



## **THE ROLE OF THE SCHOOL PRINCIPLE AS SUPERVISOR IN BECKING A PROFESSIONAL TEACHER**

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### **Abstract:**

The study aims to analyze how the educational supervision techniques applied by madrasah heads in making professional teachers in MAN 1 Probolinggo City. This research uses a descriptive qualitative approach. Data collection techniques use interview, observation and documentation techniques. The results showed that the educational supervision techniques applied by the head of the madrasa in making teachers professional, firstly applying individual supervision techniques, secondly group supervision techniques

**Keywords:** *Supervision, Individual, Group*

### **INTRODUCTION**

As the person responsible for the progress of the madrasa, the head of the madrasa not only serves as a leader in his educational institution, but he is also an administrator, evaluator and supervisor. "... also tasked with empowering individuals at the school level. A school principal should be able to create an environment that is conducive to empowerment (create an environment conducive to empowerment ideal), demonstrate the ideals of empowerment (demonstrates the empowerment ideal), reward every effort of empowerment (encourages all endeavours toward empowerment), and reward all successful empowerment / applauds all empowerment success (E. Mulyasa, 2012).

This opinion indicates that efforts to empower, especially increasing the professionalism of teachers, are not simple things, but in that, they require the hard work and sincerity of madrasa principals so that teachers and education staff in madrasas grow and develop into empowered individuals (professionals).

Symptoms that appear in learning activities at MAN 1 Probolinggo City, especially in the quality of teaching and learning of teachers (professionalism). The addition of some skills and a certain amount of teacher knowledge by the principal as a result of learning, either through his efforts or by others is very important in increasing teacher professionalism. In addition to adding several skills and several teacher knowledge, the role of the madrasa head as a supervisor is also very supportive in increasing the professionalism of the teacher.

This is because the challenges faced by the nation today are quite large. One of them is how to prepare quality human resources so that Indonesia can compete with other countries, especially in anticipating the arrival of free trade (globalization era). Efforts to increase the level and quality of education have been carried out by the government with various policies that have been initiated. All of this leads to improving the quality of Indonesian people as mandated in the fourth paragraph of the Preamble to the 1945 Constitution, namely the intellectual life of the nation. Indeed, national development in the field of education is an effort to educate the nation's life and improve human quality, in realizing an advanced, just and prosperous society.

Meanwhile, the development of science and technology has brought about changes in almost all aspects of human life, in that various problems can only be solved by efforts to master and improve science and technology. Apart from being beneficial for

life, on the one hand, these changes have brought humans into the global competition, so as a nation we need to continue to develop and improve the quality of its human resources. Therefore, improving the quality of human resources is a reality that must be carried out in a planned, directed, intensive, and efficient manner in the development process, if this nation does not want to be unable to compete in this globalization era.

On the other hand, teachers need to always be fostered and developed in their educational profession so that they always grow forward in their positions. This is because as Mulyasan says "every educational innovation, especially in the curriculum and human resource improvement resulting from educational efforts always boils down to the teacher factor (Moh. Uzer Usman, 2002).

What is meant by pre-service education is providing educational services to those who have never been teachers. Teacher education institutions are tasked with preparing graduates to become teachers. For example, LPTKs or LPMPs were starting from Pelita III in 1979/1980, the direction of this policy was towards two targets; Degree programs, for example, S1, S2 and S3, non-degree programs, for example, diploma programs (D1, D2, D3)

What is meant by in-service education (education in office), means that someone is currently serving as a teacher and then he wants to study again at a higher level. For example, graduates of D-III education who want to continue to the S-1 program or S-1 graduates who want to continue to S-2 and so on.

In addition, participated in in-service training such as upgrading, workshops, seminars, KKG and various business growth positions. The various methods/activities above, make teacher positions easier to improve. Madrasah heads will also find it easier to foster and make teachers professional educators.

This is where the role of the madrasa head also functions to provide assistance and stimulate teachers to be more able to improve and create a more conducive learning and teaching atmosphere, which in daily life is better known as educational supervision.

## **RESEARCH METHODS**

The type of research used by researchers is a qualitative approach and a type of case study. In collecting data using this approach, the researcher used in-depth interviews about the tips and strategies used by the head of the madrasa in making professional teachers at MAN 1 Probolinggo City.

## **RESULTS AND DISCUSSION**

The Strategy of the Head of the Madrasah as a Supervisor in Making Professional Teachers with an effort to prepare quality human resources who will become implementers of development in all areas of life. In the educational process, the most important factor that determines the success of education lies in the professional quality of the teacher, because the teacher is a professional position that functionally must be carried out with adequate expertise and skills considering the development of scientific and technological progress which is very rapid and affects all field of human life. Therefore, every individual who works as a teacher is required to always try to improve himself by adding, expanding and deepening his knowledge, skills, expertise, insight and experience so that he can carry out his professional duties and succeed in realizing the educational goals he aspires to.

By realizing how important teacher professionalism is to improve the quality of education, the principal's strategy in making teachers professional is for teachers to be trained and fostered in the subjects that will be taught and accustomed to preparing lessons that will be designed as well as possible. So teachers must be given guidance, direction and supervision by the head of the madrasa as a supervisor to be able to translate the applied curriculum into teaching and learning assignments.

Conceptually the curriculum itself is good, but if it is not universally understood, the implementation can go wrong. Based on this description, it can be said that the importance of teacher professionalism in carrying out their duties to improve the quality of education, so that these teachers need to be fostered, supervised and motivated so that

they always try to plan what will be presented, prepare themselves to be skilled in teaching and assess correctly and responsible for their teaching duties so that teachers can improve their teaching and learning process. The qualifications that are expected to be achieved after the teachers of MAN 1 Probolinggo City are fostered in translating the curriculum implemented in study assignments in the field of study, include; 1) Mastering and training in preparing teaching preparation; 2) Able to develop oneself in a bond of professional responsibility; 3) Able to develop teaching and learning plans, so that they are free and encouraged to develop their creativity in the teaching and learning process; 4) Able to carry out the teaching and learning process; 5) Can assess the process and learning outcomes; 6) Can develop class management; 7) Can promote a more effective teaching and learning situation.

The qualifications mentioned above can only be realized if all components are applied and followed by coaching on the content and thinking concepts applied in the curriculum. As explained above, the teacher will be able to bring or accompany students in science and technology, if the teacher himself masters the science and technology. If not, then it will be impossible for him to bring students into the 21st century which is the era of the open society. A quality and professional teacher should have a mature and developed personality, have strong mastery, have the skills to arouse students' interest in science and technology, and develop the profession on an ongoing basis. A good teacher must have qualification issues which are manifested in the form of compensation and abilities that are supported by the selection of knowledge, skills, personality and enjoyment of his work. A teacher must always learn, either with experience or by adding knowledge following quality and knowledge, fortitude, willingness to try to improve the quality of teacher knowledge, responsiveness and ability to solve various problems encountered in teaching activities. If this is not present in a teacher, he is not competent to carry out teacher duties and cannot be said to be a professional teacher (Zakiah Daradjat, 2006).

Based on the above opinion, it is clear that the ability and skills of teachers in managing teaching and learning activities will not develop as expected if they only rely on experience. Sometimes it's too routine, it even has to be continuously nurtured, encouraged and equipped with new knowledge to become professional and improve quality. For this reason, there is guidance and direction from the head of the madrasa to the teachers of MAN 1 Probolinggo City which is carried out through the supervision and assignment of teachers in training, upgrading, KKG as well as with learning assignments (equalization), so that teachers meet the qualifications and have Extensive knowledge and more professionalism in carrying out their duties is an activity that is right on target and is under the demands of Law Number 14 of 2005 concerning Teachers and Lecturers so that teachers can adapt to the developments that are occurring. The visible fact of the teachers is that they have a strong desire and high enthusiasm to develop their abilities. Such a teacher's desire and enthusiasm are based on his views on the importance of developing self-qualifications and professionalism. It means that the teacher's view becomes the driving force for him to try to improve his knowledge and teaching skills so that he becomes a professional teacher. For this reason, to support efforts to make teachers professional, madrasah heads must try to help teachers become professional by implementing appropriate supervision strategies and techniques.

Encouragement from the head of the madrasa as a manifestation of the translation of clinical supervision, teachers try to develop their teaching abilities because they are motivated by their views (internal problems) and the opportunity or support from other parties, namely the head of the madrasa (external problems). The encouragement that comes from within and from outside the teacher together becomes a driving force to enable teachers to have the ability and enthusiasm to become more professional and able to carry out teacher duties according to the mandate of Law Number 20 of 2003 concerning the National Education System and Law Number 14 of 2005 concerning Teachers and Lecturers.

### **The activities of the Head of Madrasah in fostering**

**and make professional teachers in man 1 city of probolinggo**

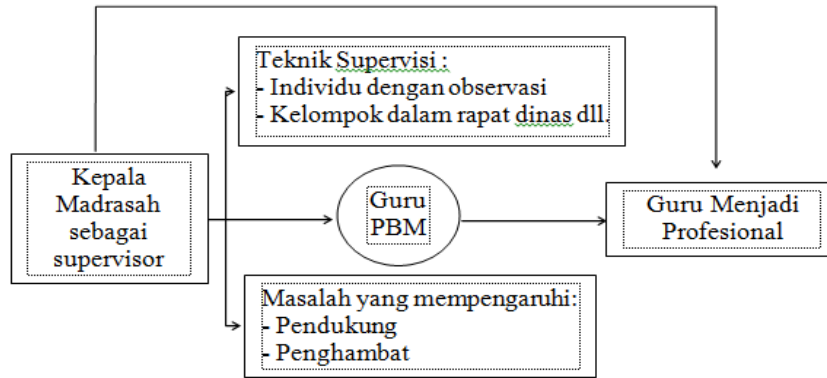
<b>KEGIATAN</b>	<b>PENEGASAN</b>
Melakukan Supervisi	<ul style="list-style-type: none"> <li>- Kegiatan supervisi dilaksanakan dengan menggunakan alat checklist yang ada.</li> <li>- Teknik supervisi yang digunakan yaitu supervisi kelompok dan individu dan pelaksanaannya terjadwal</li> </ul>
Memberi Motivasi	<ul style="list-style-type: none"> <li>- untuk melanjutkan ke jenjang yang lebih tinggi, juga menguikutsertakan guru dalam seminar, kegiatan KKG dan sebagainya.</li> </ul>
Mengkoordinir, Mengkonsultasikan, memimpin dan mengevaluasi	<ul style="list-style-type: none"> <li>- Tiap ajaran baru kepala madrasah mengkoordinir tugas guru dan stafnya.</li> <li>- Memberi bantuan bersama mengkonsultasikan masalah yang dialami guru baik secara individu maupun secara kelompok.</li> <li>- Menilai proses dan hasil-hasil mengajar, membantu guru dalam menghadapi kesulitan dalam mengajarkan tiap mata pelajaran</li> </ul>

And vice versa, even though the teacher has a great desire to be professional, but does not get the opportunity and support from another party (the madrasah head), this desire has not materialized as it should. Likewise, even though external parties (madrasah heads) provide opportunities and support, teachers do not have the desire or will, so efforts to make themselves professional in carrying out their teaching duties will not be carried out as expected.

In addition to clinical supervision, implementing class visits in supervision activities by the madrasah head also helps make teachers professional in teaching. By conducting class visits, the principal of the madrasa will more or less know for sure about the teacher's ability to teach. By knowing the teacher's ability to teach, the madrasa head will easily be able to provide assistance, guidance and direction for the professional development of the teacher concerned, so that the quality of teaching can be immediately improved. In addition, to broaden knowledge and improve teacher teaching skills, madrasa heads also implement group supervision in the form of teacher meetings. In these meetings, the head of the madrasa can extract a lot of information from the teacher regarding their teaching skills. From the information given to the teacher, then the madrasa head can take the necessary actions for the development of the knowledge and skills of the teachers who are his subordinates. Many activities can be done to make teachers professional, including continuing their education at tertiary institutions, attending training courses, participating in teacher working group (KKG) activities, attending workshops/seminars and so on.

Doing group supervision will provide an opportunity for teachers to learn from the experiences of others because by learning from the experiences of others, teachers will gain deeper knowledge, gain better skills, and develop a more positive attitude towards the material or field of study that he learned. That way, teachers have adequate professional skills, and it is hoped that they can live up to their position as teachers which requires them to learn continuously from time to time.

### BAGAN TEMUAN PENELITIAN



However, efforts to make teachers professional at MAN 1 Probolinggo City can be carried out properly or not depending on how teachers view and respond to their profession, as well as the extent of opportunities and support provided by other parties (government/madrasah heads). Or in another language, the meaning of the success or failure of efforts to make a professional teacher is determined by the teacher himself or from outside the teacher. Teachers who have high perception and motivation will quickly become professionals. However, only with high perception and motivation without the support of opportunities and the support of certain parties outside the teacher, efforts to make teachers professional will not be carried out as expected.

Good teacher perceptions and motivation to improve their knowledge and skills can be channelled through opportunities offered either by certain parties or by the teachers' superiors (outsiders). Regarding external influences, we can put forward two sources, namely: 1) opportunity from a particular agency or institution; And support from leaders and other fellow teachers.

In addition, the leader is the driving force or support for teachers to behave and behave. Leaders must direct group efforts (including improving teacher qualifications) by fostering, encouraging, and providing encouragement. Thus the leaders who always involve teachers in various activities such as upgrading, workshops, seminars, and continuing education to a higher level, also become support teachers in efforts to expand knowledge and improve their skills. Colleagues also support teachers' efforts to improve their skills. Solidarity and mutual assistance among fellow teachers have a positive impact on making teachers professional. With the principle of mutually helpful cooperation between colleagues, teachers can exchange ideas and experiences, regarding joint problems in the discussion, solve, and find the best way out together.

In addition to the things that support it as described earlier, efforts to make teachers professional at MAN 1 Probolinggo City are also influenced by several inhibiting factors, both from within and from outside. The implementation of equalization programs that have not been effective and efficient, household affairs, the economic condition of teachers and a large number of administrative tasks and community activities that must be carried out by teachers are the most common inhibiting factors encountered.

Indeed, it must be realized that in every implementation of education, educators or tutors play a key role, apart from other issues such as facilities and infrastructure, costs, curriculum, management systems and the students themselves. What is prepared in the form of facilities and infrastructure, costs, and curriculum will only be meaningful if it is given meaning and is used seriously by the teacher. In other words, the success of an education (output) is largely determined by input problems and the educational process carried out. Another problem that influences efforts to make teachers professional is the economic background. Suryadi and Tilaar revealed that this socioeconomic status had a positive effect on the teaching and learning process of

teachers (Suryadi & Tilaar, H.A.R, 2002).

This means that teachers who have a good economic background, have enthusiasm and are committed to their work, will more quickly improve their professional abilities. One that affects morale is a decent level of life. The level of life or welfare is based on the economic background in the form of income earned as a reward for work. In addition to these things, the many administrative tasks and social activities that must be carried out and carried out by the teacher will be a separate problem for the teacher in carrying out his duties and obligations as an educator. However, all of the above problems if addressed wisely by the teacher will not become a significant obstacle.

## CONCLUSION

From the explanation above, the strategy implemented by the principal in improving teacher professionalism is by applying individual supervision techniques and group supervision techniques. Strictly speaking, individual supervision techniques are carried out by conducting class observations, private conversations and assisting teachers in solving difficulties encountered. Whereas in the group supervision technique, the principal does this through coordinating service meetings both in internal and external meetings.

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