

THE URGENCY OF TOTAL QUALITY MANAGEMENT IN ACADEMIC SUPERVISION TO IMPROVE THE COMPETENCY OF TEACHERS

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ABSTRACT

This paper discusses one way to improve teacher competency through academic supervision as a form of implementation of TQM (Total Quality Management). Academic supervision is considered to be able to provide solutions in the improvement process, as well as improving the quality of teachers in an educational institution. This paper focuses on theoretical concepts, objectives, principles, planning, and techniques in the implementation and follow-up of academic supervision. Sources of data in this paper are obtained through collecting data and information through bibliographic aids or commonly referred to as reference books. This paper uses qualitative research methodologies with applied research. The results of this paper indicate that true academic supervision can improve teacher competence in an educational institution. Of course this is supported by careful planning, also the right techniques in its implementation. However, because this academic supervision is a form of implementing TQM, it refers to one of the characteristics of TQM that is continuous improvement, it is necessary to have a follow-up as a form of continual improvement over the implementation of academic supervision that has been carried out previously by the school principal or madrasa headmaster. Thus, the results to be achieved from this implementation are improvements, as well as increasing teacher competence in an educational institution.

Keywords: TQM, academic supervision, teacher competence

ABSTRAK

Tulisan ini membahas tentang salah satu cara untuk meningkatkan kompetensi guru melalui supervisi akademik sebagai bentuk implementasi TQM (*Total Quality Management*). Supervisi akademik dinilai bisa memberikan solusi dalam proses perbaikan, juga peningkatan kualitas guru dalam sebuah lembaga pendidikan. Tulisan ini berfokus pada konsep teori, tujuan, prinsip, perencanaan, hingga teknik dalam pelaksanaan dan tindak lanjut dari supervisi akademik.. Sumber data dalam tulisan ini diperoleh melalui pengumpulan data dan informasi melalui alat bantu bibliografi atau biasa disebut dengan buku-buku referensi. Tulisan ini menggunakan metodologi penelitian kualitatif dengan jenis penelitian aplikasi atau terapan (*applied research*). Hasil dari tulisan ini menunjukkan bahwa supervisi akademik dapat meningkatkan kompetensi guru dalam sebuah lembaga pendidikan. Tentunya hal ini didukung dengan perencanaan matang, juga teknik yang tepat dalam pelaksanaannya. Namun demikian, karena supervisi akademik ini adalah bentuk dari pengimplementasian TQM, maka merujuk pada salah satu karakteristik TQM yaitu perbaikan terus menerus, maka perlu adanya tindak lanjut sebagai bentuk perbaikan kelanjutan atas pelaksanaan supervisi akademik yang telah dijalankan sebelumnya oleh kepala sekolah atau kepala madrasah. Sehingga, hasil yang akan dicapai dari pengimplementasian ini adalah perbaikan, sekaligus peningkatan kompetensi guru di dalam sebuah lembaga pendidikan.

Kata kunci: TQM, supervisi akademik, kompetensi guru.

A. INTRODUCTION

The article discusses the academic supervision as a form of implementation of TQM (Total Quality Management) which aims to improve the quality of competency of teachers. The presence of a new integrated quality management paradigm known as Total Quality Management (TQM) became significantly applied as an alternative solution for the improvement and quality assurance of educational institutions. The fact of TQM is a concept that seeks to implement a quality management system that focuses on customers through continuous improvement. TQM is a philosophy of continuous improvement, which provides a set of practical tools for educational institutions to meet the needs of customers in the form of wishes and expectations in the present and future time. Further TQM have characteristics, they are: 1) Focus on customers, both internal and external customers; 2) Have a high obsession with quality; 3) Use a scientific approach in decision making and problem solving; 4) have a long-term commitment; 5) Require teamwork; 6) improving processes continuously; 7) Organizing education and training; 8) Provide controlled freedom; 9) Have unity of purpose; 10) The involvement and empowerment of

employees (Tjiptono 2003). From this explanation, it is understandable that quality management in the context of education is a philosophy of methodology about continuous and directional improvement, which can provide a set of practical tools for each educational institution to meet the needs, wishes, and expectations of customers, current and future.

In an educational institution, the role of teachers is decisive in the efforts to improve the quality of education. Therefore, teachers as learning agents are required to be able to organize the learning process with the most, in the framework of education development. Teachers have a very strategic function and role in the development of education, and therefore need to be developed as a dignified profession. Law No. 14 of 2005 on teacher and lecturer article 4 confirms that the teacher as a learning agent serves to improve the quality of national education. To be able to perform the function properly, the teacher is obliged to have a certain condition, one of which is competence. Teacher competence is a set of mastery skills that must be in the teacher in order to realize the performance precisely and effectively. While a professional teacher is a teacher who has

special skills and expertise in the field of teaching so as to perform the task and function as a teacher with maximum ability. But the fact in the field shows that many teachers are currently entering the classroom not knowing the definite purpose, which is important for the sake of disfiguring obligations. There is unpreparedness in the process of teaching and learning (KBM). Some even have a less-than-good teaching habit, which is a three-quarter-hour lesson for ADO not an aperception and a quarter of the hour to teach. A proportion very irrelevant to the circumstances and needs of the students (Makawimbang 2011:134–35).

In this case, it takes competence from a headmaster or head of the Madrasah to help improve the quality of the teacher's competence in terms of learning. One of the ways that can be done is by conducting an education supervision. Because it is written in the principal or Madrasah standard that a school principal or Madrasah must have five dimensional competencies, they are: personality, managerial, entrepreneurship, supervision, and social competence (Lantip Diat Prasajo 2011:1). Supervision is one of the strategies to ensure that all steps in the implementation process and all components of the educational outcomes

will be achieved to meet the target. Supervision is a management strategy consisting of a series of activities to ensure that the quality expected in the planning process, implementation of activities, and evaluation meets predefined standards (Makawimbang 2011:70). To implement the academic supervision is effectively required conceptual, interpersonal and technical skills Therefore, every head of education unit must possess and master the concept of academic supervision which includes: understanding, purpose and function, principles, and dimensions of the substance of academic supervision. The core academic supervision competency is to foster a teacher to improve the learning process. Therefore, the target of academic supervision is the teacher in the learning process (Lantip Diat Prasajo 2011:1).

B. LITERATURE REVIEW

1. Basic Supervision Concept

Supervision comes from two English words, that is super and vision. Super which means above and vision which means to see, still the same with inspection, inspection, supervision and assessment in the sense of the activities undertaken by the superiors of the people who position above, that is the leadership of the things that are below that is the

subordinate. It is further said that supervision is a term that is in the supervision family but its nature is more human, human. In the activities of supervision, the implementation is not finding fault but more in the element of coaching, so that the condition of the work that is being supervised can be known shortcomings (not merely a mistake) then to be notified the part that needs to be repaired (Sahertian, 2008: 54).

Based on the explanation mentioned above, there are several things about supervision, they are: 1) In the supervision of viewing, examination, inspection, supervision; 2) Supervision activities carried out by the person in the position above, that is the leadership of the things that are under it, that is the subordinate; 3) Supervision emphasizes aspects of improvement and coaching. In Qur'an cues regarding supervision can be identified from (one of them) the following paragraph:

قُلْ إِنْ تُخْفُوا مَا فِي صُدُورِكُمْ أَوْ تُبْذَرُوهُ
يَعْلَمُهُ اللَّهُ وَيَعْلَمُ مَا فِي السَّمَوَاتِ وَمَا
فِي الْأَرْضِ وَاللَّهُ عَلَىٰ كُلِّ شَيْءٍ قَدِيرٌ

“Say: "If you hide what is in your heart or you are doing it, surely Allah knows". God knows nothing in the heavens and nothing in the Earth. And Allah is omnipotent over all things”. (Q.S. **Ali Imran: 29**)

The verse above implicitly reveals about the breadth of the knowledge of God SWT about everything related to its creatures. Similarly, the verse suggests that the position of Allah as the creator is the supreme authority that overtakes all of his creations, which, when associated with the context of supervision expressed by Arikunto, that the supervision is performed by superiors or leaders who certainly have a higher authority over the things that are under it or the subordinates have a similarity of concepts about the subject of supervision of actors is equally done by the subject that has a higher authority on the lower subject or subordinate. (Arikunto, 2010: 34) Meanwhile, according to Shihab, commenting on Q.S. Ali Imran verse 29 is that because God is omnipotent in all things so that, with his vast knowledge and his complete power he can bring about the right punishment and the appropriate reward for every creature (Subhan, 2017: 16).

In the context of the supervision raised by Arikunto, the follow-up of supervision is not to take the proper act of punishment and appropriate reward for each creature as Shihab pointed out, but what Arikunto has intended as a logical consequence (follow-up) of supervision activities (viewing, screening, inspection, supervision)

emphasizes more on the improved aspects of supervision activities followed by coaching to improve activity for the better. In the educational world, supervision is identified with supervision; indeed this can be understandably because when examined from the etymological side of the term "supervision" or in English "supervision" is often defined as supervision. Supervision is the coaching that is given to all school staff so that they can improve their ability to develop better learning situations (Subroto, 1988: 134). Furthermore the principal or head of the madrasah is a person who is given special duties and authorities to lead a formal education. The highest position in a formal educational institution is given to the headmaster or head of the madrasah so that he becomes a leader who takes all elements of personnel in the school or Madrasah. Hadari Nawawi said that the principal or Madrasah in the school environment is the person responsible for all activities in the most appropriate condition (Nawawi, 1993: 42).

Based on the above opinion it can be concluded that the principal or head of the Madrasah is the highest position held by a person responsible for the realization of the activities and the implementation of the education program. Thus the teacher as a

leading person and directly responsible for the development and progress of students should be improved their professional skills in learning so that a supervision is required by the principal. With regards to the goals and functions of supervision that have been discussed previously, the following are presented various kinds of educational supervision tasks. Where the headmaster has the task of leading the entire implementation of learning and teaching activities in school.

The duties are as stipulated in the regulation of the Minister of National Education No. 13 year 2007 are: 1) Leading and building schools in accordance with the prevailing provisions; 2) To foster cooperation with parents and Community and related parties; 3) Leading and coordinating the education workforce in improving the quality of work; 4) Divide up tasks and administrative staff in accordance with the prevailing curriculum; 5) To carry out the guidance, construction, motivation and protection of teachers and staff of TU in conducting learning; 6) Creating and controlling a working environment conducive to achieving the objectives of the Defajan; 7) Help solve the problems faced by teachers and staff; 8) Encouraging and improving the ability of teachers and staff through advanced

upgrading, shutdown and education; 9) As a mediator between schools, teachers and staff in improving performance; 10) Continuously builds and evaluates the implementation of teachers and staff objectively; 11) Encourage use of facilities and infrastructure; 12) Planning and implementing new student admissions.

The main task of the principal or head of the Madrasah is to build and develop the school so that education and teaching become more effective and efficient. It can only be implemented properly and the Lancer when there is harmonious cooperation with all teachers and staff of Madrasah. Therefore, first of all to be done by the principal or head of the Madrasah is to build cooperation with all the teachers and staff he led so that there is a harmonious relationship. It is therefore obvious that the supervision or supervision of the principal or Madrasah is very important to improve the teaching quality of teachers, so that the supervision of the headmaster should be carried out best because the supervision of a good principal will give a positive influence that will improve the quality of teaching teachers in the learning process, Conversely, if supervision is less good, then it is not good to master in carrying out the teaching task.

2. Basic Concept of Academic Supervision

Academic supervision is a series of activities that help teachers develop their ability to roar the learning to process (Daresh, 1989: 78). The academic supervision also means a practical reflection of the teacher's performance assessment in the academic supervision is to see the real conditioning of the performance teachers fits to answer the Misluse questions: what actually happened in the classroom? What do the teachers and students actually do in the kelals? Which activities of the Skeselluruhan do ALM activity of that class mean to teachers and students?, what has the teacher done in achieving the objectives of akdademik?, what are the strengths and disadvantages of teachers and how to develop them?. Based on the answers to these questions will be obtained information about the teacher's poverty in the study of the teaching. But saltu things that need to be asserted here, that after conducting the performance assessment should continue the implementation of academic supervision by conducting further tidank in the form of academic supervision program and perform properly (Lantip Diat Prasojo, 2011: 80).

Academic supervision concerns the supervisor's observations on academic

issues, which are things that are directly in the learning environment when students are in the learning process (Suhardan 2010:47). Academic supervision focuses on students' learning problems. This is done by the head of the Madrasah to know the teaching skills of the teacher who will be given guidance. So the point of the academic supervision is not to assess the performance of the teacher but give guidance to the teacher. In general supervision can be interpreted on the basis of its overall activities conducted individually or in the group according to the purpose of each of the personnel, groups or to a program in various fields of education. There are three basic concepts in the sense of academic supervision, they are: *First*, academic supervision must directly influence and develop the teacher's behavior in managing the learning process; *Secondly*, the conduct of supervisors in helping teachers develop their skills should be professionally designed, so it is clear the start and end time of the development program; *Third*, the ultimate goal of academic supervision is for teachers to be able to facilitate learning for their students (Kependidikan 2008:10)

The academic supervision is a professional assistance provided by the head of the Madrasah through three phases,

they are assessment, repair and construction. The task of the principal as a supervisor is to supervising the subordinate, be it teacher, TU staff and others. Academic supervision certainly relates to the headmaster who supervising all learning activities. From this concept, it gives direction that the activities of academic supervision must be measured both the time and its influence on teacher behaviour, so that teachers are able to facilitate learning for their students.

C. METHOD

This research is a qualitative study with the type of application or applied research aimed at providing enlightenment on a social symptom that is becoming a public spotlight. The goal is to help people have the knowledge and understanding of the nature of the problems they are facing, so that they can overcome them. With this understanding, the community can control its condition and environment (Raco, 2011: 14–15). In other words, this research is intended to provide enlightenment to the principal or head of a madrasah over the condition of the teacher who still needs improvement or quality improvement of the learning process. It is hoped that teachers in an educational institution will be able to improve their competence and

overcome the problems they have faced with learning activities in the classroom. In addition, in this case it is hoped that the headmaster or head of the Madrasah motivated to perform academic supervision as an effort to implement continuous improvement as an effort to produce better quality of education as contained in the nature of Total Quality Management (Saihu and Taufik, 2019: 105–16)

Furthermore, research using the literature study method with data collection techniques is done by collecting information from reference books, meaning that it is a collection of books that contain the most common and most commonly referenced information for quick purposes. Usually not to be read out overall, but only for the need to find answers about something briefly or focused on a specific item only. Other than that, information retrieval is also carried out from the index book, which includes articles from periodical journals or magazines (Zed, 2008: 10).

D. RESULTS AND DISCUSSION

1. The Basic Concept of Total Quality Management (TQM)

Basically, every institution or school wants to have high and superior quality. To realize the high quality of education and excellence, the institution must be able to

implement and implement Total Quality Management (TQM) or Integrated quality Management (MMT). Total Quality Management is a endeavor that requires the cooperation of all educational institutions, related to the quality of education institutions or schools. TQM comes from the business world and applied specifically to the corporate world only, but as time goes by, TQM is also applied in the world of education or school (Muhammad Kristiawan, Dian Safitri, 2012: 133).

Why do educational institutions strive for quality improvement? There are four things: 1) Moral; 2) Professional; 3) Competence; and 4) Accountability. Sallis, mentions these four things as the fourth "imperative". Moral imperatives because every customer or educational client, be it students, parents and society must get a good service and this is undeniable. Imperatives are professionals because teachers have to put into practice a true pedagogic, meaning educational institutions are tasked professionally to improve the quality. The imperatives of the competition because the current competition of educational institutions are increasingly stringent. (Sallis, 2002: 3) The reduction of new student inputs is a challenge of educational institutions so that

institutions must always improve their quality, otherwise they can threaten the life of the institution. Imperatives accountability because the educations are part of society so that educational institutions should demonstrate responsibility by producing high quality standards (Pongtuluran, 2017: 2).

From various TQM understanding above, it can be concluded that the fact of TQM is a concept that seeks to implement a quality management system that focuses on customers through continuous improvement. This is in line with the Word of God in Al-Qu'an's in *Surah Ar-Ra'd* verse 11:

لَهُ مُعَقِّبَاتٌ مِّنْ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهِ يَحْفَظُونَهُ
 مِنْ أَمْرِ اللَّهِ إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا
 مَا بِأَنْفُسِهِمْ وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا فَلَا مَرَدَّ
 لَهُ ۗ وَمَا لَهُمْ مِّنْ دُونِهِ مِن وَّالٍ

"For man there are angels who always take turns, in advance and behind them, they guard it on the commandments of God. Indeed, Allah does not change the state of the people so that they change the circumstances of themselves. And when God wills the ugliness of a kindred, then no one can resist it; And there was no protector for them except him.

In interpretation of the *Jalalayn*, it is interpreted as follows: (to him) man there are angels who always follow him to take turns, in advance and behind him. The

Angels guard the people by the command of God, from the distractions of the other creatures. Indeed, Allah does not change the state of a tribe, which means that God does not pluck from his favor (so that they change the state of themselves) from good circumstances by committing acts of disobedience. And when God wills the ugliness of a people, that is, the punishment of doom, no one can reject it from the torment, which he has ensured. And once in a while there was nothing for the people who had been desired to be ugliness by God. Nobody can help him but God himself.

According to Ahmad Mundir this verse is interpreted by his writings titled "Tafsir Ar-ra'd verse 11: The motivation to change fate" in the online NU page, i.e. make Ar-Ra'du letter to motivate people to do the best and to fight the maximum is a positive step. It is just worth noting that the struggle in the context of the verse does not alter the bad to be good, but caring for the good grace of God does not turn out to be bad because of our behavior. In this case, it is very necessary to do a job optimally, because each process is a description of the output formed. Similarly, when the process is less optimal, the output to be produced is also less quality. But conversely, if the process is done well and

optimally, then to get a good output is no longer just a mere dream. Until here, the institution will not have good credibility if it is not supported by the management of human resources adequate in the process of improving the quality of education institutions. That is human resources that are filled by people who are professional and reliable in their field. Human resource management within an educational institution will form an organization that is very influential in improving the quality of the school. Therefore, the authors consider the importance of quality control by people who are professionals in their field to continue to maintain or improve the quality of the school. If the process carried out in the institution of Islamic education is good, then it will produce a good quality output, and automatically quality assurance as quality recognition can be achieved. To get quality assurance, there is also a need for quality control in the process of improving the quality of the school and should know exactly what the customers need, both internal and external customers.

In the *Surah Ar-Ra'du* verse 11 above is very clear that to ensure the quality of an educational institution need quality control to improve or update an education quality improvement process. It is not only monotonous in one way, but it is necessary

to change the way it is given to the development of the Times and needs of society. The existence of quality control is as a process of detection and correction of irregularities or changes as soon as possible, so that quality can be maintained. The activity steps undertaken to perform quality control are: 1) Performance evaluation and product control; 2) Comparing actual performance to product objectives; 3) Act on differences or irregularities of existing quality (Masyitoh, 2020: 44). In addition to the previous explanation, we need to know also about the characteristics of the TQM that become important factors in the implementation. Those included in the TQM characteristics are: 1) Continuous improvement; 2) Broad-scale, inspirational, and cover the whole. However, its practical implementation is small-scale and increased; 3) A change of culture; 4) Upside-down organization. The key to success is an effective internal and external customer-supplier; 5) Maintain proximity to customers; 6) Quality of learning. TQM must have relevance in education, it should discuss the quality of the students's experience (Yani, 2012: 25).

2. The Essence of Teacher Competence

Competence in Bahasa Indonesia is absorption from the English language, competence which means proficiency and

ability. Competence is a set of knowledge, behavior, and skills that teachers must have to achieve learning and education objectives. Competence is gained through education, training, and independent learning by utilizing learning resources. The competence of the competencies from the term angles includes the diverse aspects, not only related to the physical and mental, but also the spiritual aspects. According to Mulyasa, the competency of teachers is a combination of personal, scientific, technological, social, and spiritual skills that kaphah form the professional competency of the teacher profession which includes mastery of material understanding of learners, educational learning, personal development and professionalism (E Mulyasa 2003:17). Another sense of competency refers to the outcome of work, individual or group, competence means the ability to achieve something according to the task given to a person, Tuxworth, citing the opinion of Burke et al, about competence is a description of something that someone should be able to do to work in a particular profession. It is a description of the actions, behaviors and outcomes that the person should be able to demonstrate (Tuxworth, 1995: 10).

The explanation can be concluded that competence is a person's ability to include knowledge, skills and attitudes that can be realized in the real work that is beneficial to the self and environment. This conclusion is in line with the provisions of the Law No. 14 of year 2005 saying that teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating learners in an education unit. In the perspective of the national policy, the Government has formulated four types of teachers' competence, as stated in the regulation explanation No. 19 of year 2005 about the nationwide education standards, they are pedagogical competence, personality, social, and Professes. According to law No. 14 of 2005 article 10 concerning some competencies that teachers must have, including pedagogic competence that includes: 1) Ability to understand learners; 2) Ability to understand the principle of learning; 3) The ability to design and implement learning evaluation; 4) Ability to develop learners' potential.

And professional competencies that include: learning material Mastery ability and the ability to apply scientific concepts to everyday life. Personality competencies includes: 1) The ability to act according to

life's values and norms; 2) Consistently builds positive mental attitude; 3) The ability to manifest noble morality. Social competencies includes: 1) Ability to establish social interactions with students; 2) The ability to establish social interactions with fellow teachers; 3) The ability to establish social interaction with educational power; 4) The ability to establish social interaction with the parents; 5) Ability to establish social interaction with the community (Musfah, 2011: 27–30).

Teachers are professionals who work according to their skills. His professional demands in the work or teaching has actually been in a hadith of Thabrani's history: "Indeed, Allah loves when one of you should be careful with the job." Thorough work is one characteristic of professionalism. Likewise, the Qur'an demands that we work in a sobering, slick, and not a finished origin. (Saihu, 2019: 112) In the Epistle of *Al-An'am* (6): 135 It states: "O my people, make your whole ability, verily I am in the same way. Someday you will know who we are, who will get good results in this world, indeed the person who dhalaim will not get luck."

3. Objectives of Academic Supervision

The aim of academic supervision is to help teachers to develop their skills in

achieving the planned defivative goals for the participants. Through the academic supervision, the academic quality is expected to be conducted by the teacher, the development of teachers ' ability not only concerns the enhancement of teacher knowledge and teaching skills, but also includes increased commitment, willingness, and motivation teachers, the quality of learning will be increased. Meanwhile, according to Peter Olivia in Supervision for today's Schools stated that academic supervision activities are intended to: 1) Assist teachers in planning learning; 2) Assisting teachers in the presentation of learning materials; 3) Assisting teachers in evaluating learning; 4) Assisting teachers in managing classes; 5) Assisting teachers in developing the curriculum; 6) Assisting teachers in evaluating the curriculum; 7) Assisting teachers in evaluating themselves; 8) Help teachers collaborate with groups; 9) Assisting teachers through inservice programs (E. Mulyasa, 2003: 113).

Therefore the task of the supervisor is not to prosecute the remains to assist, encourage, and give confidence to the teacher, that the teaching process must be repaired. Both the knowledge, attitudes, and skills of the teacher must be professionally assisted so that the teacher

can thrive in his work. Supervision activities are carried out through a variety of teaching problem solving processes. The goal is to improve the effectiveness and efficiency of the process of learning to teach continuously. Supervision programs should provide stimulation of changes in teaching activities; these changes can be made through the activities of coaching, direction and development of the curriculum by participating in training. Therefore, the principal as a supervisor can be implemented effectively, among others: class visits, group discussions, individual coaching, and learning simulation (E. Mulyasa, 2003: 114).

To go towards the improvement and improve the performance of teachers in learning to teach, the implementation of supervision techniques in the field of education and its specialty teaching for a supervisor is responsible for: 1) Helping teachers clearly see the process of learning to teach as a system; 2) Help teachers clearly see educational objectives; 3) Help teachers prepare better teaching methods; 4) Help teachers prepare teaching and learning activities; 5) Helping teachers help teachers use a source of teaching and learning experience; 6) Assisting teachers in creating learning aids and applications; 7) Petrifying teachers in teaching and

learning programs; 8) Help teachers compose a learning performance test; 9) Helping teachers get to know the Lord; 10) Helping teachers improve moral and comfort work; 11) Assisting teachers to understand code of ethics (Maryono, 2011: 61).

4. Principles of Academic Supervision

Principles of academic supervision includes: 1) Practical, meaning easy to be done according to the condition of the education unit; 2) Systematic, meaning that it is developed according to planning a mature supervision program and learning objectives; 3) Objective, meaning input according to instrument aspects; 4) Realistic, meaning based on actual reality; 5) Anticipatory, it means to be able to deal with problems that may occur; 6) Constructive, it means developing the creativity and innovation of lecturers or instructors in developing the learning process; 7) Cooperative means there is good cooperation between supervisors and lecturers or instructors in developing learning; 8) Family, it means to consider mutual care, care, and foster in developing learning; 9) Means that supervisors should not dominate the implementation of academic supervision; 10) Active means that lecturers or instructors and supervisors must actively participate; 11) Humanist,

meaning is able to create a harmonious humanitarian relationship, open, honest, thoughtful, patient, enthusiastic, and humorous; 12) Sustainability (academic supervision is conducted regularly and sustainably by the Head of Education Unit); 13) Integrated with educational programs; 14) Comprehensive, meaning fulfilling the three objectives of the academic supervision above (Dodd, 1972: 88).

5. Academic Supervision Planning

Supervision Program planning is a document drafting planning monitoring a series of activities helping teachers develop the ability to manage the learning process to achieve learning objectives. In the planning of supervision programs, there are characteristics of supervision planning, they are:

a. Planning should be creative

Supervision cannot be done with a monotonous style or one model. The head of Madrasah Haru is always creative in guiding teachers so that the problems experienced by teachers can be solved.

b. Planning must be comprehensive

Learning is a unified system with components such as teachers, tools, methods, facilities, pupils. They are sustainable to have the purpose of

learning. Supervision must be comprehensive, meaning that stages of supervision should refer to the objectives of the curriculum, the aim of the school then national goals.

c. Planning should be cooperative

Implementation of supervision requires the assistance of others, so that in planning also needed assistance from those who directly related to the implementation.

d. Planning should be flexible

Supervision plans should be given the freedom to implement something according to the circumstances and innovations that occur.

In another theory it is said that the head of the Madrasah must master the planning, steps, and follow-up of academic supervision as quoted by the June Doni Prinansa in his book *The Management of supervision and leadership of the school principal*. Principals need to master the planning of academic supervision so that he needs to master the competence of planning the academic supervision well. There are a number of principles that need to be considered in the academic supervision planning, which is related to:

1) Objectivity; 2) Responsibility, Sustainability; 3) Based on the National Standards of Education (BSNP); 4) Based on the needs and conditions of the school (Somad, 2014: 122).

Supervision Program planning is the first step in implementing supervision. Good planning will produce a good program anyway. Therefore, many things need to be considered in supervision planning. Planning program is based on the goal of supervision that is to provide professional assistance to teachers to improve the performance of teachers.

6. Academic Supervision Techniques

The academic supervision technique that should be mastered and understood by the supervisors are two, they are:

a. Individual supervision techniques

Individual supervision techniques are the implementation of individual supervision towards teachers. The Supervisor here is only faced with a teacher so that from the results of the supervision will be known quality of learning. Individual supervision techniques are several types, including:

1) Class Visits

Class visits are teacher coaching techniques by the head of the education unit to observe the learning process in the classroom.

The goal is to help teachers solve problems in the classroom. How to perform class visits with or without prior notice depends on the nature of the purpose and the problem, based on the request of the teacher, already have instruments or notes, and the purpose of the visit must be clear. There are four stages of class visit, they are: 1) Preparatory stage. At this stage, supervisors plan time, objectives, and how to observe during class visits; 2) Observation stage during visit. At this stage, supervisors observe the course of the learning process; 3) Final stage of visit. At this stage, the supervisor with the lecturer or instructor entered into an agreement to discuss the results of the observation; 4) the last stage is the follow-up stage. The criteria of class visit using six criteria: 1) Having specific objectives; 2) Reveal aspects that can improve the ability of lecturers or instructors; 3) Using observation instruments to obtain objective data; 4) Between builders and built-in interactions that lead to mutual understanding; 5) The

implementation of class visits does not interfere with the learning process; 6) Implementation followed by a follow-up program.

2) The Class Observation

The class is observing the learning process in class. The goal is to obtain objective data on aspects of the learning situation, the difficulties of lecturers or instructors in the effort to improve the learning process. Generally the observed aspects are: the efforts and activities of lecturers or instructors-students in the process of learning, how to use media teaching variations of the accuracy, method of using media with the material, accuracy use of methods with the mental reaction of students in the process of teaching learning.

3) Individual Meetings

Individual meetings are one meeting, conversation, dialogue, and brainstorm between a lecturer or instructor supervisor. The goals are: to provide the possibility of growth of lecturers or instructors through the resolution of the difficulty; developing a better

teaching thing fix all the weaknesses and shortcomings of a lecturer or instructor; Eliminate or avoid any prejudice. Swearingen classify individual meeting types (conversations) as follows: a) Classroom-conference, an individual conversation performed in the classroom when the students were leaving the class; b) Office-Conference, which is an individual conversation held in the headroom of the education unit or a lecturer or instructor room, where it is equipped with tools that can be used to provide explanation to the lecturer or instructor; c) Causal-conference, which is an informal individual conversation, performed by accident meeting with the lecturer or instructor; d) Observational visitation, which is the individual conversation performed after the supervisor conducts class visits or class observation (Swearingen 1961:70). The implementation of individual meeting supervisors should strive to develop a positive facet of lecturers or instructors, encouraging lecturers or instructors to overcome Kesulitan-

kesulitannya, provide briefings, and deal with the things that are still doubtful.

4) Inter-Class Visits

An inter-class visit is a lecturer or instructor who visits another class in the education unit itself. The goal is to share experiences in learning. Ways to visit between classes: Must be planned, lecturers or instructors who will be visited must be selected, specify lecturers or instructors-lecturers or instructors who will visit, provide all necessary facilities, supervisors should follow this event with careful observation, there is a follow-up after the visit between classes completed, for example in the form of private conversations, affirmations, and the provision of certain tasks, immediately apply to the education or class of lecturers or instructors, adjusting to the situation and conditions faced, holding agreements to make the next inter-class visit (Lantip Diat Prasajo 2011:102-7).

b. Group Supervision Technique

The group's supervision technique is used when the headmaster faces many teachers facing the same problem. The group's supervision techniques according to Pangaribuan include orientation meetings, teacher meetings, group study between teachers, discussions, workshops (workshops), and exchange experiences. Each of these techniques is dealt with as follows:

1) Meeting Orientation

Orientation meeting is the principal meeting with the teacher who aims to send the teacher into a new working atmosphere. At the orientation meeting, the headmaster provides an explanation of the important things that need to be done in order to improve the professionalism of teachers in carrying out the teaching task. After the headmaster gave an important explanation, then the principal asked the teacher for input on what needs to be done to improve its performance. With orientation meeting, it is expected to early, teachers are spared various problems that may be faced in carrying out their duties.

This can be achieved considering that orientation meetings will provide opportunities for teachers to carry out their duties and responsibilities in performing their roles as educators.

At the school principal orientation meeting can convey or describe to the teachers the following: a) Working system in school, b) Processes and mechanisms of administration and organization in school; c) Risks that can arise if a working procedure or a working system is not implemented properly; d) Data opportunities utilized by teachers in developing themselves; e) Teacher's rights and obligations during his work; F) Other things deemed to be able to help teachers in performing their work effectively and efficiently without many experience Significant problems or obstacles. This orientation meeting can be utilized by the principal to invite the teachers to make planning the supervision program that will be implemented in the school.

2) Meeting Teachers

The teacher meeting is a lot of kind, both seen from its nature, type of activities, objectives, the number of participants, and so forth. Meeting the teacher will produce a good teacher, if well planned, implemented according to the planning, and follow up according to the agreement reached in the meeting. At the time of the meeting, the principal is expected to have high proficiency in:

1. Creating a good situation to be a good listener to the opinions or objectives of the participant
2. Mastering the scope of the problem or material that is discussed in the meeting and confronts the problems that have been planned to the participants to be discussed and sought alternative resolution
3. To cultivate motivation in participants to participate actively during the meeting, and to assist them, especially those who are less experienced in raising ideas or opinions
4. Adjusting the direction of the conversation during the

meeting, deviations from the scope of the problem discussed

5. Provide additional explanation and/or objective interpretation of the opinions/proposal of the perceived meeting members, so it is understandable and accepted by all members of the meeting
6. Looking for points of equality and neutralizing the distinct disagreements among meeting participants and pointing them to the agreement of opinion
7. Closing or ending a meeting in an atmosphere that can satisfy and formulate clear follow-up.

3) Group Study Among Teachers

Group study between teachers is an activity that is done by a number of teachers who have expertise in a particular field of study. The teacher group held meetings, both routinely and incidental, to study or review A or a number of issues involving the inclusion and development of field materials. All these activities need to be known and controlled by the headmaster so that the activities don't turn into chatting things – things that have nothing

to do with the material. The principal's presence can encourage maximum yield. The presence of the headmaster is expected as an inspirator to improve teaching. Thus, the study of group of important teachers was conducted to improve the mastery of lesson material and quality in giving learning service. The willingness of the school principal to facilitate the study of the group appears to be self-preparation by providing book resources, and other resources. If possible look for the expert resource in their field.

4) Discussion

Discussion is an exchange of thoughts or opinions through a process of conversation between two or more individuals about a problem about a problem to seek alternative resolution. The use of discussion techniques will and is able to involve them in the discussion process from beginning to end of discussion.

5) Workshop

Workshops are interpreted as a group learning activity that occurs from a number of teachers who are solving problems through

conversation. Feature of the workshop is the problem that is discussed as "life centered" and emerged from the teacher, using the maximum mental and physical activity in its activities, so that the level of growth of the profession is higher and better than the original or the change that means after taking the workshop. The characteristics in this workshop are: 1) Methods used in working are problem solving methods, deliberations, and investigations; 2) Implemented based on the common needs; 3) Using a resource that provides the correct assistance in the result 4) Always maintain a balanced life in addition to developing knowledge, skills, and behavior change.

6) Swap Experiences

Exchange experience or sharing of experience, is an encounter technique where teachers give and receive each other, learn one another. The sharing procedure, among others: 1) determines the objectives to be agreed 2) determine the subject matter which will be discussed in the

form of Problema 3) give the opportunity on each participant to donate their opinion 4) formulate temporary conclusions and discuss new Problema (Somad 2014:99). According to Ngalim Purwanto in his administration and education supervision, the group technique is group supervision. Some activities that can be booked includes: a) Convene a meeting or meeting a good headmaster generally performs his duties based on the plan he has put down. Included in the planning, among others, held a meeting with the teacher; b) Conduct group discussions that can be held by forming groups of study teachers. Groups have been set up programmed for discussion to discuss matters relating to development efforts in the learning process. In the school principal discussion as a supervisor can give instructions, guidance, advice, or suggestions as necessary; c) To conduct in-service-training, considering the upgrading is generally held by the center or the region, the task of the principal manages and guides

the implementation of the follow-up of the proceeds in order to be practiced by the teachers (Purwanto 2017:122).

7. Implementation of Academic Supervision

Mulyasa said there are three stages in implementing academic supervision, they are:

- a. The initial meeting stage. The steps that need to be done are:
 - 1) The headmaster creates an atmosphere that is familiar with the teacher, so there is cooperation collegial. With that condition, teachers are expected to express their opinions openly.
 - 2) The school principal with the teacher discusses the lesson plans teachers make to agree on which aspects focus on the attention of supervision, and improve the Learning plan.
 - 3) The principal with the teacher compiles the observation instruments used, or uses existing instruments, including how to use and interpret them.
- b. Class observation phase. This stage teaches teachers in classrooms, in laboratories or in the field, by applying mutually agreed-upon

skills. The principal performs observations using the agreed instruments. Some things to note in the observation, they are;

- 1) The headmaster occupies a mutually agreed place.
 - 2) The observation records must be detailed and complete.
 - 3) Observation should focus on the agreed aspect.
 - 4) In certain cases, the head of the Madrasah needs to make a separate comment with the observation.
 - 5) If the teacher's speech or behavior interferes with the learning process, the headmaster needs to record it.
- c. Stage feedback meeting. This stage of observation was discussed openly between the headmaster and the teacher. Some things that school principals need to do in feedback meetings, they are:
- 1) The headmaster gives reinforcement to the placement of the teacher, to create a familiar atmosphere and open.
 - 2) The headmaster invites teachers to study the learning

objectives that focus attention on supervision.

- 3) Ask teacher feelings about the lesson course. We recommend that questions start from the aspect that is considered successful, only followed by aspects that are considered less successful. The principal does not give judgment and let the teacher convey his opinion.
- 4) The principal shows the observation data that has been analyzed and interpreted. Give the teacher a chance to examine the data and then analyses it.
- 5) The principal asked the teacher how he would think of the data on his observation and analysis. Proceed with openly discussing the results of the observation. In discussion should be avoided the impression "blame". Try to make the teacher find their own Drawback.
- 6) Jointly determining the next learning Plan, including the headmaster, gives the moral encouragement that the teacher is able to improve its

shortcomings (Mulyasa, 1993: 252).

8. Follow-Up to Academic Supervision

Supervision results need to be followed up to provide a real impact to improve teacher professionalism. The follow-up is reinforcement and appreciation; Educational strikes; and the opportunity to participate in further training or upgrading. The use of the feedback results in the academic supervision of two important activities, that is related to the construction and stability of the instrument of supervision. In terms of coaching, it can be direct or indirect coaching. Direct coaching can be made up of special things, which need immediate improvement from the results of the supervision analysis. Indirect construction can be done against common things that need improvement and attention after obtaining supervision analysis results. Meanwhile, in the case of supervision of the instrument, it can be done by a group discussion by the supervisors about the instrument of academic supervision and non-academic supervision instruments. In solidify the supervision instrument, grouped into:

- a. Preparation of teachers for teaching such as: Syllabus, Lesson Plan, annual program, semester program,

learning execution process, assessment of learning outcomes, and supervision of learning process.

- b. Supervision Instruments teaching learning activities consisting of: observation sheets and observation supplements (teaching skills, subjects characteristics, clinical approaches, and so on)
- c. Components and completeness of instruments, both academic supervision instruments and non-academic supervision instruments.
- d. Copying of instruments and information to teachers of construction studies or to other school employees for non-academic instruments.

As for a follow-up of academic supervision results are: 1) Reviewing the summary of the results of the assessment; 2) When it turns out the objectives of academic supervision and standardized standards of learning have not been achieved, then it is advisable to do a re-assessment of the knowledge, skills and attitudes of the teachers who are the purpose of coaching; 3) If it is indeed the objective has not been reached then start to redesign the teacher's academic supervision program for the next time; 4) To make a plan for the next academic

supervision of the teacher Through academic supervision, they are: creating harmonious relationships, analysis of needs, developing strategies and media, assessing, and revising (Somad 2014:120).

E. CONCLUSION

The fact of TQM is a concept that seeks to implement a quality management system that focuses on customers through continuous improvement. While the concept of competency is a set of knowledge, behavior, and skills that teachers must have to achieve their learning and education objectives. Academic supervision is a series of activities to help teachers develop their ability to manage the learning process to achieve the learning objectives and expected to develop their competence, as a form of TQM implementation; the improvement must be done continuously.

From several theories that have been discussed can be concluded that in the implementation of supervision, the principal uses supervision techniques. Implementation is oriented to know the teacher's ability to teach. From the above exposure can also be concluded that supervision follow-up is necessary to measure how successful the supervision program is. Follow-up can be a feedback to

the teacher to discuss findings in supervision. These results are used to then hold improvements to the things deemed not to be maximized. And in order to improve the professionalism of teachers.

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