Implementation Of Principal Academic Supervision To Improve Professional Competence

Madrasah aliyah teacher in bandung district (Case Study on MA Ar-Rosyidiyah and MA Al-Mufassir Paseh)

Nur Asyiah

Nusantara Islamic University, Bandung, Indonesia
nurasyiah@uninus.ac.id

Ade Tutty R Rosa

Nusantara Islamic University, Bandung, Indonesia
adetuttyrosa@uninus.ac.id

Hanafiah

Nusantara Islamic University, Bandung, Indonesia
hanafiah@uninus.ac.id

Supyan Sauri

Nusantara Islamic University, Bandung, Indonesia
supyansauri@uninus.ac.id

Abstract

The general objective of this study is to identify and describe the implementation of school principals' academic supervision to improve the professional competence of Madrasah aliyah teachers in Bandung Regency. This study uses a qualitative approach and descriptive method. Collecting data using interviews, documentation studies and observation. The results showed that planning was prepared referring to the identification of problems faced by teachers based on the results of the previous year's supervision such as assessment, coaching, helping teacher difficulties, and SWOT analysis, then poured into the Academic Supervision Plan (RKA) program according to teacher needs; Organizing is regulated and allocated among stakeholders so that organizational goals can be achieved effectively, as well as plans for school principals' work programs through RKA and RKM in the annual program. Academic supervision by the school principal is carried out in three stages, namely: initial survey before carrying out academic supervision, class visits, reviews and solutions.

Evaluation, including job descriptions and document evidence. Evaluation is carried out at the end of each semester. In improving teacher competence, the school principal also found several obstacles in the field. The solution to the inhibiting factors was by holding training based on the needs of the teachers. Guidance through teacher training to improve the competence of school principals also found several obstacles in the field, the solution is to organize training based on the needs of teachers.

Keywords

Implementation, Academic Supervision, Professional Competence

A.   Introduction

Education is an effort to increase human dignity. This is in Law no. 20 of 2003 concerning the National Education System, that National Education functions to develop abilities and shape national character and civilization that are useful in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

The success of an educational institution is determined by a leader in carrying out his duties and functions a leader is someone who has the ability to influence other people so that they can work together according to the plan to achieve the goals set. Bernard Kutner, who was quoted by Evendy M. Siregar about leadership stated:

In leadership there are no universal principles, what appears is the leadership process and the pattern of relationships between leaders. The main function of leadership lies in a special type of representation (group representation). A leader must represent his own group. Representing the group implies that the leader represents the executive administrative function. This includes the coordination and integration of various activities, the crystallization of group policies and the assessment of recent events and group functions. In addition, a leader is also an intermediary for people in his group outside his group (Bernard Kurtner, 1989: 152)

Many definitions put forward by experts regarding supervision. The following is the explanation of several experts (Asf, Jasmani 2013: 26)
a)   Willes (1987) formulates that supervision as an aid in developing better teaching and learning situations.
b)   Adam and Dickey formulate that supervision as a servant especially concerns the improvement of the teaching and learning process.
c)   Willes (1987) mentions "Supervision is assistance in the development of better teaching learning situations".
d)   Whereas in the view of the Ministry of National Education (1994) formulates supervision as coaching given to all school staff so that they can increase their ability to develop better teaching and learning situations.

Government Regulation No. 19 of 2005 concerning National Education Standards "professional competence is the ability to master learning material broadly and in depth" which includes: (a) scientific/technological/art concepts, structures and methods that are overarching/coherent with teaching materials; (b) teaching materials in the school curriculum; (c) conceptual relationships between related subjects; (d) application of scientific concepts in everyday life; and (e) professional competition in a global context while preserving national values and culture. Based on the results of preliminary research at Madrasah Aliyah Al-Mufassir, MA MA Ar-Rosyidiyah, it can be seen that there is still a lack of teacher professionalism in improving the quality of student teaching and learning activities. The role of the madrasah head is to monitor and improve the quality of the teacher's learning process but in reality the teacher's performance is still not optimal in the learning process at Madrasah Aliyah in Bandung Regency has not been able to bring about a fundamental change.

B.   Method

The approach in this study uses a qualitative approach. Qualitative research has the characteristics of describing an actual situation, but the report is not just a form of reporting an event without a solution or a way to solve a problem, which was embraced by a scientific community at a certain time (Kuhn, 1970). Data collection techniques used are observation, interviews and documentation studies.

C.   Finding and Discussion

1.   Finding

Based on the results of research findings at MA Ar-Rosyidiyah and MA Al-Mufassir Paseh, that the action plan for academic supervision is to establish a vision, mission, goals, intermediate work plan, annual work plan. For the annual mid-term work plan, the activities are student affairs, curriculum, teaching and learning, educators, education personnel, facilities and infrastructure, financing, culture, school environment, partnership cooperation.

The Principal needs to identify the school's current mission in order to achieve the desired goals by implementing a strategy. Identification starts from the strengths and weaknesses of the internal environment as well as the opportunities and threats of the external environment. After that, a strategy is formulated, implementing the strategy until finally it is evaluated whether the strategy is running well or not. In addition to carrying out its functions, the principal has the duty to formulate a strategy and mission so that he knows which way to go and knows how to get there in order to achieve the operational goals of an educational institution. The success of the strategy is very dependent on the ability in leadership to build commitment, connect the right strategy and vision, organize the resources that support the implementation of the strategy. Furthermore, the organizing process is shown in three steps, namely:

a)   Details of all work that must be carried out to achieve organizational goals.

b)   The division of the total workload into activities that can logically be carried out by one person

c)   Procurement and development of a mechanism to coordinate the work of members of the organization into an integrated and harmonious whole.

Implementation of school principals' academic supervision to improve teacher professional competence at MA Ar-Rosyidiyah and MA Al-Mufassir Paseh. begins with monitoring matters related to learning activities such as administrative readiness, media and the suitability of the strategy or method used with the subject matter to be delivered to students, as well as monitoring the implementation of content standards, graduate competency standards, process standards and assessment standards.

Procedurally, the implementation of supervision begins with coaching and then monitoring and evaluating the teacher's professional competence, the implementation of supervision begins with monitoring the implementation of learning and learning, to see how far the preparation and implementation of learning is carried out by the teacher, to see the weaknesses and strengths of the teacher, when the teacher faces problems in the learning process, will result in less effective learning, it is at times like this that the supervisor shows his role as someone who is able to provide solutions, so that the implementation of supervision has a significant impact on the teacher.

From the above process, the implementation of academic supervision is carried out using a collaborative approach, namely an approach that combines direct and indirect approaches into a new approach. Through a collaborative approach the teacher will feel more valued and at the same time get an explanation of the problems faced, a collegial relationship will be built between the supervisor and the teacher, this will make it easier for the supervisor in carrying out his duties, because the teacher will automatically convey the problems he faces in learning activities , and the supervisor easily identifies and gives advice on the teacher's problems.

The process of evaluating the implementation of supervision at MA Ar-Rosyidiyah and MA Al-Mufassir Paseh includes the stages of success criteria for implementing professional development programs, parties involved in evaluation, techniques and evaluation tools in coaching activities, observation, dialogue, questionnaires and reporting.

The problem of the school principal's academic supervision activities to improve the professional competence of MA Ar-Rosyidiyah teachers comes from two factors including

a)   Teacher factors, namely the lack of teacher commitment in improving their abilities as professional teachers, minimal creativity and unable to innovate in learning activities. So that the learning that is done does not vary, and learning tends to be in one direction.

b)   Supporting factors, this greatly influences the achievement of learning objectives, the media is one of the learning supporters that has a major influence on student understanding that has relevance to learning material, especially in the context of teaching students contextually. A comfortable, beautiful and calm environment really helps students in the learning process.

2.   Discussions

Each program or concept requires planning before it is implemented. Planning is a way of approaching a problem. In approaching the problem, the Planner formulates what will be done and how to do it (Purwanto, 2006: 15). Sa'ud and Makmun (2007: 3) say planning is a series of activity processes preparing decisions about what is expected to happen (events, circumstances, atmosphere and so on) and what will be done (intensification, existential revision, renovation, substitution, creation, etc). Uno (2008: 2) says planning is a satisfying way to make activities run well, accompanied by various anticipatory steps in order to minimize the gaps that occur so that these activities achieve the goals set.

Principal academic supervision to improve teacher professional competence at Madrasah Aliyah Al-Mufassir, MA Ar-Rosyidiyah. in carrying out the roles and functions of the Principal based on Permendiknas No. 19 of 2007, it is necessary to have five (5) competencies. The five competencies that must be mastered by a school principal are: personal competence, managerial competence, entrepreneurial competence, supervision competence, and social competence. The principal has applied the principles of the approach by taking educative persuasive steps, namely inviting teachers through the vision and mission (student output with good morals), as well as being persuasive towards subject teacher MGMP activities. The principal does not only prioritize the cognitive domain but the affective domain needs to be used as an assessment for a teacher, the principal also focuses on developing teaching and learning activities and puts more emphasis on customer quality in this case students as students at Madrasah Aliyah Al-Mufassir, MA Ar-Rosyidiyah , the Principal has carried out 10 tasks, namely:

a.   The accuracy of the teacher attending/entering class

b.   The existence of the teacher in the class

c.   Teacher communication with students/question-and-answer opportunities or discussions

d.   Proactive teachers

e.   The teacher's ability to master teaching material

f.   Clarity in the delivery of teaching teacher material

g.   Illustrations in PBM through technology

h.   Timely distribution of daily test results

i.   Timeliness of carrying out tests/remedials

j.   The suitability of the questions with the material.

Madrasah Aliyah Al-Mufassir, MA Ar-Rosyidiyah has built a commitment with the performance appraisal of all school personnel, where the Principal is assessed

by all personnel, teachers are assessed by students, and TU is assessed by teachers. The Teacher Assessment Criteria are as follows 0-20 for attendance and 0-30 for administration.

Organizing in realizing supervision work programs in the form of annual and semester work programs which include managerial supervision work programs and academic supervision work programs (which focus on teachers and drafters and implement learning), monitoring programs, coaching programs and assessment programs. The classification in the work program compiled is collective in nature. Individual annual work program and individual semester work program.

Implementation of Principal Academic Supervision in Improving Teacher Professional Competence At Madrasah Aliyah Al-Mufassir and MA Ar-Rosyidiyah, there are three important things planned in supervising the learning process. The three important things are monitoring, supervision, and evaluation. Monitoring planning is realized in the form of monitoring actions. Monitoring actions are carried out as planned. The methods, techniques, procedures and instruments used refer to the program or plan that is made. With this reference, each monitoring activity can be controlled and measured. The product or result is data or information in the form of documents, records or notes.

Learning supervision is carried out by giving examples, discussions, training, and consultations (Permendiknas No. 41/2007). Supervision activities carried out by the head of the education unit and the school supervisor are activities to improve and or improve. Implementation of academic supervision by school principals in SMA and Madrasah is carried out in relation to the learning process including mastery of the material, selection of methods, and selection of learning media. The second is clinical supervision, including the teacher's teaching process, the teacher's interaction with the supervisor, namely the principal, the teacher's performance in teaching, and data analysis based on learning events in class. The techniques used are individual techniques, namely class visits, private conversations, formal conversations and informal conversations.

Implementation of Academic Supervision is prepared based on the results of the evaluation and analysis of the implementation of academic supervision in the previous year and will provide improvements as well as improve the quality of the process and the output of the direct learning process carried out by subject teachers in the classroom which is indicated by improvements in Increasing teachers' understanding of the Education Unit Curriculum (KTSP) with an emphasis on:

a.   KTSP review in the form of a review of syllabus development according to the needs of each subject.

b.   Formulation of Basic Competency and Indicators.

c.   Preparation of RPP

d.   The use of learning methods and models that are more varied and increase the enthusiasm of students in the learning process

e.   Use of assessment instruments in accordance with competence demands

f.   Implementation of an effective and efficient learning process with reference to the demands of competence mastery

Meanwhile, according to Mulyasa (2003, 160-162) the supervision techniques that have been widely used so far are class visits and class observations, individual discussions, group discussions, teaching demonstrations, and professional libraries.

The third implementation of supervision is evaluation, by planning, implementing, and assessing learning processes/outcomes. Evaluation is linked to national education standards, namely process standards and educator competencies regulated by the Regulation of the Minister of National Education Number 41 of 2007. The third implementation of supervision is evaluation. Evaluation is carried out on the competence of educators in planning, implementing, and assessing learning processes/outcomes. Evaluation is linked to national education standards, namely process standards and educator competence. Process standards are regulated by the Regulation of the Minister of National Education Number 41 of 2007.

Implementation of supervision of the learning process is a series of rigging in the form of cycles or rounds. Monitoring is carried out to collect information or data. Information or data shows a real picture of the learning process. From the real picture, supervision is carried out in the form of repairs and or improving the quality of the learning process. The results of supervision, then evaluated, are seen with standard patrons, namely process standards and educator competency standards. And so on. Overall (comprehensive) supervisory activities that take place in one period , marked by the preparation of the program to follow - up . In it there will be assessment, coaching, monitoring, analysis of results, evaluation, and reporting.

The implementation of Academic Supervision by school principals to improve the professional competence of teachers in Bandung Regency which was compiled based on the results of evaluation and analysis of the implementation of academic supervision in the previous year will have an impact in the form of improvement as well as increasing the quality of the process and the output of the direct learning process carried out by subject teachers in the indicated class with improvements to:

a.   Increasing teachers' understanding of the Education Unit Curriculum (KTSP) with an emphasis on:

b.   KTSP review in the form of a review of syllabus development according to the needs of each subject.

c.   Formulation of Basic Competency and Indicators.

d.   Preparation of RPP

e.   Use of more varied learning methods and models and increase the enthusiasm of students in the learning process

f.   Use of assessment instruments in accordance with competency demands

g.   Implementation of an effective and efficient learning process with reference to the demands of competence mastery.

The results of supervision need to be followed up so that it has a real impact on improving teacher professionalism. This real impact is expected to be in accordance with the wishes of the community and interested people. These follow-ups are in the form of: Motivation or awards are given to teachers who have met the standards, coaching/direction in a coaching nature is given to teachers who have not met the standards and teachers are given the opportunity to take part in further training/ upgrading. According to Hasan (2002: 93) follow-up steps are carried out through a dialogic process between the school principal and those who are supervised to discuss steps to improve the deficiencies and weaknesses experienced by teachers in the teaching and learning process.

Regulation of the Minister of National Education Number 13 of 2007 concerning Standards for School/Madrasah Principals, requires that school principals must have five competency dimensions, namely: personality, managerial, entrepreneurship, supervision (academic) and social. The problems and supports in supervision put forward by the Principal are as follows:

First, internal and external supporting factors, namely the existence of a commitment among teachers to carry out PBM in accordance with their rights and responsibilities, a culture that has been built strongly so that the Principal, teachers, TU, students have correctly understood the conditions/climate of the school, facilities and infrastructure. is good and can satisfy students and teachers, parents and students are very supportive of programs to create civil society (rights and obligations are made in a professional manner) and do not always depend on the figure of the school principal.

Second, the inhibiting factors internally and externally are teachers' abilities that are not evenly distributed, both in PBM, computer/IT mastery, class timeliness, material mastery, teacher administration preparation and others, this is due to the nature and characteristics of each teacher. different, teacher infrastructure to develop potential that is not in accordance with teacher competence.

In carrying out his efforts to improve teacher competence, the principal also found several obstacles in the field. The solution to the inhibiting factors in implementing the Principal's Leadership Strategy to improve teacher professional competence is to organize training based on the needs of teachers. Training carried out in accordance with the needs of teachers that have been previously identified is expected to be an alternative solution to these problems. Through these activities, it is expected to improve teacher professionalism in carrying out the teaching and learning process which will ultimately lead to increasing the quality of students as the next generation of the nation.

In addition, some actions to overcome these obstacles are as follows:

a.   Improved performance/continuity improvement

b.   Building an academic culture in schools/quality culture

c.   Implementing a quality system, implementing a set of commitments among teachers and documented in quality development

d.   Building a culture of democracy/openness/transparency.

Several solutions were made by other Principals in an effort to overcome the inhibiting factors including by:

a.   Creating a comfortable and conducive atmosphere among all teaching and educational staff through family activities.

b.   Giving awards to educators and educational staff who excel and reprimand those who violate them.

c.   Deliberation for consensus as a form of problem solving.

d.   Carry out innovation and renewal as motivation to improve teacher performance.

The way to overcome obstacles in the implementation of academic supervision at MA Ar-Rosyidiyah and MA Al-Mufassir Paseh is by increasing performance/continuity of improvement, building an academic culture in schools/quality culture, implementing a quality system, implementing a set of commitments among teachers and documented in quality development .

D.   Conclusion

In general, it can be concluded that the academic supervision of school principals to improve the professional competence of madrasah aliyah teachers in Bandung district, especially at MA Ar-Rosyidiyah and MA Al-Mufassir Paseh is quite good, but there are still several obstacles that cause the achievement to be not optimal. It is said to be good, marked by the professional competency of the MA Ar-Rosyidiyah and MA Al-Mufassir Paseh teachers in carrying out their duties.

Acknowledgment

Bibliography