MADRASAH PRINCIPAL SUPERVISION IN DEVELOPING TEACHERS' SOCIAL COMPETENCE

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Abstract:
This research focuses on the efforts to enhance the social competence of teachers carried out by the school principal through their role as a supervisor. Through supervisory activities, the school principal can assist employees and teachers through guidance, mentoring, and job improvement, which can enhance the social competence of teachers. The study utilizes a qualitative descriptive phenomenology method with a literature review approach (library research). The results of this research explain that teachers need to possess competencies, including pedagogical competence, personality competence, social competence, and professional competence. One of these competencies is social competence. Social competence means that teachers must have the ability to engage in social communication with students, fellow teachers, school principals, and the community, especially with students, to be effective in the implementation of the teaching and learning process.

Keywords: *Supervision, School Principal, Teacher, Social Competence*

INTRODUCTION

Education plays a crucial role in developing human resources and shaping the nation's character to build a more dignified society and nation (Andra et al., 2023). Article 28C, paragraph (1) of the Constitution of the Republic of Indonesia of 1945 states that "every person has the right to education and shall receive the benefits of science and technology, arts, and culture, for the purpose of improving the quality of life and the well-being of the people." Additionally, Article 32, paragraph (1) emphasizes that the State promotes the national culture of Indonesia in the midst of the world's civilization by ensuring the freedom of the community to preserve and develop its cultural values (effrata, 2021). Empirical experience has proven that nations that have enjoyed prosperity for their people began their development through education, even if they lacked sufficient natural resources.

Madrasah is one of the educational institutions that plays a crucial role in enhancing the quality of human resources as the next generation's successors (Achmad Karimulah & Nur Ittihadatul Ummah, 2021). The activities within a madrasah, as a formal educational institution, include the teaching and learning processes carried out by the school principal, teachers, and students. The successful execution of the education process places the school principal as a key figure in its success.

One of the competencies that a school principal must possess is supervisory competence, the ability to supervise and audit the performance of teachers and all parts of the school (Ismail et al., 2023). Supervisory competence, in accordance with Minister of Education Regulation No. 13 of 2007, includes planning academic supervision programs for teachers using appropriate approaches and techniques to follow up on the results of academic supervision for teachers to enhance their professionalism. Academic supervision is one of the efforts to improve the effectiveness of learning in madrasah.

Supervision also serves as a support system for teachers to enhance their social competence, enabling them to build good social connections with the entire madrasah community. According to Goleman, social intelligence or social competence is a pertinent reference for intelligence, not only in our relations with others but within those relationships (Damayanti et al., 2023). Social competence is closely related to many aspects and plays a significant role in the construct of social intelligence (Rizal et al., 2023). The success of the students' learning process is highly influenced by the social competence of the teacher.

For Louisa (Silalahi & Naibaho, 2023), teachers need to meet professional standards by mastering the subject matter and teaching strategies, motivating their students to learn earnestly. (Kandiri & Arfandi, 2021) reveal that teachers also play a dominant and crucial role in formal education in general because, for students, teachers serve as role models and even become the embodiment of self-identification. Therefore, a teacher should have adequate competence to develop their students' abilities comprehensively, aligning with the educational goal of optimizing the potential possessed by the students.

Through the implementation of supervision, it will be determined how well teachers perform their duties. This process will yield findings related to the strengths and weaknesses of teachers in conducting their teaching, allowing the school principal to provide feedback based on the supervision results. The author is particularly interested in identifying the findings of the supervision results, where the strengths of teachers become essential notes to maintain and improve, while their weaknesses become experiences that can be minimized and rectified to enhance the quality of subsequent learning processes.

RESEARCH METHODS

This study employs a method of data collection and information gathering through a literature review (library research) (Rizal et al., 2023). The foundational approach used is phenomenological or Descriptive Phenomenology, which involves descriptive evidence. The data sources utilized in this journal consist of existing literature, including relevant books and journals that correlate with the research problem. Additionally, various information obtained from different sources, such as environmental data, is all applied with the interpretation of data analysis.

This journal is written using library research (literature review), which focuses on both printed and electronic literature that is valid, relevant to the study, and accountable. Literature research is a qualitative research method conducted in a library, using documents, archives, and other document types as research materials. Data analysis employs content analysis to select data from various literature sources, which is then described. Using this technique allows for a more systematic analysis of the role of social competence and teacher competence in achieving successful learning. Conclusions are drawn through the inductive technique based on the discussion.

RESULTS AND DISCUSSION

National Education Standards Article 28, paragraph (3) states that interpersonal skills refer to a teacher's ability to communicate and interact effectively and efficiently with students, fellow educators, education staff, parents/guardians of students, and the surrounding community. The issue of the social competence of teachers is one of the many competencies that every teacher must possess at all levels of education. Theoretically, these competencies are divided into four categories, but in practice, these four competencies cannot be separated from each other as they need to be integrated within the teacher (Muhammad Aswar Ahmad, 2008).

Characteristics of Teacher's Social Competence

Competence, literally, comes from the word "competence," which means the ability, authority, and skill. Competence refers to the ability to carry out a job or task based on skills and knowledge supported by work attitudes defined by the job. The social competence of teachers is the ability of educators, as part of society, to communicate

politely.

Components of social competence include skillful communication, having a sympathetic attitude, the ability to collaborate with the Education Board, and the ability to socialize with educational partners. Made Pidarta, in the book "Landasan Kependidikan" (Habibi & Alfatani, n.d.), defines communication as the process of conveying one's thoughts and feelings to others or a group of people. Various tools can be used for communication, such as speaking with various tones, including whispering, soft, rough, and loud, depending on the purpose and the speaker's nature.

Furthermore, through facial expressions, eye contact, and posture, communication is enhanced. Symbols, such as sign language for the deaf, placing a finger in front of the mouth, nodding, shaking the head, forming the letter "O" with the hands, and more, are also forms of communication. Electronic tools, such as radio, television, telephone, and various print media like books, magazines, newspapers, brochures, etc., are also used for communication.

Teachers serve as role models for students, and it is often said that teachers are observed and emulated, meaning teachers are followed and imitated. Therefore, during the teaching process, teachers are expected to establish good social relationships with students through interaction and communication. However, a teacher's personality will always be a focus for each student. Regarding the social relationship between teachers and students, efforts are needed to improve their social competence by developing social intelligence, which is a necessity for teachers to ensure a good teacher-student relationship.

Supervision Approach Quoting

From Syaiful Sagala, who cites Stisna, supervision is an activity that assists and participates in efforts to improve and enhance quality. There are several supervision approaches that must be considered, including: Direct Approach (Directive): This approach directly addresses problems. Supervisor behaviors in this approach include explaining, presenting, directing, providing examples, setting standards, and reinforcing.

Indirect Approach (Non-Directive): This approach indirectly addresses issues. Supervisor behaviors in the non-directive approach include listening, providing reinforcement, explaining, presenting, and solving problems.

Collaborative Approach: This approach combines both directive and non-directive approaches into a new approach. In this approach, both the supervisor and the teacher agree to establish the structure, process, and criteria for conducting conversations about the issues faced by the teacher. This approach is based on cognitive psychology, assuming that learning results from the combination of individual activities with the environment, which ultimately influences individual activities.

According to the Faculty of Educational Administration (2014), the supervision process is a series carried out when supervision is implemented. In general, the implementation process of supervision is carried out through three stages: planning, implementation, and evaluation (Kristiawan et al., 2019). Planning activities refer to identifying issues by analyzing the strengths, weaknesses, opportunities, and threats of the learning activities conducted by teachers to make supervision more effective and targeted.

Steps taken in supervision planning include gathering data through classroom visits, personal meetings, staff meetings; processing data by correcting the accuracy of the collected data, classifying data according to the problem areas, drawing conclusions about the target issues based on the actual situation; and determining the appropriate techniques to improve or enhance teacher professionalism.

The implementation of supervision is a tangible activity carried out to improve the teacher's abilities. Implementation activities involve providing assistance from the supervisor to the teacher to ensure that supervision is effective according to the established plan. Supervision does not stop with the provision of assistance and the implementation of supervision techniques; there is also a follow-up to assess the success

of the process and the results of supervision implementation. Therefore, evaluation activities need to be carried out.

The core concept of supervision is to provide guidance to the madrasah in general and teachers in particular to improve the quality of teaching. As the quality of teaching improves, the learning achievements of students increase, signifying an improvement in the quality of graduates from the madrasah. If the focus of supervision is directed toward the success of students in acquiring knowledge and skills in the madrasah, then the supervision is aligned with its purpose, as students are the center of attention in all educational efforts.

Implementation of Educational

Supervision in Improving Teacher's Social Competence In order to enhance the social competence of teachers, the madrasah principal utilizes their authority to conduct supervision activities for the entire school community. The implementation of educational supervision includes planning Academic Supervision Programs (Musyadad et al., 2022). The practice of organizing education in the madrasah is a comprehensive series of activities that begin with planning, organizing, conducting activities, and supervision or evaluation. Supervision itself is one part of the whole that must also be carefully planned, integrated, directed, and systematic.

The effectiveness and efficiency of any work or activity, including supervision activities, can be achieved with careful planning. Proper planning allows for various strategies to anticipate tendencies that may occur in the future (Asyari, 2020). Without clear planning, work procedures become uncertain and disappointing for parties involved in supervision activities, as it is unclear what should be done, experienced, and achieved. Another definition states that planning is the preparation of making a decision in the form of steps to solve problems or implement a job in a directed manner (Putrianingsih et al., 2021).

Another term for planning is a work program; the word "program" is equated with a plan in some cases, and some even equate it with preparation. Conducting academic supervision on teachers using the right supervisory approaches and techniques is another aspect of supervision implementation. In the implementation of learning supervision, it follows the principles of academic supervision, which include being practical, systematic, objective, realistic, anticipative, constructive, cooperative, familial, democratic, active, and humanistic. Supervision is conducted regularly and continuously by the school principal. It is integrated and comprehensive, meeting the three goals of academic supervision mentioned above. Following up on the results of academic supervision for teachers in order to improve teacher professionalism is a crucial step. The evaluation activity comprehensively reviews the success of the process and the results of supervision implementation. The targets of supervision evaluation are directed at everyone involved in the supervision process. The results of supervision evaluation serve as guidelines for creating subsequent planning programs.

In conclusion, the enhancement of a teacher's social competence is crucial for professional educators tasked with educating, teaching, guiding, directing, training, assessing, and evaluating students in formal education paths such as early childhood education, elementary education, and secondary education. Meanwhile, the competencies that teachers must possess include pedagogical competence, personality competence, social competence, and professional competence. Competence, derived from the English word "competency" as a noun, refers to the ability, skill, and authority. Teacher competence also signifies an ability or skill manifested in the form of knowledge, skills, and behaviors possessed and mastered by a teacher in carrying out their professional functions. In the context of teacher-student interaction, social competence is essential for teachers.

CONCLUSION

Supervision also serves as a support for teachers as a means to enhance the social competence of teachers, enabling them to build good social relationships with the entire school community. Teachers need to adhere to professional standards by mastering the

subject matter and teaching strategies, encouraging their students to learn earnestly. Characteristics of Teacher's Social Competence are evident through various tones in communication, such as whispering, gentle, coarse, and loud, depending on the purpose of the conversation and the nature of the speaker. Through facial expressions, gaze, and gestures, including sign language for the hearing-impaired, gestures like placing a finger in front of the mouth, shaking the head, nodding, forming the letter "O" with hands, and others. Additionally, the use of tools such as electronic devices like radio, television, telephone, and various printed media like books, magazines, newspapers, brochures, and so on.

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