

ACADEMIC SUPERVISION OF MADRASAH HEADS AND SUPERVISORS FOR PAI CLUSTER TEACHERS AT STATE MTs THROUGHOUT BOYOLALI REGENCY IN 2022/2023

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Abstract

This study aims to analyze the supervision carried out by madrasa heads and supervisors in order to maximize the potential of PAI subject teachers in MTs throughout Boyolali Regency. This study used a qualitative approach with a survey method using a questionnaire. This research was conducted at MTs N in Boyolali Regency, Central Java. The research instrument used in this study was a questionnaire. The subjects of this study were all school principals, school supervisors and teachers at MTs Negeri throughout the district. The technique of collecting data by distributing questionnaires is related to the academic supervision of madrasah heads and supervisors of Islamic Religious Education teachers at MTs N throughout Boyolali. Data analysis techniques are data reduction, data display and verification. The results of this study are the supervision of the madrasa head in assisting teachers in planning and implementing learning, assisting in analyzing students' needs in learning and assisting teachers in overcoming difficulties in implementing learning, while the supervision of supervisors of supervising madrasahs is to provide consulting services to teachers individually or in groups to improve the learning process from the teacher and the learning outcomes. The impact on teacher performance is to increase the competency and professionalism of Islamic education teachers in MTs N throughout Boyolali Regency.

Keywords: *Supervision of Madrasa Heads, Supervision of Supervisors, Performance of PAI Teachers*

INTRODUCTION

In this era of globalization, educational institutions have an important role in carrying out ideal teaching and learning activities. Of course, every teacher in carrying out teaching and learning activities will experience a phase of difficulty in carrying out their duties as educators, this is the reason for the need for academic supervision. Supervision is all efforts

made by someone who has a role and participation in improving the quality of education and learning through improving the skills and activities of principals and teachers. According to Wahyu (2020) Supervision in madrasas is carried out by the school principal who has a supervisory role, so he must be able to follow up and control in improving the quality of learning. Supervision is carried out not only for the people involved, but also the infrastructure and facilities that have been determined by the National Education Standards (Rahabav, 2016).

Supervision carried out by the school principal is one of the efforts to provide influence both thought and action to teachers so that they can improve the quality of learning with the ultimate goal of improving student learning outcomes. There are three objectives of academic supervision, namely: 1) carried out to assist teachers in developing their professional understanding of academics, classroom management, and teaching styles with certain techniques, 2) implemented to supervise learning activities in schools, 3) implemented to motivate teachers to take their responsibilities seriously.

As is the case in MTs N in the Boyolali district, the government through the Boyolali district ministry of religion is intensively implementing all national programs as an effort to improve teacher quality and performance, but in reality it has not been able to improve teacher performance in Boyolali district. The implementation of the program is in fact more of a formal fulfillment, in which the abilities of the teachers who are enrolled in the training, both before and after the training, are the same and even if there are changes, they are only slight or not prominent. According to Uzer Usman (2007) As educators, teachers are one of the intermediary actors of the goals of any educational effort. This shows that the existence of educators is very important in education. A teacher must have academic qualifications, competencies, educator certificates, be physically and mentally healthy, and have the ability to realize national education.

Today many teachers have obtained educator certificates but the reality is that this is due to a lack of mastery of the material, an assessment system that is not oriented towards student performance and the development of the learning process is not optimal. According to Kunandar (2008) Teachers have a vision and mission for the future and being able to see the latest problems requires careful preparation. The old teaching style was less creative, showing less enthusiasm in teaching and without adequate preparation. Ideally, by convening various competence and professionalism improvement programs, it is hoped

that the available teachers in schools are teachers who have sufficient competence/skills in their field, are professional and perform well, thus the implementation of education will be carried out as expected.

MTs N in Boyolali is a role model MTs for other private madrasahs, because the teaching and learning activities of the Islamic religious education subject are considered good, this cannot be separated from the supervision of the head of the madrasa and the supervision of supervisors. Academic supervision is not carried out periodically, but during 1 academic year it is only carried out 2 times, namely. in the first semester and the last semester, both by the supervisor of the Ministry of Religion and the head of the madrasah. The time for the head of the madrasah and the teacher of the PAI family is not appropriate, because the head of the madrasah is busy with internal and external tasks, so there is very little time for coaching. There is still teacher preparation work that is not ready, such as teachers who are not yet perfect in lesson preparation, teaching methods are not yet diverse, class management is still incomplete and time is not appropriate. The management of learning outside the classroom is still very limited because some of the PAI teachers at MTs N throughout Boyolali do not yet have the ability to do so. Additional education and training for teachers of the PAI family from madrasa heads and supervisors is still lacking. Lack of senior teachers who assist madrasa heads in academic supervision.

Academic supervision has proven to be an important tool for improving the performance of Islamic religion teachers at MTs N throughout Boyolali, because psychologically teachers always try to meet professional standards, especially when they carry out teaching assignments at a madrasah. So why, because supervision consists of monitoring, training, and evaluation. Monitoring that is applied affects the soul of fear and worry, if it is wrong, assistance is applied to increase the achievement of goals, whereas in evaluation everyone certainly wants to increase the maximum value.

Educational Supervision is one of the important things in efforts to foster the quality of education and human resources (Frans Tengko, Mesta Limbong, 2021). This is because the supervision carried out will have an influence on the work ethic and teacher performance. Supervision is an aid in developing better learning situations. A good academic supervision program contains activities to improve teachers' professional abilities. Ability to describe the curriculum into a quarterly program. Ability to develop teaching plans or lesson units. The ability to carry out teaching and learning activities well. The

ability to assess the process and learning outcomes. Ability to provide regular and continuous feedback. This is always being improved in the supervision carried out in the PAI family subjects at MTs N throughout Boyolali.

The objectives of the research conducted by the researchers were: to analyze the supervision of madrasa heads and madrasah supervisors carried out in the PAI family subjects at MTs N throughout Boyolali, as role models for other madrasahs to improve the quality and quality of learning in the PAI family subjects throughout Boyolali.

METHODS

This research was conducted at state MTs throughout Boyolali Regency. The approach used by researchers in this study is a qualitative approach with a survey method. This qualitative approach is used to obtain detailed and meaningful research data. Through this research the author will conduct an in-depth study of the research object. Qualitative research itself aims to present a detailed, detailed and thorough picture of the academic supervision of madrasa heads and supervisors of PAI teachers at MTs N throughout Boyolali.

This research was conducted for 4 months, starting from November 2022-February 2023 at MTs N in Boyolali. The research instrument used in this study was a questionnaire. The subjects of this study were all school principals, school supervisors and teachers at MTs Negeri throughout the district. The technique of collecting data by distributing questionnaires is related to the academic supervision of madrasah heads and supervisors of Islamic Religious Education teachers at MTs N throughout Boyolali.

In this study, the validity of the data uses source triangulation which is used to check data and compare the degree of trust in information obtained through different times and tools in qualitative research (Sugiyono, 2010). The data analysis technique uses the theory of Miles and Huberman (1984) cited by (Sugiyono, 2014), namely data reduction, data display and verification.

RESULTS

With the guidance and direction of Islamic religious education teacher supervisors at MTs N in Boyolali, they always learn to improve skills in teaching, from learning methods, learning administration, learning time management, to always understanding students by practicing learning approaches to students, so that with supervision can improve the quality of the teaching system and madrasah management system in creating interesting and quality teaching and learning activities.

The results of this study obtained results regarding the implementation of academic supervision by madrasa heads and supervisors for PAI family teachers at MTs N throughout Boyolali, these are presented in the following table.

Table 1. Supervision of Madrasah Principals and Supervisors of PAI MTs N in Boyolali

No.	Head master	Madrasa Superintendent
1.	Planning an academic supervision program in order to increase teacher professionalism	Understand the concepts, principles, basic theories, characteristics, and development trends of each field of development
2.	Carry out academic supervision of teachers using appropriate supervision approaches and techniques	Understand the concepts, principles, theory/technology, characteristics, and trends, the development of the learning process/guidance in each field of development
3.	Follow up on the results of academic supervision of teachers in order to increase teacher professionalism	Guiding teachers in preparing the syllabus for each field of development based on standards, competency standards and basic competencies, and development principles
4.	Directing teachers in teaching and learning activities if there are obstacles in teaching practice	Guiding teachers in choosing and using strategies, methods, learning techniques, guidance that can develop various student potentials through the field of development
5.	Take part in finding solutions if there are difficulties in implementing the learning carried out	Guiding teachers in preparing lesson plans (RPP), carrying out learning activities, managing, caring for, developing and using educational media and madrasah facilities

DISCUSSION

Implementation of Academic Supervision of Madrasa Heads and Supervisors

The implementation of madrasah academic supervision at MTs N Se-Boyolali for the 2022/2023 academic year is carried out by the supervising head of the madrasah. In

addition to supervisors, the head of the madrasa also supervises in collaboration with senior teachers. The implementation of academic supervision is to improve the performance of Islamic Religion teachers at MTs N throughout Boyolali Regency. This can be seen from the teacher's efforts to improve the perfection of lesson preparation, namely. the shortcomings of curriculum preparation, assessment and analysis of learning are quite good, evidenced by the existence of an assessment book for students in every aspect, namely cognitive, affective and psychomotor, so that enrichment and correction are offered. The academic supervision scores obtained by Islamic religion teachers at MTs N throughout Boyolali were quite good, with intervals between 70 and 90. However, there were obstacles in the implementation of academic supervision, namely the planning or timing of the head of the madrasah with teachers. The Islamic religious clusters were often inconsistent. lack of funds in carrying out follow-up academic supervision, and a shortage of senior teachers to assist madrasah heads in carrying out academic supervision. To overcome obstacles to the implementation of supervision, namely: first, the principal gives free time to teachers to discuss their teaching weaknesses. Second, the school works closely with supervisors and deputy heads of the curriculum. Third, training Teaching and learning activities must be carried out regularly, second, teachers must be given an understanding that training is very important to increase efficiency and train teachers/ask for a work group approach to Islamic religious education teachers.

The forms of academic supervision of madrasa heads and supervisors in learning activities at MTs throughout Boyolali Regency are: (a) Learning management and administration, which consists of using semester programs, using lessons, preparing daily plans, programs and making evaluations, question books, textbooks, title. collections, list books, books on the results of analysis of evaluation results, books on improvement and enrichment, books on guidance and counseling programs, books on the implementation of extracurricular activities, learning books, annual programs, semester programs, curriculum, KKM in KD, related to lesson plans, notebooks according to all realized calculations, readiness of teaching aids and media, clarity of core competencies/indicators, material management, learning organization, time planning, multipurpose approach, use of teaching aids/media, teacher's role as facilitator, instructions given to students, inquiry techniques, use whiteboard. (c) Observable aspects, teacher-student interaction and student activities. In general, academic supervision carried out by madrasa supervisors is the same as academic supervision carried out by madrasa heads at MTs N throughout Boyolali, namely,

monitoring, mentoring and clinical supervision through the stages of planning, evaluating and implementing recommendations.

One of the competencies that must be possessed by a school principal in accordance with the Minister of National Education Regulation No. 28 of 2010 is supervision competency. Defines Supervision as a service to help, encourage, guide, foster educators so that they can improve their abilities and skills in carrying out their main tasks in learning. To carry out the supervisory duties the school principal must have three academic supervision competencies, namely: Planning a supervision program in order to increase teacher professionalism, carrying out academic supervision of teachers using appropriate supervision approaches and techniques, following up on the results of academic supervision of teachers in order to increase teacher professionalism (Permendiknas Number 13 of 2007). Implementation of academic supervision leads to predetermined targets, including implementation steps, such as actions (corrective, preventive, constructive, creative), observation, and reflection (Prasojo, Lantip Diat, 2011).

On average, the supervision carried out at MTs N in Boyolali was in accordance with the applicable regulations. Because supervision can be carried out properly, it must be carried out with the following principles: a sense of security for the party being supervised, is constructive and creative, is realistic based on actual circumstances and reality, is carried out simply, establishes professional relationships not based on personal relationships, and is based on abilities, abilities, conditions and attitudes of those who are supervised, as well as supervision must help teachers to always grow on their own not depending on the principal (Jerry H. Makawimbang, 2011). With the implementation of good supervision will have an impact on teacher performance. Permendiknas number 28 of 2010 chapter 1 article 1 paragraph 1 states that the principal is a teacher who is given the additional task of leading an education unit. Teachers who are given additional assignments must have special criteria and qualifications to become school principals. The principal is someone who has professionalism who is given the task of leading an educational institution where the learning process takes place, or where the interaction takes place between the subject giver called the teacher and the recipient of the lesson called the student.

Purpose and Function of Supervision

Supervision of madrasah heads and supervisors of Islamic education subjects at MTs N in Boyolali has objectives and functions, namely: (a) Research function. Supervision

as a research function is intended to obtain a clear and objective picture of the educational situation. Supervisors are not prejudiced against teacher behavior due to low student learning outcomes achieved. (b) Rating function. The evaluation function is intended to obtain good or bad something. Therefore, efforts are made to maintain the good that has been achieved and the shortcomings that are still visible are given proportional treatment. (c) Repair function. The repair function is intended to correct things that are lacking by identifying negative aspects, namely, deficiencies, weaknesses or stagnation, clarifying negative aspects, and then making improvements. (d) Upgrade function. Improvement efforts are a continuous process that is carried out continuously. Educational supervision upholds the practice of continuous quality improvement.

The existence of academic supervision has something to do with the goals to be achieved. According to Sahertian (2014) that the purpose of educational supervision is: Helping teachers make it easier to make adjustments to society and ways to use community resources and so on. Helping teachers in fostering mental reactions or moral work of teachers in the context of personal growth and their positions. The main function of educational supervision is not only to improve learning, but to coordinate, stimulate and encourage the growth of the teaching profession (Sahertian, 2014).

Madrasa Head Supervision

Supervision of the Head of Madrasah PAI MTs N in Boyolali which is carried out with an emphasis on coaching teachers to: (a) improve the ability and professionalism of teachers in creating situations of the teaching and learning process in such a way that two-way communication interactions occur, which will ultimately improve the quality of results student learning. (b) Getting used to the teacher to always be ready in teaching appearance with good mastery of the material and teaching strategies.

Every Head as an organizational leader needs to master the need to master and understand the ability to motivate his subordinates, the principal in order to understand his subordinates must understand what the needs of the subordinates are (Asyari, 2020). In addition, it fosters high teacher motivation to always improve their professionalism (Sabandi, 2013).

The supervision of the madrasah head has guidelines for the school system which has the main vision of providing a positive touch in the form of oversight by the principal of academic quality. The headmaster's academic supervision is professional assistance to

teachers, through systematic planning cycles, careful observation, and objective feedback. So that in that way you can use the feedback to improve performance (Depdikbud, 2004).

Supervision of Madrasah Madrasah Heads MTs N in Boyolali, Madrasah heads in carrying out supervision place themselves to create a good atmosphere and climate, so that supervision can run effectively and the learning process runs conducive. In accordance with their main tasks and functions, madrasa principals are indeed required to create a comfortable madrasa climate (Mulyasa, 2003).

. The madrasa principal's academic supervision program must be realistic and can be implemented, so that it really helps to enhance teacher teaching performance. The supervision of the Madrasah Madrasah Principals of MTs N throughout Boyolali includes the entire learning process that builds an effective and efficient conducive learning environment, which includes aims and objectives, curriculum development, teaching methods, evaluation, development of planned student learning experiences both intra and extracurricularly. A good madrasa head is constructive in an ongoing situation, an upsetting or pleasant atmosphere, worrying and frightening, prejudice, revenge. The Principal's academic supervision program is principled in the process of developing teachers who provide rich motivation for the growth of their professional abilities in teaching. It becomes an integral part in efforts to improve school quality, has the support of all parties along with the funds and facilities. Not a supplement or additional activity.

Supervision of Madrasa Supervisors

In its implementation, the supervisor of the Madrasah Madrasah Islamic Education MTs N in Boyolali is the main supervisor, so that it is an absolute activity to provide guidance to teachers or school principals within the scope of the school. academic supervision to empower teachers professionally in carrying out their responsibilities as professionals. So that the teacher's performance in the learning process can be optimal and quality.

Through supervisors, a school can develop in a quality, orderly and sustainable manner through the stages of planning, implementing and evaluating it is hoped that the function of academic supervision will be realized (Yusmarti et al., 2020). Academic supervision technique is a technique that must be understood and mastered by a supervisor. Because it is a tool for supervisors in supervising teachers or school principals.

So that the main goal is to be able to help and improve individual and group learning situations (Frans Tengko, Mesta Limbong, 2021).

. With quality, regular and continuous academic supervision of madrasa supervisors through the stages of planning, implementation and evaluation, it is hoped that the function of academic supervision will be realized (Kusumawati, 2016). According to Sitaasih (2020) Success in academic supervision can occur if all aspects function properly and do not exclude other goals. Teacher performance is the behavior and ability of "the teacher in carrying out tasks that produce an achievement that can be measured through the competencies that must be possessed by the teacher, namely" pedagogic competence, social competence, personal competence and professional competence that must be owned by every teacher to carry out his teaching profession in support the learning process. Many things can affect teacher performance, in this study it appears that the academic supervision of madrasah supervisors affects teacher performance.

Based on the problems that occur frequently in the implementation of supervision, the main factor is that a supervisor does not understand the concepts, principles, and techniques used for supervision, so that supervision matters must really lead to solving problems in the school environment. In practice, supervisors have several specific assessment criteria with several aspects used. So in providing input, criticism or suggestions must be based on several of these aspects, with the main objective being to help increase the credibility of a teacher's teaching at school (Messi, Wiwin Anggita Sari, 2018).

The role of the educational supervisor carried by the supervisor in carrying out academic supervision must be avoided from actions that are ordered or patronizing, but should be carried out with a partnership approach pattern by supporting, assisting, and dividing tasks and work among all components of education. There are eight principles that can be used in carrying out supervisory actions. These principles include systematic, objective, realistic, anticipatory, constructive, creative, cooperative and kinship.

Supervision of madrasah supervisors in the PAI family of MTs N throughout Boyolali is carried out systematically, in the sense that supervision is developed with careful planning in accordance with the desired goals. Objective, meaning that supervision provides input in accordance with the aspects contained in the instrument. Realistic, meaning that supervision is based on actual reality, namely on conditions or things that have been understood and implemented by school staff. Anticipatory, meaning that

supervision is directed to deal with difficulties that might occur. Constructive, meaning that supervision provides suggestions for improvements to those being supervised to continue to be developed in accordance with applicable provisions or rules. Creative, meaning that supervision develops teacher creativity and initiative in developing the learning process. Cooperative, meaning that supervision develops a feeling of togetherness to create and develop a good learning situation. Kinship, meaning that supervision takes into account mutual sharpening, caring and compassion among school members which is often known as *Tutwuri Handayani*.

A supervisor has to strike a balance between several factors such as supporting students, having expertise in research, giving positive criticism and bringing out creativity. He needs to work on multiple fronts to bring quality research work by providing guidance to students in a way that leads to innovative ideas while keeping in mind the timelines and rules set by the organization (Zaheer et al., 2020).

Based on the phenomenon that madrasa supervisors always involve school principals and teachers in forming supervisory programs so that they always socialize programs and schedules that have been made to teachers and principals at the school. This can be seen when carrying out academic supervision which always gets a good response from the principal and teachers. Efforts made by school supervisors in carrying out academic supervision can run well and smoothly so that thanks to the abilities possessed by school supervisors to always foster or build good communication with teachers and school principals.

Impact of Academic Supervision on Teacher Performance

The academic supervision of madrasah heads and supervisors of PAI teachers at MTs N throughout Boyolali has had an impact on teacher performance. Teacher performance is the result of work based on quality and quantity that can be achieved by a teacher by carrying out tasks according to the tasks assigned to him. The term performance or work efficiency comes from the word work efficiency or work efficiency that has been achieved by someone in carrying out the main tasks, duties and responsibilities assigned to him. So that with the supervision analysis, the performance of the MTs N Islamic Education teachers in Boyolali is on the expected target. And has an impact on improving the quality of students in understanding lessons and improving the learning system in madrasahs.

In Law no. 14 of 2005 Article 1 paragraph (1) point 1 concerning Teachers and Lecturers states that, "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education , primary education, and secondary education". The teacher is a person whose job is to teach so that students can learn and/or develop their potential and basic skills. optimally through public or private school education (Depdiknas, 2008). This is in accordance with what was achieved by Islamic Education teachers at MTs N in Boyolali.

CONCLUSION

The results of supervision carried out by the head of the madrasah can assist teachers in planning, implementing, analyzing students' needs, and overcoming difficulties in implementing learning carried out by PAI teachers. while the supervision carried out by the madrasah supervisor is to provide consulting services to teachers individually or in groups to improve the learning process and learning outcomes. Academic supervision of madrasa heads and supervisors has been proven to be able to improve the performance quality of Islamic religious education teachers at MTs N throughout Boyolali, because they are always directed and always try to meet professional standards in carrying out teaching assignments at madrasahs. With the guidance and direction of Islamic religious education teacher supervisors at MTs N throughout Boyolali, they always learn to improve their teaching skills, from learning methods, learning administration, learning time management, to always understanding students by practicing learning approaches to students.

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