

## **Management of Headmaster Academic Supervision In Improving Teachers' Performance at *Madrasah Ibtidaiyah* (MI) Dasussalam Ciamis**

**Tatang Ibrahim<sup>1</sup>, Kusoy<sup>2</sup>**

University Sunan Gunung Djati, Bandung, Indonesia

<sup>1</sup>tatangibra15@gmail.com

<sup>2</sup>kusoyfadil@gmail.com

### **ABSTRACT**

*The success of an educational institution is the management carried out by the headmaster the highest leader in the institution. The headmaster as the manager has the authority to carry out supervision to improve teachers' performance. This research aims to find out the academic supervision program, supervision implementation, supervision techniques, follow-up supervision results, and inhibitory factors in the implementation of academic supervision by the headmaster of MI Darussalam Ciamis. The research method used is descriptive qualitative by applying interviews, observations, and documentation as data collection techniques. The subject of this study is the headmaster and teachers of MI Darussalam, there are 20 participants. The results of this study are: 1) Academic supervision program is oriented towards teachers' guidance to improve teachers' performance through discussions with teachers; 2) The implementation of academic supervision has several stages, the first is the initial planning, the second is the implementation of observation, and the final stage is the learning process becomes effective; 3) The techniques used by the headmaster are individual, group techniques and clinical supervision; 4) The follow-up of this supervision is the provision of assistance and guidance to teachers who are still having difficulty in carrying out their duties as teachers, improving teachers' professionalism through teachers' meeting activities and attending training; 5) The inhibition factor in the implementation of academic supervision is the low competence of some supervisors appointed due to lack of human resources.*

**Keywords:** *academic supervision, teachers' performance, madrasah ibtidaiyah (MI)*

## A. INTRODUCTION

In the teaching and learning process, the role of teachers is very important, teachers are required to work professionally thereby producing quality and good quality education to produce good quality and quality students. Among good human resources, qualified teachers and students, both of them correlate each-others. To maintain the quality and quality of education in schools, good management is needed.

Human resources are utilized in the organization carried out through the functions of human resource planning, recruitment and selection, human resource development, career planning and development, compensation and welfare, occupational safety and health, and industrial relations (Marwansyah, 2010). The people who carried out the activity are the human resources manager, it is the headmaster (Bangun, 2012).

As for teacher competence, Indonesia Constitution *Undang – Undang* (UU) No. 14 in 2005 on the Teachers and Lecturers field, suggests that a teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating learners on formal education, primary education, and secondary education.

Relating to *Undang-Undang* on teachers and lecturers that have been previously stated, there is the competence of elementary school teachers according to *Permendiknas* No. 16 in 2007: 1) understand the principles of assessment and evaluation of learning processes and outcomes following the characteristics of five elementary school subjects; 2) determine important aspects of the learning process and outcomes to be assessed and evaluated following the characteristics of five elementary subjects; 3) determine the assessment and evaluation procedures of the process and learning outcomes; 4) develop instrument assessment and evaluation of learning processes and results; 5) administer the assessment of learning processes and results continuously by using various instruments; 6) analyze the results of assessment processes and learning outcomes for various purposes; 7) evaluate the process and learning outcomes.

To implement these competencies, it is necessary to have control or academic supervision carried out by the headmaster. The headmaster has a very important role in determining the direction of the educational institution that leads to becoming a high-quality institution. To be able to carry out this position requires a competent principal, professional in the duties, and good character.

According to Kurniawan et al., (2018), academic supervision is the headmaster's main task in each unit which leads to being able to improve the quality and quality of sustainable education units. To make the learning activities carried out by teachers in the school more qualified, the headmaster who is the manager of the school is tasked with organizing and carrying out academic supervision activities. This duty is quite important because, through the role of supervisor, the headmaster can provide assistance, guidance, or services to teachers in carrying out their duties or in solving problems faced during the learning process. The performance of MI teachers is the result of the work that has been carried out by a teacher in implementing the duties and functions based on the experience. The teacher's performance can be seen when the teacher conducts learning in the classroom both offline and online including preparation, as well as teaching evaluation.

Based on research written by Yusuf (2020) entitled Influence of Principal Supervision and Intrinsic Motivation on The Performance of Elementary Teachers in Sub Rayon 10 Parung Sub-district Bogor Regency. It can be concluded that there was a positive and significant influence between supervision of teacher performance with a correlation coefficient is 0.451 and R2s coefficient of determination is 0.203 which influenced teacher performance by 20.3% and the remaining is 79.7%, it is determined by other factors. The regression coefficient obtained by  $Y = 61,271 + 0.495X_1$ , means that each increase in one unit of organizational commitment score affects the improvement of teacher performance score by 0.495 (strong).

In line with a study completed by Astuti, S. (2017) entitled Academic Supervision to Improve Teacher's Competency in SD UKSW Laboratory published in *Scholars: Jurnal Pendidikan Dan Budaya*, it is processed that through academic supervision the headmaster can accommodate various problems faced by teachers in the learning process to be able to find ways to solve problems. The essence of academic supervision is to help teachers develop their professional skills. This was also carried out by the principal of SD Laboratorium UKSW in solving problems related to the administration of learning assessment where some teachers in SD Laboratorium UKSW have not been competitive in preparing the administration of learning assessment properly. By conducting Academic Supervision, the competency level of administration of learning assessment in SD Laboratorium resulted from 26.2% increase from the initial condition score of 63.5 after supervision to 89.6.

Based on the explanation above, the purpose of this research is to describe the implementation of academic supervision of the headmaster to improve the performance of teachers in MI Darussalam. Supervision activities carried out by the headmaster included planning and making programs for the next year.

This research is beneficial for the development of supervision practices in schools. The implementation of proper supervision can help the formation of teacher professionalism so that it will achieve learning objectives and further improve the quality of education. The advantage for teachers is it can be used to improve their performance and ability in the learning process which can further support the professionalism of teachers. For the headmaster, it can be used as input for teachers' coaching materials to improve teachers' competence sustainably.

## **B. METHODOLOGY**

The research method used in this research is a qualitative descriptive research method, which is a technique that describes and interprets the meaning of the data that has been collected by giving attention to and recording as many aspects of the situation as possible that were studied at the time, to obtain a general and comprehensive overview of the actual situation (Kriyantono, 2007). According to Moleong (2010) using descriptive methods means that researchers analyze the data collected can be words, images, and not numbers. The data may come from interview manuscripts, field notes, photographs, videotapes, personal documents, notes or memos, and other official documents.

Data collection techniques in this research are gained by interviews, observations, and documentation. Lexy J. Moleong (2011) defines an interview as a conversation with a specific intent. The conversation was conducted by two parties, namely the interviewer who asked the question and the interviewee who answered the question". In this study, researchers used direct communication by asking open questions, so that the information obtained is more complete and in-depth, and related to the problems studied. This interview was conducted with a recording device. When the interview was conducted, the researchers also recorded the main points, continued by completed and detailed recording after the interview was completed.

The next technique is observation. Some information obtained from the observations is space (place), actors, activities, objects, deeds, events or events, time, and feelings. The reason for this research observation is to present a realistic overview of behaviors or events, to answer questions, to help understand human behavior, and for evaluation is to take measurements of certain aspects, to do feedback on that measurements. According to Narbuko and Achmadi (2002) in the research of observation techniques commonly used for data collection tools are 1) observation of participants; 2) systematic observation; 3) experimental observation.

To complete the data needed in this research, documentation methods are used as tools and supporting tools. The documentation method is to find data on things or variables such as notes, transcripts, books, newspapers, magazines, inscriptions, meetings notes, agendas, and so on. Compared to other methods, this method is rather not so difficult, it means that if there is a mistake in the data source, it still can be fixed, and has not changed. By the documentation method, it is not only observed living objects but inanimate objects. So, the documentation method is a method used to obtain data in the form of writing materials.

## **C. RESULT AND DISCUSSION**

### **1. Academic Supervision Program by the Headmaster**

The headmaster as supervisor has compiled a teaching academic supervision program with the deputy headmaster, head of the skills program, head of teaching, and teachers in deliberation. Scientific supervision is (1) Systematic, which means that it is carried out regularly, planned, and continuously; (2) Objective, there is data obtained based on real observations not based on personal interpretation; (3) Using note-take tools that can provide information as feedback to research the learning process in the classroom (Sahertian, 2008:16).

This teaching supervision program is oriented towards improving teachers' performance by having a cycle with stages of planning, observation, and intellectual analysis. Supervision is focused on improving teaching by running a systematic cycle of intensive planning, observation, and intellectual analysis of the teaching performance of teachers in the classroom (Burhanudin, 2020).

The teaching supervision program compiled by the headmaster is oriented towards guidance on teacher tasks, such as the preparation of teaching programs, and the preparation of learning tools (Lesson reference units, lesson plans, evaluation tools, preparation of learning media, and others). Planning must be formulated and done professionally (Fattah, 2009:12).

The results showed that the teacher teaching ability coaching program compiled by the headmaster was not following the expected phases. In addition, the program has not included the target and schedule regarding the implementation of the development in detail. As Castetter (Purwanto, 2005:79), stated that for the development of educational personnel, there are several phases carried out, there are (1) the need for personal development; (2) draft personnel development program; (3) implementation of personnel development program and; (4) evaluation of personnel development programs.

## **2. Implementation of Academic Supervision by the Headmaster**

The implementation of academic supervision conducted in MI Darussalam Ciamis did once in one semester. The teacher performance improvement program through the teachers' meeting was attended by the headmaster but it has not invited an expert team in terms of competent resource persons. A headmaster who fulfills the function well, there are directing, coordinating, and communicating functions, if the headmaster does not hesitate to hold a meeting in meeting of the board of teachers and TU staff regularly (Arikunto, 2004:56).

The implementation of academic supervision is not carried out by the headmaster but is also assisted by the deputy principals and senior teachers. The headmaster can authorize other senior teachers who are capable and experienced in supervision (Wahyudi, 2009:86). This authority is intended for all teachers can be supervised on time, therefore senior teachers can also be appointed as supervisors.

Coaching activities are conducted through seminars, scientific meetings, and visits between classes/schools.

## **3. Academic Supervision Techniques by the Headmaster**

Based on the results of this research that academic supervision techniques carried out by the headmaster are individual techniques, and group techniques. In general, the way or techniques of supervision can be classified into two, namely individual techniques and group

techniques (Purwanto, 2005:120-122). In addition, the headmaster conducts Clinical Supervision.

Implementation of clinical supervision conducted by the headmaster in a cycle consisting of the following three stages:

- a. Initial planning stage
- b. Observation stage
- c. The final stage (back-to-back discussions)

The headmaster has performed the function of the supervisor to improve teachers' performance. Clinical supervision is a form of supervision focused on improving teaching through systematic cycles, in planning, observation (implementation) as well as intensive and careful analysis of the teaching performance of teachers (Sahertian, 2008:36)

#### **4. Follow-up the Supervision Results Coaching**

The headmaster always monitors the progress of the learning program in the school. Supervision programs in addition to requiring objective data or information must also be carried out in a planned and continuous manner (Sahertian, 2008:98).

Based on the results of the study, the headmaster also conducted a coaching evaluation based on notes on the format of class visits to teachers for each year, as an analysis and input in creating a teacher coaching program the following year.

Follow-up activities are also carried out by teachers given the opportunity to actively participate in teacher deliberation activities that are in one task force. Pieces of training are conducted by both local and central government or other agencies.

#### **5. Obstacles in the Implementation of Supervision by the Headmaster**

Based on the results of the research obtained stated that some supervisor competencies are weak, then this is one of the obstacle factors in the implementation of teaching supervision. Supervisors should analyze the condition of each teacher to be supervised not only from the outside appearance, but also to try to open his heart, mood, and heart to gain a deep knowledge of the teacher. The headmaster appointed an existing senior teacher as a supervisor even though guidance was still needed by the headmaster due to a lack of human resources.

## **D. CONCLUSION**

Based on the results of research and discussion, it can be concluded that:

1. The academic supervision program at MI Darussalam Ciamis is structured and oriented towards guidance on teacher tasks, such as the preparation of teaching programs, preparation of learning tools (Learning reference units, lesson plans, evaluation tools, preparation of learning media, and others). This was arranged through deliberations between the principal, the vice principal, the head of teaching, the head of the skills program, and the senior teacher.
2. The implementation of academic supervision follows the stages; the initial planning stage, the implementation of observation, and the final stage (back-to-back discussions). The academic supervision program implemented by the headmaster has been running well.
3. Academic supervision techniques used by the principal are: 1) Individual supervision techniques by performing; (a) class visits, (b) Conducting observation visits, (c) Guiding teachers on ways of learning students' personal and or overcoming problems experienced by students, (d) Guiding teachers in matters related to the implementation of the school curriculum; 2) Group techniques with activities: (a) Holding meetings or meetings periodic. (b) Holding group discussions, (c) Conducting in-service training. 3) Clinical supervision with activities: initial planning stage, observation implementation stage, and final stage (back discussion).
4. The follow-up of the headmaster's supervision is to conduct coaching based on the notes of the results of class visits to teachers each year and make a teacher coaching program the following year.
5. The obstacles in the implementation of supervision encountered by the headmaster are the low competence of some supervisors appointed.



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