to determine whether the learning objectives I have described have been achieved by giving grades or scores to students. For example, through speaking, reading, listening, or writing later.” (*English teacher at MTsN 1 Tanah Datar, February 3rd 2022*)

“Here, talking about process evaluation, which starts from the beginning of learning according to the KD being taught. The results are done in class through the values or numbers written in the grade book. After the process is passed, the results are marked with numbers such as judging from the way of speaking, writing, reading, listening, and others.” (*English teacher at MTsN 3 Tanah Datar, March 3rd 2022*).

The presentation of interview data related to the English learning process and results evaluation can be seen in table 1.

Table 1. Evaluation of English Learning Process and Outcomes

No.	Form of Evaluation	Informant
1	Knowledge assessment and skills assessment	1,2,3,5
2	Daily Assessment for each Basic Competence	1,2,3,4,6,7
3	Provide training for the learning process evaluation	1,2,3,5,6,7
4	Give exams that cover all the material being taught	4,5,6,7
5	See the student's overall ability through the questions given according to the material	1,2,4,6
6	In the form of projects, tests and products, evaluation of cognitive, affective and skills	1,2,3,5
7	Provide remedial for incomplete and enrichment for complete	1,2,4,5
8	Evaluating student weaknesses and compiling question indicators based on material that students have not mastered	1,2,3,5
9	Pronunciation test	1,2,3,4
10	Individual assignments	1,3,4,6,7
11	Give a Post-test at the end of each material	1,3,4,6,7
12	Evaluation of four skills; speaking, listening, reading, writing	1,2,4,7
13	Add tasks or worksheets	1,2,4,7
14	Giving Exercises and life worksheets	2,4,6,7
15	Using Kahoot apps for English vocabulary Practice	1,2,4,7
16	Group discussion, semester assessment, structured and unstructured assessment	1,2,4,6,7
17	Seeing the students' vocabulary mastery	1,2,4,6
18	Evaluation during learning activities and after learning related to the material	1,2,3,4,6
19	Oral and written evaluations, performances, direct questions and answers, quizzes, essays and short entries	1,2,3,4,6
20	Giving spontaneous questions to students and learning discussions	1,2,3,4,6

Source: Primary data collected, 2021

Evaluation of Language Learning

The evaluation of language learning includes the domain of language knowledge, language attitudes and language skills. In general, English teachers evaluate students' language learning by covering four skills: listening, speaking, reading, and writing. The results of this interview are also supported by the researchers' observation and proven by the documentation of grade books, photos and pictures of the evaluation. The interview result with the English teachers can be seen below:

“Evaluation of language learning is carried out according to the expertise of each student. Following the ability to speak, then listen, write and read.” (*English teacher at MTsN 2 Tanah Datar, April 14th 2022*)

“Speaking of evaluating English learning in the classroom, as we know, there are four competencies that we must teach in English, namely Reading, Speaking, Listening and Writing. We must do the four competencies in the classroom. We have to do it on every material we teach students.” (*English teacher at MTsN 3 Tanah Datar, March 3rd 2022*).

The presentation of interview data related to the form of English learning evaluation can be seen in table 2.

Table 2. The Forms of English Language Learning Evaluation

No.	Form of Evaluation	Informant
1	Evaluation of four skills; speaking, listening, reading, writing	1,2,3,4,5,6,7
2	Evaluation of the knowledge, skills and attitudes aspects	1,2,3,4,5,6,7
3	Evaluate skills by combining both skills, speaking and writing	1,2,3,4,6
4	Evaluation of attitudes, namely students' religiousness, politeness, social attitudes, manners, discipline, responsibility and cooperation (global assessment)	1,2,3,4,6
5	Evaluation of reading due to National Exam Preparation	1,2,3,4,6
6	Evaluation of writing because it is always carried over in every learning activity	1,2,3,4,6
7	Evaluate attitudes, for example, in the pronunciation of words	1,2,3,4,6

Source: Primary data collected, 2021

Supervision of Madrasah Principals on Learning Evaluation Conducted by English Teachers

The form of supervision carried out by the madrasah principal to English teachers is disciplinary supervision, motivation supervision, training supervision, teacher performance supervision, and work relations supervision. The results of this interview are also supported by the observations from researchers and the documentation that support these findings by the attendance list of supervision, supervision implementation book, photos, or pictures of supervision implementation. The interview result with the principal can be seen below:

“The form of supervision of school attendance is carried out by fingerprint, and then there is a manual way. Teacher learning tools are supervised by constantly reminding teachers of their administrative learning responsibilities. Supervise teacher motivation by supervising teacher learning management and evaluation activities carried out by teachers on students. Training is supervised on MGMP activities, seminars, webinars, and teacher group work. Teacher performance is supervised by learning devices, teaching and learning activities and student assessments. Supervision of the working relationship of the English teacher is

focused on the relationship between the teacher and students, parents, peers and the environment.” (Principal of MTsN 3 Tanah Datar, March 3rd 2022).

The presentation of interview data related to the madrasah principal’s supervision of the English learning evaluation can be seen in table 3.

Table 3. Forms of Madrasah Principal’s Supervision

No.	Forms of Supervision	Informant
1	<p>Disciplinary Supervision</p> <ul style="list-style-type: none"> a. The rules regulate teacher attendances in the madrasah, and attendance reporting is in the form of a fingerprint which is printed once a month b. Learning tools are collected at the beginning of the year and collected through curriculum representatives and their assessor team c. Supervision making learning tools through workshops or in-house training d. Implementing by fingerprint, manual method and direct supervision by the madrasah principal e. Supervision of teacher learning tools such as lesson plans, learning media and worksheets 	1,2,3
2	<p>Motivation Supervision</p> <ul style="list-style-type: none"> a. Every year of learning, the teacher makes a performance agreement, and there are performance targets related to the SKP b. Prepare a self-evaluation sheet or assessment for each teacher c. The existence of a madrasah action program to oversee teacher problems in learning activities d. Teacher Performance Assessment in periodic learning supervision activities on learning devices e. Supervision in the collection of learning tools applies to all teachers, and they must be on time; those who are late will be penalised f. The madrasah principal works with the curriculum representative to supervise teachers who are late, given a reprimand, or delay in paying PPG g. Provide written and verbal motivation h. Teachers who high motivated work closely with teachers who are less motivated to increase their motivation i. Conducting an English teacher’s evaluation on the English language learning 	1,2,3
3	<p>Training Supervision</p> <ul style="list-style-type: none"> a. Supervise training both inside and outside the school b. Forms of training such as workshops, Regency MGMPs and provincial level MGMPs as well as training by the Education and Training Center c. Supervision teacher training based on the Letter of Assignment and report to the Administration which the curriculum representative will evaluate 	1,2,3

	d. Bring in professional teachers to provide training to other fellow teachers	
4	Teacher Performance Supervision (PKG)	1,2,3
	a. Carry out scheduled supervision by preparing the instrument	
	b. Semester and yearly scheduled supervision of 3M; Planning, Implementing and Evaluating	
	c. Supervisedion of annual activities from the curriculum representative's report	
	d. Guide to teachers who must be fostered based on the results of supervision	
	e. , Teacher learning planning is evaluated through administrative completeness	
	f. The implementation of teacher learning is supervised by supervision activities	
	g. Evaluation of teacher learning is supervised by a discussion with the teacher concerned	
	h. In-class direct supervision and remote, indirect supervision	
	i. Supervise learning assessments conducted by English teachers	
	j. See the results of children's learning achievements per semester	
5	Supervision of Employment Relations	1,2,3
	a. Supervise four teacher competencies, especially social and personality competencies	
	b. Work closely with curriculum representatives for supervision of learning and working relationships with teachers	
	c. Supervised of communication and approach with teachers in order to establish a good emotional relationship	
	d. Implement good communication with English teachers	
	e. Supervise cooperation between English teachers	
	f. Pay attention to the learning of English teachers and teachers know the characteristics of their students	
	g. Supervise the relationship between the English teacher and the parents of students so that they are able to invite their children to study well	

Source: Primary data collected, 2021

DISCUSSION

Learning Evaluation Conducted by English Teachers

Evaluation of Learning Processes and Outcomes

In evaluating learning processes and outcomes, English teachers have assessed the four language skills, namely reading, writing, listening, and speaking. It is not uncommon for teachers to combine two or more language skills to assess learning processes and outcomes. (Wang, Zhu, & Ma, 2021) stated that the gender variable can affect students' English mastery. Female students should be given more reading training in order to remember information well. Male students have a practical nature in learning languages so that they can be given more opportunities to organize learning activities. Thus, the strategy of combining two or more language skills needs to be done by the teacher in assessing the process and learning outcomes of students in the classroom.

According to (Yanti, Trisoni, & Fajar, 2018), assessment of learning outcomes is an assessment of students' abilities in fulfilling an achievement of learning experiences in one basic competency. Assessment of learning outcomes is said to be good if students experience changes in their learning abilities. In general, the assessment of learning processes and outcomes is carried out by looking at reading abilities because students will meet them in the national exam. (Munir, 2013) supports this opinion by saying that in teaching and assessment reading textbooks plays an important role. Textbooks are seen as learning resources, teaching resources and test questions.

Furthermore, English teachers also conducted cognitive, affective and psychomotor evaluations on students. Affective evaluation of students is an evaluation of students' social competence. (Jonsson, 2021) states that students need to be given social learning in terms of the formation of social competence and social interaction. Social behavior and self-knowledge as part of social competence is the ability of students to communicate and solve social problems in learning. In this case, individual relational competence is important for effective learning participation and interaction. (Asmendri, 2014) states that in applying affective assessment, moral education, socio-emotional learning, civic education, and all social approaches are needed. So that assessing students' effectiveness' cannot be done only in one or two lessons and meetings, but requires a periodic and continuous process.

Then, English teachers conducted formative, summative, placement and diagnostic evaluations. In formative evaluation, the teacher can make an assessment through student assignments. (Namaziandost, Alekasir, Hassan Mohammed Sawalmeh, & Miftah, 2020) explain that portfolio can be considered as a synonym for formative assessment, but it can also be used as a summative assessment system. All forms of formative assessment can be used to review the teaching and learning process to accommodate student needs. The main purpose of formative assessment is to develop and encourage learning and that feedback should involve teachers and students.

Evaluation of Language Learning

In evaluating language learning, English teachers assessed language knowledge, language skills and attitudes. However, there are some teachers who do not conduct an attitude assessment in learning English. This is normal because there are many problems that teachers encounter in terms of English assessment. This was also conveyed by (Hendriani, 2016) who revealed that teachers did experience difficulties in conducting assessments of the latest curriculum-based learning. This is due to the unavailability of standardized technical guidelines for assessment and has not been socialized to all teachers.

In relation to language skills, the evaluation of student learning is more directed at speaking skills. (Namaziandost, Neisi, Kheryadi, & Nasri, 2019) stated that the shift in students' traditional learning towards modern means that English learning must provide space for students to express themselves in speaking the language as a form of language skills. Speaking is one of the most important skills to improve because it is a means of communication. A learner who can speak effectively will be able to receive and respond to information appropriately and quickly. English as a foreign language is taught in schools in Indonesia so that it can be used as an international language in dealing with today's free trade. Therefore, the assessment of speaking skills is very important in the assessment of English.

Related to students' attitudes in speaking English, English teachers need to emphasize that students must always increase their motivation in learning English. This is because English proficiency is a demand for language skills that must be mastered in this century. (Panzai & Channa, 2017) explain that English plays a very productive role in shaping the future of students around the world. English is used in the main domains of power such as commerce, bureaucracy, justice and especially education. Furthermore, English is used as a medium of teaching in educational and private institutions. Then, the assessment of student attitudes will familiarize teachers with character building and character education in students. Fadriati & Anastasha (2020) explained that character education is a deliberate effort to develop good character. This character education is an effort to help the mental development of students both physically and mentally. Thus, it is necessary to conduct an attitude assessment in order to be able to form a good student character.

Supervision of Madrasah Principals on Learning Evaluation Conducted by English Teachers

Discipline Supervision

In carrying out the disciplinary supervision of English teachers, the aspects of the supervision of the madrasah principal include supervision teacher attendance, reporting attendance and supervision learning devices. The most important thing in this supervisory task is that the madrasah principal does not get out of the focus of supervision. (Strebel, Gürtler, Hulliger, & Lindeque, 2021) stated that it is not only the level of supervision of the madrasah principal that is important, but also the focus of supervision. Sometimes the principal's supervision of teacher discipline helps improve teacher discipline, but on the one hand sometimes this supervision reduces the motivation of teachers to be disciplined in carrying out their professional duties.

In the application of teacher discipline, the supervisory role of the madrasah principal as the school institution principal is needed. (Nehez & Blossing, 2022) agree that skilled school leaders can change the culture of school discipline from bad to good. Leadership is the main theme in organizational culture, thus the supervision of leaders is very influential on subordinates and subordinate discipline. (Aas & Vennebo, 2021) added that school leaders play an important role in school development efforts. School development starts from disciplining the stakeholders in the school according to their respective roles and duties. Leadership oversight is needed to manage school development work and sustain change to enhance student learning.

According to (Innabi & Emanuelsson, 2021), the principal's views and attitudes affect the teacher's experience. Thus, the principal affects the discipline of teachers in their work and changes the way they teach. Principals contribute to higher morale and stronger motivation to succeed among well-performing teachers. Therefore, the principal indirectly provides an example of how teachers act disciplined at work.

Motivation Supervision

In supervision the motivation of English teachers, the aspects of supervision of the madrasah principal include supervision high teacher motivation and low teacher motivation. This supervision of teacher motivation needs to be done because teacher motivation does go up and down. According to Lynch & Soukup (2017) explains that there are still teachers who lack self-confidence and competence in teaching. There are still many teachers who do not have full preparation to teach (Bakalim, Şanal-Karahan, & Şensoy, 2018; Barmaki, 2021).

Furthermore, there is a clear lack of provision in particular in the allocation of curriculum time, subject status, finances, material (insufficient provision of equipment facilities) and human resources, quality of the English language education curriculum and its delivery.

Supervision of teacher motivation by the madrasah principal is the key to school success. (Glaés-Coutts, 2021) assumes that the main key to consistent school improvement besides teacher knowledge and skills is principal leadership. Supervision of the principal will also affect student achievement and welfare. The impact of the principal's leadership will be felt in realizing an educated and knowledgeable teaching staff. Principal supervision will also create a learning environment that encourages student learning (Liu & Gumah, 2020).

According to (Moynihan & O'Donovan, 2021), principal leadership is very important to monitor student learning motivation and teacher teaching motivation. Principals could distribute leadership, share authority, and facilitate staff work. The principal also has a responsibility to communicate and provide opportunities for development and become the main teacher in the classroom. (Bergmark & Hansson, 2021) add that teachers and principals are seen not only as subjects but also as agents translating policy into practice. It is thus important for principals and teachers to be involved in this process. Nevertheless, the principal must always monitor the motivation of the teacher as the main actor in teaching.

Training Supervision

In supervising the training of English teachers, the supervisory aspect of the madrasah principal includes the supervision of training in the school environment and outside the school environment. Training for teachers both inside and outside the school environment is an example of collective learning. (Sølvik & Roland, 2022) state that collective learning is like creating learning opportunities for all staff and creating team learning and collaboration among all staff. The leader's roles include promoting shared authority, supervision without dominating and being a model as a learner. Supervision of leadership is emphasized as one of the relevant strategies to strengthen teacher commitment and active participation in school-based teacher professional development (Sirojuddin, Aprilianto, & Zahari, 2021; Taplin et al., 2021).

Training activities for teachers are indeed carried out by the teachers themselves, but need to be designed and supervised by the madrasah principal. (Rigby, Forman, & Lewis, 2021) describe that as a school schedule designer, teacher professional development, class observer, resource allocator, school culture shaper and evaluator, school principals are positioned to oversee and support the implementation of instructional standards in schools. Principals shape school culture so that it affects the willingness of teachers to take risks in teaching practices and conduct training for career development. The principal also provides opportunities for teachers to hold daily or weekly teacher working group meetings, professional learning opportunities and attend instructional training both inside and outside the school environment (Nehez & Blossing, 2022; Szeto, 2020).

The supervisory function is one of the implementations of the madrasah principal's management function. (Ramli, Asmendri, Salam, & ..., 2019) stated that school management is the spearhead of school success in achieving school goals. The success of the management of an organization is not solely determined by natural resources, but by its human resources, especially the leadership of the organization. (Zulhendri, Zaini, & Imamora, 2019) stated that the madrasah principal is a determining component and the holder of power in educational institutions that plays a role in improving the quality of educators and students. The quality

of educators is improved by involving teachers in training activities that are supervised by the principal either directly or indirectly.

Teacher Performance Supervision

In supervising the performance of English teachers, aspects of the supervision of the madrasah principal include semester and annual supervision as well as supervision of teacher performance development. (Maisyaroh et al., 2021) state that supervision activities are the process of the madrasah principal in supervising and assisting teachers in the form of guidance, direction, stimulation or other development activities. This supervision is prioritized to improve the teaching and learning process and situation of teachers and students to be even better. What's more, the supervision activities of the madrasah principal are a type of in-service education and training to improve teacher competence (Amelia, Aprilianto, Supriatna, Rusydi, & Zahari, 2022; Horswill, Hill, Bemi-Morrison, & Watson, 2021).

Supervision and development of teacher performance needs to be done regularly because it will affect the quality of schools. (Andersson & Liljenberg, 2020) argue that changes in school organization often result in a decrease in teacher performance. In this case, it is necessary to have supervision from the madrasah principal, especially trying to provide solutions to these problems. Madrasah principals should strive to foster trust and a friendly climate among staff. The positive effect of a high level of trust and loyalty from teachers will build good relationships in school improvement efforts. According to (Asmendri, 2016), in addition to supervisory competence, madrasah principals must have competencies for good performance, good relations competence, personal competence, managerial competence and leadership competence.

Working Relationship Supervision

In supervising the working relationship of English teachers, the supervisory aspect of the madrasah principal includes supervision of the working relationship of teachers with students, peers, madrasah principals, parents of students and the surrounding environment. (Haynes, Waddington, & Adams, 2017) stated that parents, educational institutions and all educational human resources including the scientific community have an interest in determining the factors of student academic development as students. Therefore, it is very important to pay attention to the supervision of the madrasah principal on the working relationship between teachers and all parties related to student education.

Supervision of work relations is an important thing to be considered by the madrasah principal because it can trigger conflict if it is not noticed and can increase motivation at work if it is well cared for. (Yildirim & Dinc, 2019) stated that the sources of managerial stress are classified into two broad categories, namely internal factors and organizational external factors. Internal organizational factors include relationships with other people, organizational structure and climate, career development, roles in the organization and work intrinsic factors. Meanwhile, external sources of managerial stress include family demands and self-interest. Furthermore, there are four main sources of stress in the school environment, namely: lack of support in resolving conflicts, inadequate resources, workload and work conditions and responsibilities.

According to (Lien, Khan, & Eid, 2022), principals must supervise the working relationship between their staff. Principals must recognize the importance of meeting the needs of their staff. It is a priority for the principal to be able to stay in touch with his staff to understand professional and personal situations. The principal is also aware of the need for communication and interaction with subordinates. (Asmendri, Marsidin, Rusdinal, & Mukhaiyar, 2018) revealed that the principal is a leadership position that must be occupied through high consideration. The principal is the highest functional educator staff who has the task of leading the madrasah. The principal organizes learning activities and encourages interaction between educators and students.

CONCLUSION

This study concludes that the evaluation of learning carried out by English teachers is the evaluation of learning processes and outcomes and the evaluation of language learning. Then, the supervision of the madrasah principal on the evaluation of learning carried out by English teachers is by correctional supervision, motivational supervision, training supervision, teacher performance supervision and work relations supervision. Recommendations are addressed to the subsequent researchers who want to research principal supervision. First, it is recommended that the subsequent researchers complete this research by focusing on another learning subject besides English.

Then, it is suggested that further researchers conduct the principal supervision on all learning management stages, not only in the evaluation stage but beginning from the planning stage and learning process stage. Whereas, there are still some limitations found in this research. The first is that the principal's supervision was only focused on evaluating English learning. Meanwhile, it is still necessary to research the plan and implementation of English learning. The second is that the subject being researched is only focused on English. Meanwhile, many subjects still need to be researched about the principal's supervision.

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