

Leadership of The Head of Madrasah in Carrying Out Academic Supervision To Improve Teacher Performance at MA Hidayatul Mubtadiin

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ABSTRACT

The head of the madrasa plays a strategic role in improving the quality of education in madrasahs, especially the quality of educators or teachers. Teacher As a person who is at the forefront and responsible for the development and progress of students. This study aims to find out how the leadership of the head of the madrasah through academic supervision to improve teacher performance at MA Hidayatul Mubtadiin Jatiagung. In this study, qualitative research methods were used. Data collection methods are in the form of observation, interviews and documentation. Data analysis includes data collection, data provision, and drawing conclusions. The results showed that the implementation of basic supervision in improving teacher performance at Ma Hidayatul Mubtadiin Jatiagung, In planning the supervision program, the principal had done a good job of planning, but there were still shortcomings. This is known from data showing that the supervision program is planned twice a year. Program planning has been well communicated with the teacher council. In implementing the supervision program, the principal has carried out class visits in accordance with the schedule and supervision assessment sheets that have been approved by the teacher council and the principal. However, in providing guidance on the manufacture of learning tools, it is not optimal. In the follow-up supervision, the principal did not analyze the findings of the supervision. The principal also did not make any findings back as reinforcement after supervision. Thus, follow-up supervision is not optimal.

Keywords: *Leadership, Head of Madrasah, Academic Supervision, Teacher Performance.*

A. INTRODUCTION

Education in Indonesia is organized from early childhood to doctoral level. Education is really about educating human beings to become whole human beings, in other words, humanizing human beings (Syukur 2013). The position of education is at a very acceptable level, as outlined in the 1945 Constitution, where one of its national goals is to educate the nation's children. This is from law No. 27, which reads "Every citizen has the right to teach". In a broad sense, education is divided into two, in particular formal and informal education. Formal education includes preschool, elementary, junior high, junior high school, college (Pidarta 2009, 3).

To realize the goal of education, it is necessary to create a high-quality school. According to Louis V Hertsneur in Cunandar, he stated that if school had the following characteristics, it would be said in high quality: (1) a dynamic and communicative director with independence would lead to a vision of educational skills; 2) have a vision, mission and strategy to achieve clearly formulated goals; 3) teachers who are always competent and cadet-spirited for the implementation of their innovative professional duties; 4) students who work hard and are busy in the implementation of academic behavior; (5) Communities and parents participating in educational support (Kunandar 2011, 37). When creating a quality school, of course, there must be close cooperation from the principal, teachers, students, parents and the community environment. Schools are similar to organizations that require good governance to meet school goals, so the principal is the school manager (Siahaan dkk. 2022).

The success or failure of an educational institution's goal is greatly influenced by two factors, namely the leader and the person he leads (Shulhan 2018). According to Miftah Toha, leadership is an activity to influence people to be directed to achieve organizational goals (Toha 2006, 5). The success of knowledge in madrasas is largely determined by the success of the head of the madrasa in the management of madrasah personnel (Mulyadi 2009, 44). The head of the madrasa is one of the most influential components of education in improving teacher performance. For this reason, madrasah leaders must be able to fulfill their roles and responsibilities as education managers, education leaders, education supervisors and administrators ((Bafadal 2006, 44).

The head of the madrasa plays a very strategic role in improving the performance of teachers, which includes: the ability to create a curriculum, the ability to implement learning, the ability to build interpersonal relationships, as well as the ability to evaluate academic

results, as well as the ability to enrich, as well as the ability to make corrections (Rasmianto 2003, 17).

In 2010 No. 28 of the Minister of National Education stated that "Teachers may be given additional responsibility as principals to manage schools with an interest in improving the quality of education," in addition, the principal is the teacher who will be given additional responsibility for managing the school. In addition, according to E. Mulyasa, the book "Becoming a Professional Director" should have a special character of the CEO as a leader, which must have a special character, which includes basic personality skills, professional experience and knowledge, as well as knowledge and administrative supervision (E. Mulyasa 2017, 115). A principal of a person who acts as a leader in an institution whose role is to take the institution forward or backward.

Regulation of the Minister of National Education Number 13 of 2007 the fourth point "Controlling competence, in particular, the ability to guide teachers, education workers and students in order to improve teacher professionalism". The director must have supervisory authority so that he can provide assistance or guidance to teachers to improve their professionalism or performance in pedagogical activities. Supervision is a process designed to help teachers and supervisors learn daily tasks in schools to use their education and resources to provide more effective services to students and parents, to make schools a more efficient learning community (E. Mulyasa 2005, 111). Supervision is carried out as a form of academic guidance from directors to teachers who need to improve their professional skills. This means that in this institution, it is necessary to monitor the progress of teachers in educational institutions as well (Priansa 2014).

The supervision procedure is to provide direction to teachers in order to improve teacher performance in teaching and training (Idris dan Mesiono 2019). Given that the director has a very strategic role as a superintendent, he is the one responsible for the success of the school he controls. Therefore, the director must act as a supervisor of the maturity and professionalism of the teacher (Makawimbang 2013, 52). In other words, the implementation of supervision is aimed at providing services and assistance in the development of the academic situation and progress in the classroom.

Teacher performance is primarily the task or obligation of the teacher when performing the duties of the teacher. The quality of teacher performance often makes it possible to determine the quality of educational outcomes, since the teacher is a party that is in direct contact with students in the school education / education process. And in order to understand what and how a teacher performs, they first talk about the meaning of

performance and how to manage performance while striving to achieve organizational goals effectively and effectively (Umiarso 2010, 17).

Teacher performance is very influential in achieving academic goals. The official characteristic (productivity) of an employee is the result of the employee's work on the quality and quantity achieved in the performance of his duties in accordance with the duties assigned to him (Mangkunegara 2006, 9). The teacher, as the mandate holder of responsibility for the mandate, will be left to himself to educate his students. Thus, in essence, the behavior of a teacher in fulfilling his duties as an educator and teacher when teaching in the classroom is in accordance with certain criteria (Suharputra 2010, 145)

Thus, as someone who is at the forefront and directly responsible for the development and progress of students, a teacher must improve their professional skills in their performance, so there needs to be supervision from a madrasa head.

B. METHODS

This research uses qualitative descriptive research methods (Sugiyono 2017, 95). Using data collection techniques in the form of surveillance, interviews, and documentation (Imam Gunawan 2014). This study used primary data sources obtained through interviews and secondary data sources obtained through online media. Data analysis is carried out using several steps, including data collection, data presentation, and summation. The informants in this study were the head of the Madrasah, Waka Madrasah, Tu District Head, teacher council, and students. For the location of the study, it was carried out at MA Hidayatul Mubtadiin which was addressed at Jl. Pesantren No. 01 RT / RW 04/01, Sidoharjo, Jati Agung District, South Lampung Regency, Lampung.

C. RESULT AND DISCUSSION

Leadership of the Head of Madrasah in Implementing Academic Supervision to Improve Teacher Performance in Ma Hidayatul Mubtadiin Jatiagung

1. Academic Supervision Program Planning The supervision

Program is one of the goals of the CEO as a supervisor or supervisor. The supervision aims to guide teachers to improve teacher professionalism. In connection with the planning of the supervision program, the director will work closely with the teacher council with the aim of providing professional guidance to teachers. To establish good cooperation, the Director General held a meeting in a friendly atmosphere. The directors and teachers expressed their views on the supervisor's program planning.

When planning an academic supervision program, the director considers several components in program planning, namely: objectives, scope, objectives, income indicators, work strategies/methods (supervision methods), activities, assessments and tools, follow-up plans, implementation time. The nine components above are ingredients in the preparation of the program. This shows that the CEO is very careful in making the program. The academic supervision program contains nine components, namely: goals, scope, objectives, income indicators, work strategies/methods (supervision methods), activities, assessments and tools, follow-up plans, implementation time.

The first component is the target. In this program, MA Hidayatul Muhtadiin Jati Agung teachers were targeted. The purpose of such supervision is to assist teachers in terms of improving their performance, the purpose of the program is the teacher council.

The second component is the scope of control over the learning process from the stages of planning, implementing and evaluating the results of training. The academic supervision program is aimed at improving the skills of teachers. This, of course, includes the stages of planning, implementing and evaluating training. With this help, the director, as the supervisor, will be able to identify gaps or advantages of teacher training.

The third component, in particular, includes: providing objective feedback to teachers about their training, diagnostics helping to complete teaching tasks, using training strategies to help teachers develop their skills Teachers helping teachers form positive attitudes towards continuing professional development.

The fourth component is training planning, training implementation, using the results of the evaluation and evaluation of student training results, creating a comfortable learning environment, utilizing available learning resources, developing learning interactions that are in accordance with the characteristics. The indicators above are a measure of the success of the academic supervision program. If the teacher meets the above criteria, the academic supervision program is successful.

The fifth component is the strategy/work method (supervision technique) used, namely using clinical supervision methods, coaching, assessment, and monitoring regularly and continuously, Supervision (coaching and assessment) using standard academic supervision instruments (teachers), monitoring and evaluation/monitoring to determine the level of achievement of the planned program.

The sixth component is the activity scenario. The activity scenario is divided into three stages, namely the initial stage, which includes: Establishing a contract or agreement

between the supervisor and teacher about what will be observed, Establishing the mechanism or rules for observation, establishing a specific plan for carrying out observations. The observation phase of class observation is carried out on preliminary activities, core activities and closing. Post observation held interviews and discussions about the teacher's impression of his performance, identification of teacher successes and weaknesses, identification of teaching skills that need to be improved, and new ideas to be implemented.

The seventh component is the assessment and instruments, namely: The assessment is included in the supervision and the instrument (attached) is the supervision instrument for the process standard and the assessment standard.

The eighth component is a follow-up plan, where at the end of each lesson an evaluation of program implementation is carried out to be followed up in the preparation of next year's program and the principal submits the results of monitoring evaluation and supervision as a reflection and as a reference for the following year. And the ninth component is execution time. The supervision program is planned from July to November.

In planning the supervision program, it includes monitoring, guidance, evaluation that is adjusted to the right procedure, the supervision program is carried out through classroom supervision. The data above can be concluded that the principal has implemented supervision planning in accordance with the theory of supervision planning. However, there are still things that are not perfect.

2. Implementation of Academic Supervision Program

Implementation of supervision is carried out up to the planning stage of supervision. The director acts as a "supervisor" who carries out the planned academic supervision program. In program planning, the director plans to provide guidance in the preparation of educational equipment, conduct in-class visits and provide follow-up monitoring based on the results of supervision.

Implementation of supervision is a professional job, so a professional approach is also needed. Monitoring methods are divided into two parts, in particular, individual and group approaches. From the data obtained, the supervision of MA Hidayatul Muhtadiin in a small area is indescribable and applies the class attendance method. The director's visit to the classroom is aimed at identifying weaknesses in teacher performance. The technique of attending classes is carried out twice a year, teachers always prepare for their administration and always improve their pedagogical performance. Resources for training,

self-esteem. Group method: orientation meeting, teacher meeting, group training among teachers, discussion, master class, exchange of experiences. Thus, it is possible to conclude that there is little creativity in the selection of principals.

To improve teacher performance, the director will supervise teachers to ensure teacher performance improvements. There are two approaches to the implementation of supervision, in particular, individual and group approaches. According to the results of observations in this area, the director chose personal equipment, in particular, to visit the classroom. What the director does is check the completeness of educational instruments such as syllabus, lesson plans, promissory letters, and others. The director has direct control over the teacher, who teaches to evaluate the course, starting with the principal entering the class before starting the class. Before entering the classroom, the director prepares a supervisory evaluation sheet, in which the director makes a small note about teacher shortages.

The implementation of supervision is that the CEO is not the most guided. The teacher still has difficulty planning the props. The director general did not provide guidance on the selection of methods and strategies. This is why teachers still find it difficult to find appropriate techniques for their subjects.

In terms of providing guidance on the selection of methods and strategies, the principal has not provided guidance. So that teachers still have difficulty finding methods that are suitable for their subjects. In relation to the ability to carry out supervision of the principal, it is not in accordance with the implementation of supervision.

From the above analysis shows that the principal has carried out academic supervision, but the principal has not provided guidance to teachers. Thus, the implementation of the academic supervision program has not been optimal.

3. Follow-up on Academic

Supervision Supervision that has been carried out by the school principal needs to be followed up. The results of the supervision assessment and notes on the teacher's performance in the classroom will be the material for improvement that will be communicated by the supervised teacher. The principal has the main task of being an administrator and motivator. The results of the supervision carried out by the principal must be analyzed and described through narration. The results of the analysis must be communicated to the supervised teacher so that the teacher can correct the shortcomings recorded on the assessment sheet.

From the findings, it can be seen that the principal did not make back findings or follow up. Of the 16 teachers who have been supervised, none of the teachers received any follow-up. This is reinforced by the results of interviews with the principal, it was found that the principal did not follow up because he felt he was incompetent to provide these services. He said "I find it awkward to talk about teacher shortages." On the other hand, the principal feels that he does not have a good ability as a supervisor or coach, so that the back findings or follow-up stages are not carried out. Follow-up or feedback findings should be made by the principal to carry out the third stage of supervision.

From the results of the researcher's observations based on the results of interviews with social studies teachers, it was found that after the supervision activities the principal did not conduct feedback meetings. There is no follow-up to the supervision carried out as an improvement on the performance of the teachers who have been supervised.

In addition, after the science teacher assesses the teacher by going to class, the principal will not make a counter-inference. The results of the analysis of the pedagogical performance evaluation of supervisory teachers are not discussed again. Teachers should feel that they are not given the results of pedagogical performance evaluations.

From the analysis of the data above, it is possible to conclude that the madrasah principal fulfills his duties as a supervisor by planning and implementing the monitoring program, but no further implementation has been carried out. The above has shown that the principal has fulfilled his duties as a school leader but still needs improvement.

D. CONCLUSION

Based on the discussion and analysis of the data, it can be concluded that the implementation of principal supervision in improving teacher performance at Ma Hidayatul Mubtadiin Jatiagung, namely: In planning the supervision program, the principal has done a good job of planning, but there are still shortcomings. This is known from data showing that the supervision program is planned twice a year. Program planning has been well communicated with the teacher council. In implementing the supervision program, the principal has carried out class visits in accordance with the schedule and supervision assessment sheets that have been approved by the teacher council and the principal. However, in providing guidance on the manufacture of learning tools, it is not optimal. In the follow-up supervision, the principal did not analyze the findings of the supervision. The principal also did not make any findings back as reinforcement after supervision. Thus, follow-up supervision is not optimal.

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