



THE ROLE OF THE PRINCIPAL OF MADRASA AS A SUPERVISOR IN DEVELOPING TEACHER PROFESSIONAL COMPETENCE IN MTs. AI MUSLIMIN

Melati

Postgraduate Education Administrasion Study Program, UNIMED, Medan – Indonesia

e-mail: melatihhasbi07@gmail.com

Abstract: The purpose of this research is to determine the role of the madrasa principal as a supervisor in developing professional competence of teachers at MTs Al-Muslimin with the scopes: 1) To find out the role of the madrasa principal as a supervisor at MTs. Al Muslimin, 2) To find out the forms of supervision conducted by the madrasa principal at Al Muslimin MTs, 3) To find out the madrasa principal supervision functions related to learning at MTs Al Muslimin, 4) To find out how the principal of Madrasa develops professional competence of teachers through supervision activities at MTs Al Muslimin. The method applied in this study is qualitative method. Data were collected through interview, observation and document study techniques. The technique of data analysis were data reduction, data presentation and drawing conclusion. The supervision form of MTs Al Muslimin principal is by using academic supervision which is carried out to monitor and find out the teacher in carrying out learning activities ranging from planning, implementation, and assessment activities. The technique of supervision by the principal of madrasahs is through class visits; classroom observation; and hold a meeting (meeting). Madrasa principal uses democratic characteristics which are through deliberation, collaboration, and making decisions from teachers' opinions. His communication with the teacher is very good such as greeting, and joking with the teacher.

Keyword: Supervision of madrasah principal, teacher professional competence.

INTRODUCTION

As a supervisor, the Madrasah Head has the responsibility, providing guidance and assistance to the teacher in supervising learning. The education supervisors include school principals, school owners, madrasah supervisors and other supervisors. Other supervisors referred are senior teachers who can advise their peers in improving learning skills.

The Madrasah Head as a supervisor is required to carry out the task of supervising teacher performance to see whether the teaching and learning process carried out by the teacher has been running effectively or not or in other words whether the learning objectives have been achieved. or not according to plan learning. The role of the Madrasah Head as a supervisor develops and implements an education supervisor program and utilizes the results that are realized in the classroom supervision program, extracurricular activities, as well as improving the performance of the teaching staff in efforts to develop Madrasahs.

According to Erdianti, that in carrying out its function as an educational supervisor, the Head of madrasa in the implementation of supervision activities in an effort to provide teacher assistance to improve and develop the professional abilities of teaching teachers in order to achieve goals effectively, certain strategies are needed that are expected to improve the quality of teaching and learning.¹ Furthermore, According to Amiruddin Siahaan ddk. Supervision is the effort of the head of the education unit to be able to make various changes that enable all education and learning programs to take place well, so that the education staff can carry out creative learning tasks in a creative manner, and make the learning process comfortable for students, but all learning programs are optimally achieved.²

According to Nasution, Supervision is assistance in developing teaching and learning situations in order to obtain better conditions. According to Boardman, supervision is one of the efforts to stimulate coordinating and guiding the continuous growth of teachers in madrasas both individually and as a colleague, in order to be more understanding and more effective in realizing all teaching functions so that they can stimulate and guide the growth of each student continuously, as well as capable and more capable of participating in modern democratic societies³.

As a supervisor the aim is to help improve and improve the management of education in schools, in order to improve the quality of education in general and the teaching and learning process in particular, supervision is important to carry out. Good supervision directs his attention to the fundamentals of education and wa development in achieving general educational goals where the goal of supervision is the development of a good learning and teaching situation.

Sagala explained that the main function of supervision must be carried out so that the objectives can be achieved optimally by; a) determine the problem that is really urgent to be addressed; b) organizing inpeks; c) assessment of data and information on the results of the index; d) assessment; e) training; f) guidance or development. While according to Suharsimi Arikunto there are at least three supervisory functions, namely: 1) The Function of Improving Learning Quality when the teacher is giving help and direction to students. The supervisor's primary concern is how the student behaves, with or without the

¹Erdianti. 2014. "Strategi Kepala Sekolah Sebagai Supervisor Dalam Mengembangkan Kompetensi Profesional Guru." *Jurnal Al-Ta'dib Jurusan Tarbiyah Stain Sultab Qaimuddin Kendari*. Vol. 7. No.1 Januari-Juni. p. 43-44.

²Amiruddin Siahaan, dkk. *Administrasi Satuan Pendidikan: Pendekatan Sistematis Dalam Pengelolaan Pendidikan Untuk Meningkatkan Efektivitas Pencapaian Tujuan Pada Satuan Pendidikan*. (Medan: Perdana Publishing, 2013), p. 196.

³Inom Nasution. *Profesi Kependidikan*. (Depok: Prenada Media Group, 2017). p. 76.

teacher's direct help; 2) Triggering Function of Elements Related to Learning, Supervision which functions to trigger or drive changes occurring to the elements associated with, or even which are factors that influence the improvement of the quality of learning; 3) Fostering and Leading Functions, Supervision has a lead function carried out by officials who are entrusted with the task of leading the school, namely the school principal, directed to teachers and administrators. Of course, when reading these sentences our hearts "rebel", because in schools there are not only teachers and administrative staff, but there are students who actually get leadership and guidance. But as was explained at the beginning of the description of supervision that the main target is the teacher, assuming that if the teacher has improved, there will be an impact on students⁴.

According to Danim, stated that the aim of supervision of learning is to improve the quality of student learning processes and outcomes. Viewed from the side of the process, the general goal of supervision is to provide technical assistance and guidance to teachers in order to be able to improve the quality of their performance in carrying out tasks and managing the teaching and learning process. Specifically the purpose of supervision is the learning presented below.ys of learning and ways⁵.

The teacher is a component of human resources in the field of education that must be nurtured and developed continuously. In order for teachers to be able to carry out the tasks that are their responsibility in the madrasa, it is always necessary to get an implementation in the form of technical assistance. This technical assistance is given to teachers in an effort to increase capacity continuously. The assistance is in the form of supervision.

According to Mulyasa in Mesiono, explaining the role and function of teachers influencing the implementation of school education as follows; a) As educators and instructors, that every teacher must have emotional stability, want to advance students, be reality, be honest, and be open, and be sensitive to development, especially educational innovation, b) As members of the community, that every teacher must be good at getting along with community, c) As a leader, that every teacher is a leader, who must have personality, master the sciences of leadership, the principle of human relations, communication techniques, and master various aspects of school organization activities, d) As an administrator, that every teacher will be confronted with various administrative tasks that must be done at school, so that they must have honest, thorough, diligent

⁴ Suharsimi Arikunt0. *Dasar-Dasar Supervisi (Buku Pegangan Kuliah)*. (Jakarta: Rineka Cipta, 2004). p. 13-14.

⁵Sudarwan Danim. *Profesi Kependidikan*. (Bandung: Alfabeta, 2010). p. 156.

personalities, and understand education strategies and management, e) As a manager of learning, that every teacher must be able to master various learning methods and understand the teaching and learning situation⁶.

Teacher competence is the ability of a teacher to carry out obligations responsibly and properly. Competence can be defined as mastery of knowledge, skills, values, and attitudes that are reflected in the habits of thinking and acting in the profession as a teacher.

Competence is the ability and power in attitudes that are reflected in the habits of thinking and acting in carrying out the profession as a teacher. Teacher competencies need to be developed continuously so that the implementation of education is supported by professional educators and have personalities that support the implementation of their duties so as to produce teachers who have high productivity. Teacher competencies have good personality, noble character, and are authoritative as well as being role models for students and support the implementation of their duties, so that educators can develop themselves in a sustainable manner.

As a supervisor, the madrasa head is obliged to coordinate all madrasa activities and madrasa administration by linking all personnel of the organization with the tasks that are carried out so that there is unity, harmony and results in appropriate policies and decisions. This coordinating action includes: Supervision, giving the value of direction and guidance to each personal organization.⁷

The madrasa head as a supervisor means that the madrasa head functions as a supervisor, controller, mentor, director and model for teachers and employees in the school, as a supervisor is to understand the duties and positions of the employees or staff in the madrasa he leads. The madrasa head not only supervises employees and teachers who are carrying out activities, but he provides himself with his knowledge and understanding of the duties of the functions of his staff, so that supervisors and guidance run well and are not confusing.

METHODS

This study uses a qualitative approach that serves to give meaning in depth to existing data or facts. The approach was chosen because this research does not aim to test hypotheses, but rather describe data, facts, and circumstances or trends that exist, and conduct analysis and predictions about what must be done to achieve the desired state in

⁶ Syafaruddin, dkk. *Inovasi Pendidikan*. (Medan:Perdana Publishing, 2012). p. 157-158

⁷ Herabudin. *Administrasi Dan Supervisi Pendidikan*. (Bandung: CV Pustaka Setia, 2009), p. 210-212.

the future. The method used in this research is descriptive method that is a research method that seeks to describe and interpret objects according to what they are. In this study, the authors describe what they are about the Role of Madrasah Heads as Supervisors in Developing Professional Competence of Teachers in MTs Al-Muslimin.

RESULTS AND DISCUSSION

The Role of Madrasah Heads as Supervisors in Developing Professional Competence of Teachers in MTs Al-Muslimin, as follows:

Principal as Supervisor at MTs Al-Muslim

The Madrasah Head as a supervisor at MTs Al-Muslimin prior to planning the supervision in advance. The Madrasah Head analyzes the situation and field conditions and shares with the teacher. Head of Madrasah never informs the teacher on the timetable of supervision. Head Madrasah only informs the teacher at the teacher council meeting that at any time there will be supervision of the teacher. The technique is carried out in the supervision of the Head of Madrasa through class visits; classroom observation; hold meetings or meetings with teachers at MTs Al-Muslimin. Then the follow-up actions from the supervision carried out by the Head of Madrasa with follow-up guidance, training and evaluation, where the teacher has deficiencies, this action will continue.

Forms of Supervisor Conducted by Madrasah Principals at di MTs Al-Muslimin

The form of supervision of the Head of Madrasa in Al-Muslimin MTs is that he uses academic supervision, which is carried out to monitor, find out the teacher in carrying out learning activities starting from planning, implementation, and assessment activities. He implemented academic supervision by preparing the program early in the year (semester), socializing with the teacher through meetings (meetings), analyzing, then following up on supervision. The Madrasah Head in conducting academic supervision by monitoring the teacher in teaching and learning activities, guiding, directing the teacher, if there is a teacher who makes mistakes in learning, he can direct the teacher. To improve academic supervision competencies in the preparation of learning programs can guide teachers at the beginning of the semester to create a learning program, before starting learning activities I usually prepare a lesson plan plan (RPP), see the teacher syllabus, and develop curriculum. So that learning activities run effectively and efficiently. Apply learning methods in academic supervision using media (media tools), learning techniques, using lectures. That method is used in teaching and learning activities. With this method students of MTs Al-Muslimin can understand easily.

Supervision Functions of Madrasah Principals Regarding Learning in MTs Al-Muslimin

The supervisory function of the Madrasah Head in relation to learning can help teachers and guide them in carrying out learning activities directly, and the Madrasah Head also provides knowledge and skills to each teacher in order to be able to assist teachers in improving teaching skills in the classroom. Assist teachers at MTs Al-Muslimin in solving problems found in the teacher during the learning process that cannot be solved by the teacher.

Teacher Professional Competency Development Through Supervision at Al-Muslimin

Teacher competency in MTs Al-Muslimin is due to the implementation of supervision, the Head of Madrasah MTs Al-Muslimin examines teacher learning programs from the beginning of the year, syllabus and lesson plans. In developing teacher competencies by encouraging, motivating, and providing solutions to teachers so that the ability of teachers to increase with the motivation of the Principal of Madrasah. The results of supervision carried out by the Head of Madrasa bring positive values of new enthusiasm for teachers and carry out their duties as education that conveys knowledge in the classroom to students at MTs Al-Muslimin.

CONCLUSION

Based on the findings of research in the field regarding the Role of Madrasah Heads as Supervisors in Developing Professional Competence of Teachers in MTs Al-Muslimin, the Researcher concluded that Madrasah Heads as supervisors at Al-Muslimin MTs before conducting supervision planning, the madrasa head never told the time schedule for implementation of supervision the madrasa head teacher only informs the teacher at the teacher council meeting that at any time there will be supervision of the teacher. The technique is carried out in the supervision of the headmaster of madrasahs through class visits; classroom observation; hold a meeting (meeting). The form of supervision of the Head of Madrasa in Al-Muslimin MTs is that he uses academic supervision, which is carried out to monitor, find out the teacher in carrying out learning activities starting from planning, implementation, and assessment activities. The madrasa head's supervisory function related to learning can help teachers and guide direct learning activities, and he also provides knowledge and skills to each of the destination teachers in order to help improve the teaching abilities of teachers. In developing teacher competency by encouraging, motivating and providing solutions to teachers so that the teacher's ability is improved by the motivation of the Madrasah Head.

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