



MADRASAH HEAD SUPERVISION IN IMPROVING TEACHER PROFESSIONAL COMPETENCE

Mujibus Sailin, Moh. Rifa'i, Muh. Hamzah, Nur Aisyah, Muhammad Munif
Universitas Nurul Jadid Paiton, Probolinggo, Indonesia
Email: mujibussailin334@gmail.com1

Abstract:

This study aims to find out how academic supervision helps improve teacher professionalism at MI ManbaulUlum in TanjungsariKrejengan, which includes the program, implementation, evaluation, supporting and inhibiting factors faced by the head of MadrasahIbtidaiyahManbaulUlumTanjungsariKrejengan. Through supervisory activities, madrasahs can provide guidance, motivation and technical assistance to teachers with difficulties in learning activities to improve teacher professionalism. This research qualitative uses research. To collect data using observation data, interviews, and documentation, we spoke with the head of the madrasah, the deputy head of the madrasah, and the teacher. The results of this research show that the supervision of a madrasah director in developing teachers' professional competence is going as planned. The effects of improving the professional competence of teachers include; mastery of materials, essential mastering competencies, developing materials, sustainably developing professionalism by taking reflective actions, and utilizing information and communication technology.

Keywords: *Academic Supervision; Teacher Professional Competence.*

INTRODUCTION

The madrasah head is one of the components of education that has the most role in improving the quality of education. The success of an educational institution is highly dependent on the leadership of the madrasah head. Implementation of supervision is the duty of the madrasah head to supervise teachers in his institution; this activity also covers various aspects, one of which is determining the various policies needed and providing solutions to problems faced by teachers. Supervision is coaching given to all teachers to improve their professionalism and develop a better teaching and learning situation. Thus, management aims to create or develop better teaching and learning situations(Siti Nurhayati. M.Pd, 2019).

The quality of the teacher's knowledge, skills, and attitudes greatly influences student learning in the classroom and educational outcomes in schools. In other words, the quality of graduates is largely determined by the competence of teachers. If the teacher's competence is not optimal, the learning process will not be practical or enjoyable for students. If learning is effective and enjoyable, students may find it easier to accept, absorb, and understand what the teacher conveys during the learning process. Therefore, it is very important to help teachers become more competent teachers. The development of teacher quality requires a complex process involving various interrelated factors. Therefore,(Nuraeni, 2014).

Before educating, a teacher must first master the four teacher competencies, namely educational, personality, social, and professional competencies. As explained in the Law of the Republic of Indonesia number 14 of 2005 concerning Teachers and Lecturers namely:

"Teacher competence includes pedagogic competence, personal competence, social competence and professional competence obtained through professional education, these four competencies are interrelated"(Rahman, 2019).

Competence refers to an individual's ability to carry out a task successfully. The Law of the Republic of Indonesia, no. 14 of 2005 concerning teachers and lecturers stipulates:

"Competence is a set of knowledge, skills, and behaviours that must be owned, internalized, and mastered by a teacher or lecturer in carrying out professional duties.

Meanwhile, according to Mulyasa that competence is a set of effective behaviours related to exploration, investigation, analysis, and thinking. These skills help us find ways to achieve our goals effectively and efficiently(Slameto, 2016)

The teacher is a professional job which requires many skills; because the expertise is unique, the teacher has a vital and strategic role in learning activities, which will determine the quality of education in an academic unit. Therefore, in today's education and learning system, the teacher's position in the learning process in schools cannot be replaced by sophisticated tools or machines. Winarsih, that discipline will help someone finish the job on time and by the conditions required(Cut Suryani, 2015).

The development of teacher quality is a complex process and involves various interrelated factors. Therefore, it requires more than expert technical skills to develop teacher competence. In this regard, it is necessary to make various efforts to improve the quality of teachers in developing various aspects of education and learning(Nuraeni, 2014). Academic supervision is a way to achieve what is expected and be able to respond to existing problems. Educational supervision focuses more on observing educational problems, which are part of the learning activities carried out directly by the teacher to help students during the learning process(Rozikun& Fahrurrozi, 2022). Educational supervision is directly related to behaviour and influences a teacher's behaviour. Leaders influence teacher behaviour through academic supervision to improve teaching and learning management behaviour. In addition, the pedagogical behaviour of a good teacher can influence student behaviour (Rahman, 2019). Educational supervision carried out by the principal of the madrasa towards his subordinates in improving a teacher's professionalism is essential. Because it can be used as a control tool to determine the success or failure of education, as well as a coaching tool, assistance and guidance to teachers in the growth of their positions. Supervision is a service leader who transforms teachers into professional educators to develop knowledge and education in general and to increase the effectiveness of teaching and to learn in schools. Therefore, principals must be supervised in training teachers to improve learning.

As the study results, first, DWI Fiqah in the Journal of Education Vol.7 No. May 1 2019, entitled "Supervision of Madrasa Heads in Improving Teacher Professionalism". The result is that in order to increase teacher professionalism, he is required to understand the demands of existing professional standards, achieve the required qualifications and competencies, and build excellent and broad peer relations, including through the organization developing a work ethic or work culture that prioritizes high-quality service to consumers and to increase teacher understanding of the profession, the supervision of the madrasa head can be used as a means to increase teacher professionalism.

By referring to the relevant research above, the researcher is interested in analyzing research with the theme of supervising the madrasa head in developing the professional competence of teachers of Madrasa IbtidaiyahManbaulUlumTanjungsariProbolinggo.

RESEARCH METHODS

This research is action research using a qualitative descriptive method. The location of this research was carried out. Data collection techniques used by researchers consisted of three techniques: interviews, participant observation and documentation techniques. The data that has been obtained from the informant is then analyzed. At this stage, the researcher examines all the data collected from observations and interviews to be used as primary and secondary data to complement the data in this study.

RESULTS AND DISCUSSION

Planning for Academic Supervision of the Madrasa Head

One of the primary and first functions that are the responsibility of the madrasah head is to make or develop plans. Planning is an absolute requirement for every organization or institution and every activity, individually and in groups. Without planning or planning, the implementation of an activity will experience difficulties and maybe even fail (Hartanto & Purwanto, n.d.).

Based on the research results in the field, it can be revealed that before carrying out academic supervision of the principal teachers of Madrasah Ibtidaiyah Manbaul Ulum Tanjungsari Probolinggo, they first make an academic supervision planning program. This is expressed by the head of Madrasah Ibtidaiyah Manbaul Ulum Tanjungsari Probolinggo: I prepared an academic supervision program at our madrasa at the beginning of the school year. This allows you to integrate control activity fully plans into school activities. Academic supervision is carried out during each semester's beginning and end during academic and educational activities.

The preparation of the education monitoring program begins with preparing a schedule that is adjusted to the process standards set by the government. Project preparation begins with an analysis of last year's monitoring. Prepare a monitoring plan based on the results of the analysis. Monitoring activity centres can be determined in two ways, viz. First, control activities, including teacher management, include all the training a teacher must carry out before learning, and second, control activities related to teaching and learning. (Interview, January 16, 2023).

The head of the madrasa in preparing the global academic supervision program involves the deputy head of the curriculum sector and teachers. Academic supervision is closely related to teaching and learning activities in the classroom, so the person whose additional duties are directly related is the deputy head of the Curriculum. This is evident from an interview with Eko Yuliana in the field of Curriculum, who said that the head of the madrasa invited us, senior teachers, to the preparation of academic supervision programs. In addition, he also explained that in preparing the academic supervision program, the head of the madrasa also involved teachers. Thus, they participate in the activity and share responsibility for its implementation. Teachers should know that shortly, there will be academic supervision. Teachers must prepare anything related to teacher administration. The teacher must also prepare learning methods and media in the classroom. Therefore teachers are always involved in preparing academic supervision programs (Interview, January 17 2023).

The preparation of the academic control program is carried out at the beginning of the semester or the beginning of the academic year, as well as the program's implementation. In addition, I evaluate the academic supervision program each semester individually and in pairs at the end of the semester to find out the progress of the supervision program. According to the explanations given by the teacher interviews, it was said that they knew that the principal had prepared a monitoring program. Prepare the project first before managing the teacher; if the project is not prepared correctly, it will not be carried out as expected. Organizing programs related to activity schedules, start and end dates, necessary tools, objectives, and designs to improve

teacher professional skills, increase teacher motivation and The best way to carry out scientific supervision. University control planning begins with the establishment of a control board. The oversight committee consists of senior teachers selected from the pool of available specialists. Subjects of scientific supervision are referred to the Control Commission. Creating a control program is part of the academic control planning department. Creating an academic control program soon became important because principals saw control committees and teacher programs and knew what to do and when to do it. The academic supervision program includes column numbers, the teacher's name, speech day, class, and the educator's name. In order to make the teacher and board of supervisors more flexible in their preparation, the academic control program deliberately does not include a schedule. The oversight committee comprises senior teachers selected from the pool of available specialists. Subjects of scientific supervision are referred to the Control Commission. Creating a control program is part of the academic control planning department. Creating an academic control program soon became important because principals saw control committees and teacher programs and knew what to do and when to do it. The academic supervision program includes column numbers, the teacher's name, speech day, class, and the educator's name. In order to make the teacher and board of supervisors more flexible in their preparation, the academic control program deliberately does not include a schedule. The oversight committee comprises senior teachers selected from the pool of available specialists. Subjects of scientific supervision are referred to the Control Commission. Creating a control program is part of the academic control planning department. Creating an academic control program soon became important because principals saw control committees and teacher programs and knew what to do and when to do it. The academic supervision program includes column numbers, the teacher's name, speech day, class, and the educator's name. In order to make the teacher and board of supervisors more flexible in their preparation, the academic control program deliberately does not include a schedule. Creating an academic control program soon became important because principals saw control committees and teacher programs and knew what to do and when to do it. The academic supervision program includes column numbers, the teacher's name, speech day, class, and the educator's name. In order to make the teacher and board of supervisors more flexible in their preparation, the academic control program deliberately does not include a schedule. Creating an academic control program soon became important because principals saw control committees and teacher programs and knew what to do and when to do it. The academic supervision program includes column numbers, the teacher's name, speech day, class, and the educator's name. In order to make the teacher and board of supervisors more flexible in their preparation, the academic control program deliberately does not include a schedule.

The academic supervision instrument also includes the supervision program preparation section. The instruments that will be used by the head of the Madrasah and the supervisory team must be prepared before implementing the program. Academic supervision instruments include teacher learning administration instruments, syllabus analysis instruments, learning implementation plan analysis instruments (RPP), learning activity observation instruments, and learning evaluation instruments. After the academic supervision program has been arranged, the supervisor team is formed, and the schedule is in place, then the socialization of its implementation is immediately carried out. The head of the madrasa and the supervisory team to the teachers carried out the socialization. This is done so that teachers are better prepared to accept supervision which will be carried out by the head of the madrasa (Interview, December 2022).

The head of the educational institution intends to monitor the teacher education process at least once a year, at most twice one semester and once in the second semester. This program operates at the beginning and end of the semester, both

individual semesters and semesters. This is done to monitor the progress and changes made by the teacher in the teaching and learning process. At the end of the current semester, an evaluation of the education monitoring program is conducted to determine the implementation of the program and the need to review activities. Activated. Likewise, it can identify problems that could interfere with the monitoring process. In addition, the evaluation results of both the program and the results of the monitoring process are immediately monitored to achieve the planned goals.

Madara teacher leaders prepare teachers for the teaching and learning process, And I manage the educational staff, and rarely about the image of the matriarch, the old authority is implemented. Supervising school education aims to make every teacher, administrative staff, school librarian, home teacher, teacher and staff competent and competent in carrying out their duties. In addition, encouraging teachers to develop creativity in the teaching and learning process so that these activities are effective and enjoyable for students. This is the expected condition of school learning (interview, January 2023). A comprehensive monitoring planning program considers the current situation so that teachers and principals can identify over time WHAT problems the learning process is facing and WHAT Ways that can be done.

This is as expressed by M. NgalimPurwanto, that planning is an activity to think about and choose a series of actions to achieve the aims and objectives of education. So, the primary purpose of this planning activity is to facilitate achieving the goals of an activity set beforehand effectively and efficiently. As a supervisor, the head of the madrasa plays a vital role as a facilitator. The head of the madrasa facilitates planning, preparation of instruments, preparation of schedules, and outreach to all teachers and related personnel, namely at Madrasah IbtidaiyahManbaulUlumTanjungsariProbolinggo.

Implementation of Academic Supervision

After the educational supervision plan has been developed, the next step is to proceed to the implementation stage. Suppose all the plans drawn up are well prepared. In that case, the implementation of the educational supervision plan will go better: a) application of the principles of supervision: sustainable, objective, constructive, humane and general, b) appropriate approaches and methods of use. Supervision. The Head of Madrasah IbtidaiyahManbaulUlumTanjungsariProbolinggo explained that the academic supervision schedule was prepared with a team of supervisors and teachers, only once in one semester. This is useful for us so that teachers can prepare themselves before supervision. Sometimes the schedule shifts due to the busyness of the head of the madrasa and the supervisory team, but that is not the problem considering the schedule only lists the days. Implementation of academic supervision of the head of the madrasa and the supervisory team of the Madrasah IbtidaiyahManbaulUlumTanjungsariProbolinggo apply systematic steps.

On the day when the madrasa head is ready to supervise the teacher, the madrasa head holds a pre-observation meeting. In this pre-observation activity, the head of the madrasa looks at the completeness of the teacher's administration. It discusses what material will be observed during teaching and learning activities (KBM). The next step is. Observation stage. At this stage, the head of the madrasa or the supervisory team carefully observes how the teacher teaches in the classroom. The head of the madrasa or the supervisory team also makes small notes related to teaching and learning activities. What the teacher looks like and how students respond in the teaching and learning process is a serious concerns for the head of the madrasa. After the learning activities are completed, it is continued with a post-observation meeting. The head of the madrasa shows the results of his observations during the learning process to the teacher. The head of the madrasa confirms the observation notes that have been made to the teacher and conducts a discussion.

Moreover, the next step is a follow-up (Interview, January 2023). The head of the madrasa confirms the observation notes that have been made to the teacher and

conducts a discussion. Moreover, the next step is a follow-up (Interview, January 2023). The head of the madrasa confirms the observation notes that have been made to the teacher and conducts a discussion. Moreover, the next step is a follow-up (Interview, January 2023).

The implementation of the academic supervision of the madrasa head also uses supervision techniques. In implementing academic supervision, the madrasah principal uses individual supervision techniques with a direct approach. The madrasa head supervises teachers individually and directly conducts class visits according to the agreement that has been made. Through this visit, the head of the madrasa can discover the difficulties the teacher faces. In addition, this class visit can encourage teachers to improve the quality of teaching methods that are carried out. The class visits can also help teachers change how they teach for the better (Interview, January 2023).

The implementation of the academic supervision of the madrasa head adheres to the existing principles of supervision. Humanistic principles and cooperation are so evident in the implementation of academic supervision. As stated by the head of the Madrasah Ibtidaiyah Manbaul Ulum Tanjungsari Probolinggo, the relationship between all components of the madrasa has been very good. The head of the madrasa personally said that the position of head of the madrasa was an additional task assigned to him. The teachers already understand that academic supervision is one of the duties and functions of a madrasa head that must be carried out. The head of the madrasa also explains to teachers that academic supervision is an attempt to assist in managing learning in the classroom (Interview, January 2023).

Reviews require the principal to attempt to review the annual Curriculum, semester program and other products and classes provided by the teacher, as subsequent reports on inspection results... The principal oversees all aspects of the school's education. The implementation of academic supervision by the school principal pays great attention to the development of the teacher's ability to manage to learn. According to his explanation, supervising principals use human skills without finding fault but instead help teachers to work better and concentrate more on their responsibilities. (Interview, January 2023).

The school principal seeks to involve teachers in discussions at school, guide teachers to teach and improve quality, and encourage and encourage teachers to take MGMP courses. The goal is to have in-depth discussions about lessons and other learning issues. In addition, the efforts of school principals to increase teacher resources must meet teachers' needs in teaching materials or textbooks by buying or searching for textbooks needed to improve skills in each subject. This is an attempt to prepare suitable teaching materials so that students can explain them during the learning process. In implementing the supervision carried out by the head of the Madrasah Ibtidaiyah Manbaul Ulum Tanjungsari Probolinggo, it has gone well according to the theory said by Piet A. (Martins et al., 2022).

Results of Teacher Professional Competency Improvement

After the head of Madrasah Ibtidaiyah Manbaul Ulum carries out a program of supervision, implementation, and evaluation of academic supervision and continues with follow-up, the results can be seen whether the teacher has fulfilled the goals of academic supervision or not. As stated by the head of the Madrasah as follows: After we carried out follow-ups by guiding the teachers and providing training through seminars, and always participating in the subject teacher deliberations (MGMP), there can be seen changes in the teacher's role, such as mastery of the material and mindset in delivering learning. Teachers here, after following up by the head of the madrasa, namely by guiding and directing, and joining seminars, there is indeed an increase, especially in the mastery of the material, we can measure that by the results of the children's achievements,

According to the description above, the teacher must master the material, master competency standards and master basic competencies conveyed by the head of the Madrasah ManbaulUlumTanjungsariProbolinggo, which is good and in accordance with Law No. 16 of 2007 concerning competency standards. Professional competence states that teachers must master the material, competency standards, and essential competencies. The student's success in the learner also depends on the teacher's mastery of the material. As the results of an interview with the deputy head of the madrasah curriculum field: Most of the teachers here have developed learning materials, namely by learning from the internet, because the teachers here are potential because they are still young, and the enthusiasm is always creative in developing learning materials. Teachers must always keep up with the times. Teachers should be aware of information, especially to create fun learning; teachers must develop learning methods using information and communication technology. Teachers should be aware of information and communication technology. Especially during this pandemic, teaching and learning activities cannot be face-to-face; like it or not, learning must be online. For example, through classroom applications and other applications, teachers must master information and communication technology (Interview, January 2023). According to the description above, it can be concluded that the teachers have mastered and developed the material according to their needs and can develop their professionalism and use information technology and technology.

As for the development of learning materials, teachers must be able to identify learning materials by considering things, namely; a) Student potential, b) relevance, and c) the level of physical, intellectual, emotional, social and spiritual development of students. d) benefits for students. e) Scientific structure. f) actuality, depth and breadth of learning material, the material development carried out by Madrasah IbtidaiyahManbaulUlum teachers is also good; the steps taken by the head of the madrasa in guiding teachers to develop subject matter are already by encouraging teachers always to attend seminars, attend subject teacher deliberation (MGMP),

Evaluation of teacher performance on professional competence is carried out on a monitoring basis. In professional competence, teachers are expected to reflect on their performance continuously and utilize reflection results to improve professionalism. Likewise, the head of Madrasah IbtidaiyahManbaulUlum also directed teachers to continually develop their professionalism from the internet and by actively organizing subject teacher meetings (MGMP) and KKG so that in the end, the teacher can truly become a professional teacher.

From the results of the discussion above, a theory can be drawn that after the head of Madrasah IbtidaiyahManbaulUlum carries out follow-up in academic supervision, the results obtained are that teachers can master learning material well and master competency standards and develop the material, develop their professionalism, master information technology and communication. In accordance with Law No. 16 of 2007 concerning teacher competency standards. Namely the professional competence that the teacher must Mastering the structure, concepts and scientific mindsets that support the lessons being taught, mastering competency standards and basic competencies of the subjects being taught, developing learning materials creatively, developing professionalism on an ongoing basis by taking reflective actions, utilizing information and communication technology to develop oneself.

Supervision includes several primary functions: continuing education, staff training, improving teaching and learning conditions, achieving academic goals, and personal development of students. In other words, it is assisting or developing supervised teachers. This textbook is an advancement or development of the teacher's professional skills. Become educational behaviour to improve the most effective teaching and learning status and ultimately improve learning achievement. Hence most

efforts are to provide services and assistance in groups and groups. trying to improve training monitoring, so that human relations(Ubabuddin, 2020).

CONCLUSION

Based on the results of research data and data analysis as the authors described in the previous chapter, it can be concluded that:

Planning, implementation, evaluation, and academic supervision of the head of Madrasah Ibtidaiyah Manbaul Ulum Tanjungsari Krejengan went as planned. The planning for the academic supervision program was prepared by the Head of Madrasah Ibtidaiyah Manbaul Ulum Krejengan at the beginning of the school year. The first step in planning is analyzing the previous year's supervision program. In preparing the supervision program, the head of the madrasa involves all teachers and education staff and the deputy head of the madrasa. Two things need to be considered in planning this supervision process: First, control activities related to teacher management. It includes all the products that a teacher should prepare before teaching. Second, regulatory activities related to teaching and learning activities.

The implementation of academic supervision in improving teacher professionalism by the head of the madrasa at MI Manbaul Ulum Tanjungsari Krejengan begins with holding pre-observation, observation, post-observation and follow-up meetings. In the pre-observation, the head of the madrasa looked at the readiness of the administration of learning, the observation stage by observing the teacher's teaching methods in a class, and the post-observation stage by showing the results of observations to the supervised teacher and continued with follow-up. The implementation of academic supervision places more emphasis on fostering the ability of teachers to prepare administration, carry out learning, and carry out evaluations.

Evaluation of academic supervision in improving teacher professionalism at Madrasah Ibtidaiyah Manbaul Ulum Tanjungsari Krejengan is done through follow-up. The form of follow-up for the madrasah head is to provide coaching individually by being summoned to the madrasah head's room if it is private, the teacher is informed about the administration of learning and how to manage the class, suggests being active in the subject teacher deliberation activities (MGMP), and some are given recommendations for participation in training both at the local and national levels if there is a program from the central government so that they can teach better. With the supervision carried out by the head of the Madrasah, it can foster enthusiasm for teaching and the performance of teachers and teachers to better prepare for learning.

The results of increasing the professional competence of teachers at the Madrasah Ibtidaiyah Manbaul Ulum Krejengan are good. The results include that teachers can master material, structure, concepts and scientific mindsets that support the lessons being taught, master competency standards and essential competencies of the subjects being taught, develop subject matter being taught creatively, develop professionalism on an ongoing basis by taking reflective actions, Utilizing information and communication technology to develop themselves

REFERENCES

- Suryani cut. (2015). Implementing educational supervision improves the learning process at MIN Sukadamai City of Banda Aceh. *Didactic Scientific Journal*, Vol. 16(01), 24.
- Hartanto, S., & Purwanto, S. (nd). Supervision and assessment of teacher performance.
- Martins, K., Wagg, A., & Afonso, E. (2022). Gaining supervision skills in pre-registration nursing through peer teaching: An evaluative survey. *Heliyon*, 8(11), e11398. <https://doi.org/10.1016/j.heliyon.2022.e11398>

- Nuraeni, N. (2014). Learning Strategies for Early Childhood. *Prisma Sains: Journal of the Study of Science and Learning Mathematics and Science IKIP Mataram*, 2(2), 143. <https://doi.org/10.33394/j-ps.v2i2.1069>
- Rahman, A. (2019). Supervision and Supervision of Education. *PILAR Journal*, 12(2), 50–65.
- Rozikun, R., & Fahrurrozi, F. (2022). Supervision of Madrasah Principals in Improving the Professional Competence of PAI Teachers. *Jawda: Journal of Islamic Education Management*, 3(1), 100–134. <https://doi.org/10.21580/jawda.v3i1.2022.11542>
- Siti Nurhayati. M.Pd. (2019). Principal Supervision and Teacher Performance. <http://dx.doi.org/10.31227/osf.io/nvwaj>
- Slameto, S. (2016). Educational Supervision by School Superintendents. *Manage Education Management Journal*, 3(2), 192. <https://doi.org/10.24246/j.jk.2016.v3.i2.p192-206>
- Ubabuddin, U. (2020). Implementation of Learning Supervision as an Effort to Improve the Duties and Role of the Teacher in Teaching. *Nidhomul Haq: Journal of Islamic Education Management*, 5(1), 102–118. <https://doi.org/10.31538/ndh.v5i1.512>