



Academic Supervision of Head of Madrasah Ibtidaiyah Toward Improvement of Teacher Pedagogic Competence

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Abstract

This study aims to describe the implementation of the madrasa head's supervision to improve teachers' pedagogic competence at Miftahul Huda Madrasah Ibtida'iyah Ngropoh. This study uses field research (field research) with a descriptive-qualitative approach. Observation, interviews, and documentation with the Head of Madrasah and Miftahul Huda Ngropoh Teacher Madrasah Ibtida'iyah, Kranggan District collected data. The study results showed increased teacher scores in pedagogical competence conducted by the Head of Miftahul Huda Madrasah Ibtida'iyah academic supervision. Teacher pedagogical competence rises from the keep category to the excellent category. Several factors influence the implementation of academic supervision, namely the skills and abilities of the principal, teacher readiness, and infrastructure. In this study's conclusion, the madrasah head's management can improve the pedagogic competence of the Miftahul Huda Madrasah Ibtida'iyah Ngropoh Temanggung Madrasah Principal Teacher.

Keywords: *Academic Supervision; Head of Madrasah; Pedagogic Competence*

INTRODUCTION

Education is a pillar of a nation (Imah, 2018). Education is essential in creating quality Human Resources (Utaminingsih, Anwar, et al., 2024). Several components in the implementation of education in Indonesia include teachers, students, and school principals, as well as facilities and infrastructure supporting the educational process (Niswah, 2020). One of the successes in implementing education is determined by teacher competency and teacher motivation (Imah, 2018). Teacher professionalism in the educational process plays an essential role in improving the quality of education (Utaminingsih & Purwati, 2024). The teacher interacts directly with students during learning (Hasanah & Kristiawan, 2019). Teachers are professionals who plan and carry out the learning process, guide students, and assess student performance so they can live in a society (Utaminingsih, Sumartiningsih, et al., 2024). Therefore, teachers' pedagogical competence influences the quality of education (Niswah, 2020).

One problem in the field is teachers' poor pedagogical competence (Utaminingsih, Ramadhani, et al., 2024), even though this is one of the keys to success in teaching and learning (Sanoto & Prastania, 2022). An incentive is needed to improve teacher competence and professionalization efforts that can encourage performance evaluation (Kodariah et al., 2013). A superior in they work institution can carry out this encouragement; the school principal (Purbasari, 2015). The school principal is a critical component that plays a role in improving the quality of education (Syafmawati, 2013), which is a determinant of the success of a school through the ability to carry out its duties (Suradi, 2018). The school principal organizes and manages all educational activities, including educational activities by teachers, so that the learning process is more directed (Prahara et al., 2022). As a leader, the school principal must improve teachers' pedagogical competence (Niswah, 2020).

Efforts can be made to improve teacher pedagogic competence through the school principal's coaching, monitoring, and supervision activities (Arzfi et al., 2022). This is

supported by research conducted by Prastania & Sanoto (2021) that supervision improves teacher performance in the learning process. Anggraini (2022) stated that the management of school principals had a significant influence of 48.7% on teacher pedagogic competence.

Supervision is the principal's effort to help teachers develop their abilities (Marhawati, 2019). Supervision aims to assist teachers in developing their ability to manage classes during the learning process to achieve learning goals (Sugiyanti & Narimo, 2016). The essence of supervision is not only to assess teacher performance (Niswah, 2020) and judge teacher mistakes but also to help improve self-quality (Novianti, 2015) and pedagogical competence (Prayitno, 2019). Through supervision activities, the results of an evaluation of teacher competence will be obtained, such as deficiencies and errors that the teacher may make in their performance (Firdaus et al., 2022). This deficiency comes from both learning tools and when the learning process occurs (Niswah, 2020). Head supervision influences teacher behavior in managing classes and learning processes (Sitaasih, 2020).

The school principal more optimally carries out the implementation of teacher supervision (Dwikurnaningsih & Hartana, 2018), considering that the position of the principal often interacts with the teacher, this allows the principal to know the teacher's character (Suwartini, 2017). This condition helps the school principal in choosing a supervision development strategy that is suitable for implementation (Anissyahmai, 2019). In this case, the school principal must design a supervision implementation program with the proper techniques (Hasanah & Kristiawan, 2019). Appropriate supervision implementation techniques will condition the teacher and improve pedagogical competence (Angelicha & Sanoto, 2021).

The results of research conducted by the Central Java Education and Training Center (2019), based on the 673 respondents selected from 20 districts/cities, showed that teacher pedagogical competence in knowledge aspects was included in the "less" category. Knowledge of developing students' potential and reflective efforts to improve the quality of learning also fall into the "less" category. The results of the pedagogic competence of teachers in Temanggung Regency are below the academic competence of teachers in Central Java Province.

Through interviews, the results of pre-observations at Miftahul Huda Madrasah Ibtida'iyah Ngropoh convey that sometimes teachers still need to prepare lessons properly. For example, they have yet to prepare lesson plans, media, tools, methods, and appropriate learning models, carry out learning that can generate interest in teaching students, evaluate student work results, and provide follow-up after learning. They have yet to do it all well. The results of these interviews indicate that teachers' pedagogical skills at Miftahul Huda Madrasah Ibtida'iyah still need to improve. Based on the pre-research observations mentioned above, this research aims to study how the role of principal school supervision affects the performance of Miftahul Huda Ngropoh Madrasah Ibtidiyah teachers.

METHODS

This research was conducted at Miftahul Huda Madrasah Ibtida'iyah Ngropoh, Kranggan District, Temanggung Regency, Central Java. The study lasted for three days, November 20-26, 2022. Researchers were at the research location to collect data related to the implementation of the academic supervision of the madrasah head in improving the pedagogic competence of teachers at Miftahul Huda Madrasah Ibtida'iyah Ngropoh.

This research uses the type of field research (field research) and the qualitative descriptive approach. Field research is a form of research that aims to reveal the meaning given by community members to their behavior. The field research method is used when a survey or experimental methods are impractical or when the research field is stretched so



broadly (Martana, 2013). All data obtained in this study were the results of interviews, observations, and respondent documentation. The purpose of this study was to explore and collect all data/information related to the supervision carried out by the principal to improve the pedagogic skills of teachers at Miftahul Huda Madrasah Ibtida'iyah Ngropoh, Kranggan District, Temanggung Regency.

Resource persons for this research are the Head of Madrasah and Teacher Miftahul Huda Madrasah Ibtida'iyah Ngropoh Kranggan District. Data is also collected by observing events and activities related to research objectives. In this case, activities and events in the madrasa will be followed, closely associated with the madrasa head's supervision of the teachers' performance. Data was obtained from research subjects during the research. This data supports the preliminary information from library materials, previous research, books, journals, and others. In this study, secondary data was in the form of interview documents for Miftahul Huda Madrasah Ibtida'iyah Ngropoh Teacher for the 2021-2022 academic year.

The research subjects were the Head of Madrasah and Miftahul Huda Madrasah Ibtida'iyah Ngropoh Teacher, Kranggan District. To obtain research data, the researchers interviewed informants, namely the Head of Madrasah and Miftahul Huda Madrasah Ibtida'iyah Ngropoh teacher Kranggan District. As for getting the data presented, the researcher uses the in-depth interview method. Before conducting the research, the researcher must make interview guidelines to run smoothly and obtain valid data. Here, the researcher conducted interviews by asking questions related to the supervision carried out by the head of the madrasa about the methods used. This interview was also worked with the teacher as a counterweight to the interview data with the head of the madrasa.

The triangulation in this study was in the form of triangulation of data collection techniques where the data was obtained by conducting interviews, observation/observation, and searching documents/documentation. After the authors conducted research using observation methods, in-depth interviews, and documentation, the data results were combined to complement each other. The approach in this study is descriptive-qualitative, namely, a process that describes the research results obtained directly from the field related to the research theme. This analysis technique uses the deductive method by expressing thoughts or opinions to understand the general idea and then taking the understanding to become a particular opinion (Noble, 2014). The steps for the researcher to analyze the research results obtained directly from the field, namely with the interactive model Miles and Huberman (Sugiyono, 2015), using the following steps : (1) Data reduction, namely summarizing, choosing the main things, focusing on essential matters, and look for themes and patterns. In this case, we summarize the results of data obtained from the field; (2) Data verification, namely presenting and interpreting data/ facts in the area that have been processed and then compared with theoretical provisions and applicable normative; (3) Data display, namely a collection of information that has been compiled from the results of data reduction, then presented in a report that is systematic and easy to read or understand; (4) Drawing conclusions, namely providing findings on the results of research obtained from the field, and is the answer to the formulation of the problem that was formulated from the start in this study.

RESULTS AND DISCUSSION

Implementation of Supervision of Madrasah Heads at Miftahul Huda Madrasah Ibtida'iyah

Head of Miftahul Huda Madrasah Ibtida'iyah Ngropoh has carried out supervision activities in a coordinated manner with the foundation that oversees him. Miftahul Huda Madrasah Ibtida'iyah Ngropoh address in Ngropoh Village, Kranggan District, Temanggung Regency, Central Java Province. Miftahul Huda Madrasah Ibtida'iyah Ngropoh is one of the

schools that not only carry out programmed supervision from its internal madrasah, but the supervision carried out is also well coordinated. The madrasah head is responsible to the foundation to report the actual results of his control. The instrument for assessing teacher performance is administratively in the form of the Teacher Performance Assessment (TPA) instrument, where this instrument is used as one of the basic assessments of teacher performance.

Implementation of the madrasa head-on-teacher performance supervision activities at Miftahul Huda Madrasah Ibtida'iyah Ngropoh in one year is scheduled three times, including monitoring, supervision, and evaluation activities. The implementation of academic supervision has seven items that are assessed by the head of the madrasah. The first is how the teacher controls his students; the second to fifth assessment items are mastery of learning theory and educational principles of learning, curriculum development, academic learning activities, and development of student potential; the sixth item is about communication with students; and the last thing is about assessment and evaluation.

Teacher Competency Improvement Through Supervision of Madrasah Heads

The study focuses on the teacher's pedagogical competence, including mastery of student characteristics, mastery of learning theory and educational learning principles, curriculum development, academic learning activities, development of student potential, communication with students, and assessment and evaluation. The results of observing administrative documents for the implementation of supervision that the head of the madrasa has carried out showed an increase in teacher competence. The results of the Teacher Performance Assessment (TPA) specifically for pedagogic competence in 2021, which the head of the madrasah has carried out, are presented in Table 1.

Table 1. Increase in Score Before and After Supervision

No	Teachers Participants	Monitoring Score	Score Supervision
1.	Participant 1	15	23
2.	Participant 2	16	24
3.	Participant 3	15	24
4.	Participant 4	14	23
5.	Participant 5	13	23

It seen clear that there is an increase in scores between before and after supervision, while the categories used to refer to the instruments used by the training center, namely scores 1-10, are poor categories, 11-20 are moderate categories, 21-30 are good categories and 31-40 are excellent categories (Training, 2018). In general, all participants consisting of six teachers at the time the monitoring activities were carried out, on average, were in a suitable category. In contrast, after supervision, the average of all participants experienced an increase and was in an appropriate category.

There are seven assessment items in the implementation of academic supervision carried out by the head of the Madrasah. First, the teacher is a master of students. The results of the principal's assessment were obtained, and there was no significant increase; this is because of the six teachers from the initial monitoring score until academic supervision was carried out; six teachers had the same average score, namely the good category. The following assessment items are: 2) mastering learning theory, 3) educational learning principles, 3) curriculum development, 4) educational learning activities, and 5) developing student potential. These four aspects have only increased by one point. The sixth aspect of assessment is communication with students. The results were obtained. The average of the six supervision participants did not increase because almost all participants were in a good category. The last item is assessment and evaluation. In the seventh item, it has increased from sufficient to good.



Findings supported the results of an interview with MI teacher Miftahul Huda Ngropoh that the supervision instrument (TPA instrument) Madrasah heads can improve teacher competence, both pedagogic competence, personal competence, social competence, and professional competence. The results of the instrumented assessment were re-tested by the madrasa supervisor and then reported to the madrasah education office in Temanggung Regency and at Miftahul Huda Madrasah Ibtida'iyah Ngropoh for archiving. The results of the Teacher Performance Assessment (TPA) by the madrasah head have increased every year even though there are still one or two teachers whose grades are still the same as the previous year, but most importantly, they have stayed the same. Another statement that corroborates the findings above is the result of an interview with another Miftahul Huda Madrasah Ibtida'iyah Ngropoh teacher, who said that supervision carried out at the beginning of the semester influenced the implementation of the learning process. During monitoring activities, there are still many teachers with low grades. After being supervised, there was an improvement in the category scores. The head of the madrasa was always innovative in providing input so that the teachers received enlightenment for improvement in the teaching and learning process. Other madrasa teachers said that direct coordination was rare during the pandemic. However, teacher enthusiasm increased after supervision activities, so the competencies assessed also increased, especially in pedagogical assessment.

Based on document administration supervision, the head of the madrasa has been carried out, and the results of interviews with the director of the madrasa and teachers show that academic supervision carried out by the authority of the madrasa can improve teachers' pedagogical competence. The general assessment score from the good category increased in the excellent category after being supervised. The research results align with the findings of Sanoto & Prastania (2022) that academic supervision is closely related to pedagogical competencies. Through academic supervision, teachers' problems could be solved more quickly. This effect on improving the quality of learning and teacher quality. A statement amplified by Mustari (2022) that academic supervision by the principal positively influences teacher pedagogical competence, namely in the pretty good category. Indicators of teacher pedagogical competence, namely an increase in the teacher's ability to prepare lesson plans, understand and strengthen mastery of learning material, class management and use time, and communicate well with students. The research results by Ading (2022) also mention that regularly carrying out academic supervision by the head school with teachers in carrying out learning in schools effectively improves teacher performance, especially in pedagogical aspects.

Factor Supporters and Competency Blockers Pedagogic Teacher in MI Miftahul Huda Ngropoh

Supervising academics in MI Miftahul Huda Ngropoh has already been held; however, in the implementation process, there is yet a maximum. In every activity, there are always factors that influence, so also with the implementation of this academic supervision, factors that affect the performance of academic supervision are distinguished into two: a factor that supports and a factor that hinders. Factor supporters are a factor that provides deep motivation for the implementation of educational supervision. Supporting elements started from the teacher's spirit as the main object in supervision activities.

Based on interviews conducted with teachers at madrasas, one of the factors that support the implementation of academic supervision is supervisors alone. Normalina (2018) similarly conveys that the factors that support success in academic supervision are prowess and expertise in heading the school. Whatever the condition of the environment school, if prowess head school has no complement, then the supervision process will not walk smoothly. Instead, expertise and skills head school will push for implementation smoothness during the process of supervising and encouraging as well as guide the teacher to direction repair after evaluation from results supervision.

Supervisors must genuinely understand the implementation of academic supervision and monitor the performance of academic supervision in a manner maximum (Mustari, 2022). The supervision will achieve maximum results if the supervisor, in this case, the madrasa head, also masters and understands how to apply supervision and provide solutions to problem findings when supervising the teacher. (Anggraini, 2022) . Factor other which support implementation supervision academic that exists careful planning. Through good planning, academic supervision also performs well (Prahara et al., 2022). Notifying the importance of supervision, supervision assessment criteria, and implementation time supervision of the teachers who will be supervised will also support academic supervision (Prayitno, 2019). This was conveyed by one of the teachers at Madrasah Ibtida'iyah. This is in line with that given by Suryani et al. (2022) that coaching head schools in implementation readiness supervision, teacher readiness in complete document supervision, and team special handling supervision activities are factor supporters of implementation academic supervision.

Based on observations, the facilities and infrastructure at Miftahul Huda Madrasah Ibtida'iyah Ngropoh are also very adequate. There are LCDs and a projector so that teachers more easily convey the material lesson and learners more readily accept the theory delivered. The room for practice is already equipped with equipment that supports and can meet student needs. Some facilities and infrastructures complete and adequately support the implementation supervision. Sugiyanti & Narimo (2016) support the statement that the completeness of facilities and infrastructure in schools supports smooth implementation process supervision because adequate facilities. In addition, infrastructure create a learning process that teaches becomes more effective and efficient (Utaminingsih et al., 2023).

Head of Miftahul Huda Madrasah Ibtida'iyah Ngropoh added that academic supervision is yet to run optimally. Remember, there are many activities in school, and the busyness of every teacher and staff member is different. In addition, with the impacted pandemic and implementation of work from home, what was already planned could run as expected. Nevertheless, the performance of permanent supervision is run because of many academic supervision benefits, significantly increasing the competence of pedagogic teachers who will impact activity learning in school. In line with Prayitno (2019), one use of academic supervision is increased teacher competence.

Several things get in the way of the implementation supervision, as stated by the Supervisor of Miftahul Huda Madrasah Ibtida'iyah Ngropoh, namely lack of readiness on the part of supervisors and teachers who supervised wrong; only one is readiness administration. Things that implement supervision backward from the schedule that has been determined, because if permanently held precisely result also not enough maximum. This is in line with what was conveyed by Nurmalina (2018); obstacles in the implementation of supervision include 1) implementation of supervision that is not by a predetermined schedule due to clashes with other programs and teachers who do not understand supervision, 3) lack of teacher skills in carrying out assignments, 4) teachers not enough master teaching methods, 5) teachers do not understand the goals and work programs. It is different from the results of research by Suryani et al. (2022), which conveys factors that inhibitor implementation supervision among others: 1) the educational background of head of school, 2) the amount of activity head school outside the school, 3) the limited available time, and 4) the lack of internal teacher development understanding of supervision.

Based on several opinions of data sources for teachers can be concluded that factors supporters implementation of academic supervision in Miftahul Huda Madrasah Ibtida'iyah Ngropoh, among others: (1) a proper planning ripe; (2) there is coordination between supervisors with school principals as well as supervised teachers; (3) there is a connection which good among supervisors with the teacher which supervised; (4) teacher explained importance supervision, criteria supervision and time implementation supervision; (5) s



supervisor which competent; (6) head school to spare time for doing supervision alone; (7) means and infrastructure which adequate. As for factors that hinder the implementation of academic supervision in Miftahul Huda Madrasah Ibtida'iyah Ngropoh, among others, are (1) lack of readiness teachers and supervisors alone; (2) total teachers so that not everything can be supervised; (3) specifically for this year the pandemic situation has also hampered the full implementation of supervision; (4) many activity schools in regular times, so that make timetable no supervision goes accordingly plan.

Solution for facing these obstacles among others: (1) giving motivation to the teacher will be crucial academic supervision; (2) coordination is carried out in a coordinated manner among supervisors with a teacher who supervised; (3) intertwining cooperation with subject coordinator; (4) apply discipline to system orderly teacher. The expected implementation of academic supervision in the future includes (1) more effective academic supervision and efficient; (2) objective supervision; (3) according to the data in the field; (4) supervision that can cover all teachers; (5) supervision that is not too formal however can still improve teacher performance; (6) supervision which can improve competence teacher; (7) there is an individual meeting with the school principal as well as the supervisor team; (8) supervision that makes teacher not depressed.

Supervisors should already think of solutions to obstacles in implementing supervision. According to the headmaster, he will collaborate with the madrasah supervisor to do maintenance because the supervisor also has the authority to filter the teacher's carrying out his obligations. This will make it easy to implement future academic supervision (Sugiyanti & Narimo, 2016). Suparmi (2019) added that supervisors must always motivate or understand teachers about the importance of activity supervision academic good when meeting as well as personally, as well as fixed conducted coordination among supervisors with teachers who will supervise (Nuryatna, 2020). The hope is that better communication will smooth academic supervision activities. Another thing to do is to discipline an orderly teacher, which already there is (Arifin, 2022).

Approach, Technique, and Steps Supervision Academic in Increase Pedagogic Competency in Miftahul Huda Madrasah Ibtida'iyah Ngropoh

The characteristics of teachers in Miftahul Huda Madrasah Ibtidaiyah Ngropoh are very diverse. The difference could be seen in age, maturity, work experience, motivation, and teacher's ability. Therefore, supervisors must apply an approach to face the characteristics of teachers. If the system is misused, then supervision activities may not be practical. The system used in the implementation supervision can increase the competence of pedagogic teachers in Miftahul Huda Madrasah Ibtida'iyah, which includes a direct approach, an indirect approach, and a collaborative approach.

Several academic supervision techniques were used in Miftahul Huda Madrasah Ibtida'iyah Ngropoh to increase the competence of the pedagogic teacher. The first supervision technique is the Individual Technique. Technique individual in implementation supervision academic in Miftahul Huda Madrasah Ibtida'iyah Ngropoh conducted through visit class. Wakingah (2018) confirm that the wrong technique of supervision, which is very urgent in development competence teacher, is the class visit technique. With a visit, the class supervisor/head school could know if teachers operate process learning after RPP has been arranged, as well as see in a manner natural ability teacher teach in the classroom (Sholichah, 2019).

Selection of the following supervision technique Group Technique. Group academic supervision techniques used in Miftahul Huda Madrasah Ibtida'iyah Ngropoh through meetings, teacher group discussions, eye lessons, organization of professional teachers like Subject Teacher Deliberation activities, and suitable workshops organized by the school and outside the school. These activities will also increase teachers' ability Miftahul Huda

Madrasah Ibtida'iyah Ngropoh. It is based on the theory explaining that the proper technique will produce a competent teacher through the selector (Abbas, 2019). If planned with interest, implemented accordingly planning, and followed up by a deal (Nurmaline, 2018).

Steps supervision that supervisors must conduct covers planning, doing evaluations, follow-ups, and reports. Drafting an academic supervision program planning is a preparation of monitoring planning documents and a series of activities that help teachers develop the ability to manage process learning to reach destination learning. Step two, after planning, namely, implementation, is realizing what has been planned. The third step is evaluation, a series of measures to evaluate and determine an activity learning process selected for and then becomes considered and decision supervision. The next step is to carry on form strengthening and appreciation to the teacher who has supervised. Step Finally, the reporting is carried out to convey data or information to parties entitled to accept the report according to certain organizational lines (Machali & Hidayat, 2016).

After obtaining the results of the academic supervision assessment, the supervisor team and the supervised teacher do the evaluation. So, also with head school. After evaluation, the next step is to follow carry-on from activities supervision academic like improvement of incomplete or still insufficient administrative equipment, then conduct coaching through workshops organized by the school and outside the school. After all activity academic supervision, the final step is making a report and reporting things essential to implementation supervision because it is used for positive input materials for the principal and supervisor. In addition, the data is used to monitor teacher performance and school learning quality for reporting the results of academic supervision in Miftahul Huda Madrasah Ibtida'iyah Ngropoh in a manner written yet to be held. The cause is more powerful supervisors, and better academic supervision must still be arranged with neatness for affairs administration.

Based on the results analysis data, supervision in Miftahul Huda Madrasah Ibtida'iyah Ngropoh uses three approaches: direct, no direct, and collaborative. Technique implementation is conducted with individual techniques as well as group techniques. As for steps taken in implementing academic supervision, Miftahul Huda Madrasah Ibtida'iyah Ngropoh covers planning, implementation, evaluation, and follow-up.

CONCLUSION

Approach supervision academic in increase competence teacher pedagogy at MI Miftahul Huda Ngropoh namely direct approach, indirect approach n g as well as approach collaborative. The thing is customized to the condition of the teacher who will supervise; remember, every teacher has different characteristics and competencies. Technique supervision was academic in increasing the competence of teacher pedagogy at Miftahul Huda Madrasah Ibtida'iyah Ngropoh, namely individual and group techniques. Technique in a manner individual conducted through visit class by supervisors to the teacher who will be supervised. At the same time, the group technique is through activity meetings, discussion group teachers, teacher professional organizations such as the Subject Teacher Deliberation (STD), and suitable workshops held by the school or party outside school. All activities are held to increase teacher competency, especially competence pedagogic and professional. Supervision can increase the competence of pedagogical and experienced teachers at Miftahul Huda Madrasah Ibtida'iyah Ngropoh, which covers planning, implementation, evaluation, and follow-up. The increase in the Pedagogic Competence of Miftahul Huda Madrasah Ibtida'iyah Ngropoh teachers through the academic supervision of the chief of madrasah increased from the suitable category in the initial activities before the academic supervision increased to excellent after the academic supervision activities were carried out.



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