

Implementation of Madrasah Principal Academic Supervision in Increasing Teacher Pedagogic Competence: A Multi-Site Study at MTSn 2 Banjar and MTSn 3 Banjar



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ABSTRACT: This study aims to find out how to plan, implement, and follow up academic supervision of madrasah principals in an effort to increase teacher pedagogic competence. The research used qualitative methods with multi-site study design on MTs Negeri 2 and MTs Negeri 3 Banjar Regency. The source of the research data was taken from research informants, namely the principal, teachers and school documentation. Data collection was conducted using interview, observation and documentation techniques. Data analysis was carried out on a multi-site basis with stages of data collection, data reduction, data presentation and drawing conclusions. The results showed that the planning of the academic supervision program has been prepared by involving teachers and forming an academic supervision team as stated in the annual work program and semester work program. The implementation of academic supervision is carried out by the principal of the madrasah with a class supervision assessment instrument which is carried out directly with observation in the classroom is carried out twice a semester. The follow-up academic supervision of the principal of the madrasah is individual directly individually or in groups delivered through the routine of meeting activities

KEYWORDS: implementation, academic supervision, pedagogic competence

INTRODUCTION

Efforts to improve the quality of educational resources start with a teacher. Teachers act as learning managers, act as facilitators who strive to create effective learning, develop learning materials well and improve the abilities of students and master the educational goals they must achieve (Kunandar, 2009). One of the competencies that must be mastered by teachers is pedagogical competence including teacher understanding of students, design and implementation of learning, learning evaluation, and student development to actualize the various potentials they have. The importance of teacher pedagogic competence can be seen from the results of research by Saleh et al., (2021) concluding the importance of pedagogic competence in the process of increasing student learning achievement and the process of developing students.

Pedagogic competence is a distinctive competence possessed by a teacher that distinguishes it from other professions. A teacher determines the success rate of the process and learning outcomes of his students, with his competence it is expected that teachers become professionals (Asmani, 2009). Teachers' pedagogical competencies in the form of insights and learning foundations, comprehension of student character, curriculum development, execution of educational learning, development of academic potential, use of technology, and assessment and evaluation of learning.

Academic monitoring is one of the measures to increase the pedagogical competence of instructors. Supervision is an essential component of the education delivery process. According to Purwanto (2010), academic supervision consists of supervisory efforts designed to enhance people and material circumstances in order to create a better teaching and learning environment and achieve educational objectives. Supervision activities are intended as control activities for all educational activities to direct, supervise, foster, and control in achieving goals. Moreover, this activity has the responsibility of improving the quality of education, both the process and the results, so that supervision activities are carried out from the planning stage to the evaluation stage, which will serve as a feed back or follow-up, in order to improve and improve the quality of education.

The results of preliminary study with observations showed that the implementation of academic supervision by the principal of the madrasah in MTsN 2 and MTs Negeri 3 Banjar Regency is only an examination of the completeness of learning requirements and does not conduct guidance on activities in the teaching and learning process in the classroom. Nonetheless, there are a number of components of competence that have not been fulfilled and mastered by teachers, including those who are not accustomed to utilizing media and method learning in a variable fashion. In addition, there is no preliminary program, namely academic supervision of the learning materials to be supervised, nor is there a follow-up program, thus it appears that academic

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supervision is merely a formality to acquire the results of teacher performance evaluation. This results in the failure to achieve the primary goals of academic supervision, namely the development of teacher professionalism, particularly in teacher academic competence, namely the ability to manage student learning, including student comprehension, planning and implementing learning, evaluating learning outcomes, and developing potential.

In an effort to improve the pedagogical competence of teachers, an effective and efficient supervision process is needed correctly to ensure the quality of improving the quality of educational institutions in schools, so that they are in accordance with the target education. Good supervision will create professional teachers in teaching and learning, if the teaching and learning process is carried out professionally it will produce good learning then it will produce good graduates and teachers have achievements and competencies. According to the opinion of Sahertian (2010), academic supervision that is able to improve the quality of teacher performance is carried out on the basis of systematic, planned and continuous principles, as well as being full of kinship (considering mutual honing, compassion and nurturing) in developing learning. This is also supported by research study by Saleh et al., (2022) and Veronica & Arbainah (2019) concluding that academic supervision can improve teacher performance in the learning process in the classroom. As a result, it attracted the researchers concern to conduct a study on the implementation of madrasah principal academic supervision in increasing teacher pedagogic competence: a multi-site study at MTsN 2 Banjar and MTsN 3 Banjar Regency.

METHODOLOGY

This research method was a qualitative research with a multi-site study design on MTs Negeri 2 and MTs Negeri 3 Banjar Regency. The source of the research data was taken from the research informants, namely the principal, teachers and school documentation. The data was collected using interview, observation and documentation techniques. The data analysis was carried out on a multi-site basis with stages of data collection, data reduction, data presentation and drawing conclusions.

RESEARCH RESULTS

Based on the presentation of data and research findings, each case was continued with cross-site analysis through planning, implementation and follow-up in improving the pedagogical competence of teachers in MTs Negeri 2 Banjar and MTs Negeri 3 Banjar so that it can be more clearly seen in Table 1.

Table 1. Descriptive Statistics of Research Variables

Focus	Indicator	Research Results	
		Site1: MTsN 2 Banjar	Site 2: MTs N 3 Banjar
Academic Supervision Planning	Compilation of academic supervision programs	<ul style="list-style-type: none"> -principal Work Program -Annual program -Sementary Program -There is a Team and Supervision Schedule -The existence of Supervision Instruments Held twice in one semester	<ul style="list-style-type: none"> -Scheduled twice in one semester -The preparation of the supervision schedule involves some teachers -Complete teacher administration (syllabus, program, process, lesson plan) - Forming a supervision team Develop supervision instruments
		Academic Supervision Approach <ul style="list-style-type: none"> -Direct approach (directive) -Indirect approach (non-directive) and Based on the teacher's type.	Academic Supervision Approach <ul style="list-style-type: none"> -Direct approach (directive) -Indirect approach (non-directive) and Collaborative approach.
Implementation of academic supervision	Mastery of student characteristics	<ul style="list-style-type: none"> -Provide directions to teachers regarding the characteristics of students -Identify potential learners with extracurricular activities (Complete Reading and Writing Al-Qur'an Program) 	<ul style="list-style-type: none"> -Provide direction and guidance to teachers regarding the characteristics of students Identifying potential with extracurricular activities: Congregational prayers, calligraphy, reading and writing the Al-Qur'an
	Mastery of learning theory and educational	Mastery of learning theory and principles must pay attention; 1) rote knowledge and intellectual development of students, 2) related to the adjustment of interests, attitudes and values and the	Mastery of learning theory and learning principles in a textually normative manner is good but is less able to

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Focus	Indicator	Research Results	
		Site1: MTsN 2 Banjar	Site 2: MTs N 3 Banjar
	learning principles.	development of appreciation. 3) behavior that leads to better conditions.	illustrate contextually when carrying out the teaching and learning process.
	Utilization of ICT for effective learning	Madrasah principals through discussion forums encourage the holding of training on the manufacture and use of learning media using ICT which is conducted once a month. At the time of the activity all teachers are required to bring a laptop and together practice using and making learning media through power point or using other media etc.	-Utilization of technology and information is still very limited, both knowledge and facilities in the use of technology and information Coaching for teachers who lack ICT skills during supervision.
	Implementation of assessment and evaluation of learning processes and outcomes	Assessment techniques and instruments consist of assessment of attitudes, knowledge and skills competencies	The assessment technique already understands but is less able to compile indicators, especially the description of attitudes and skills
	Reflective Activities to improve the quality of learning	- Educators receive input from supervision activities carried out by the principal of the madrasa -The principal of the madrasa points out the weak points that the teacher makes in teaching Making Classroom Action Research (CAR)	Teachers are still waiting for activities from the principal or supervisor and are not used to conducting research or classroom action research (CAR) for reflective learning.
Academic Supervision Follow Up	Evaluating and Analyzing Supervision Program Arrangement	Forms of evaluation in the preparation of supervision: -Paying attention to goals and targets -Hold discussions with fellow teachers Analyze the results of previous supervision	Forms of evaluation in the preparation of supervision: -Paying attention to goals and targets -Hold discussions with the teacher council Analyze the results of previous supervision
	Improvement and improvement of the learning process	-Teacher development in lesson planning -Teacher development of Competency Standards, Basic Competencies and mastery of learning materials Teacher professional development	-Teacher development in lesson planning Teacher development of Competency Standards, Basic Competence and mastery of learning materials
	Follow up Teacher competency development	Development and improvement of Teacher Resources and the learning process: - MGMP - MKGs - Workshops - Bimtek - Give awards, reprimands and sanctions to educators from the results of Supervision analysis.	Development and improvement of Teacher Resources and the learning process: - MGMP - MKG - Workshops - Trainings

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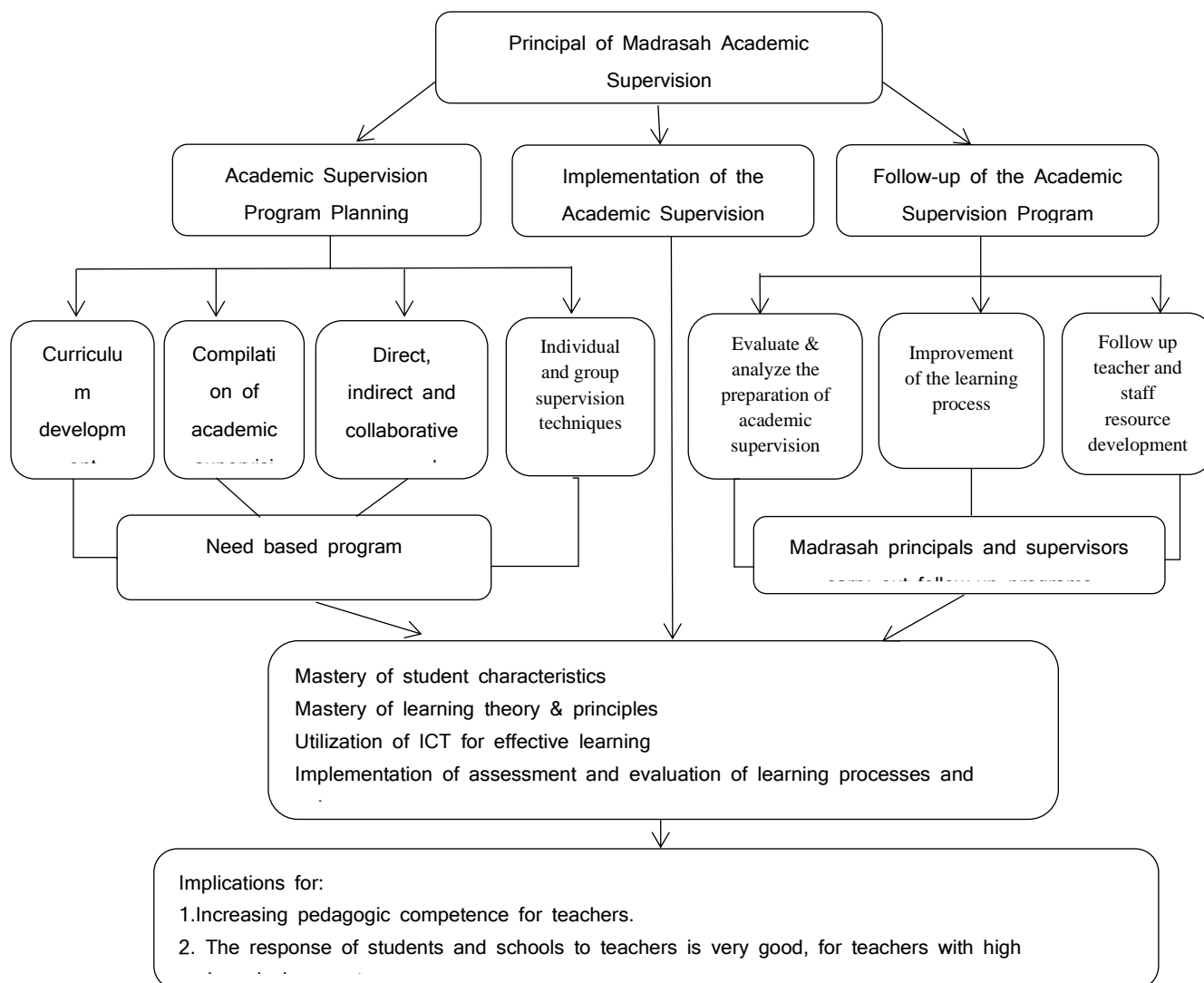


Figure 1. Cross Site Research Results at MTsN 2 and MTsN 3 Banjar

DISCUSSION

A. Planning for Academic Supervision of Madrasah principals in an Effort to Improve Teacher Pedagogic Competence

Academic supervision planning carried out in MTsN 2 and 3 Banjar is commonly prepared based on the planning program contained in the annual and semester programs which are carried out twice in 1 semester. The supervision implementation program is prepared by the academic supervision team in charge of compiling goals, objectives, implementation schedules and instruments to be used. The approach used by the principal of the madrasah in academic supervision is a direct and indirect approach and combines the two approaches. This is because it sees the results of the problems found from the evaluation of the implementation of supervision. The academic supervision technique of the principal of the madrasa is an individual technique through class visits to see firsthand the learning process. According to the results of the study of Giarti & Smith (2020) that the ability to compile a learning plan well is a success of academic supervision.

The academic supervision program that is made is still top down not based on needs, meaning that the existing program has not been developed according to the needs to support the competence ability of teachers, it is still textual from the instructions and the existing manuals have not been contextualized. The planning program for the principal of the madrasah is carried out by preparing steps for coaching and developing curriculum, preparing academic supervision programs, planning approaches and techniques for academic supervision, this is expected to improve the quality of education, guide and facilitate teachers in developing their competencies, motivate teachers to carry out their duties effectively and help teachers fostering the potential of students to develop optimally. Saleh et al., (2019) concluded that the principal of the madrasah has the responsibility to foster, assist and guide the teacher by developing his abilities in the learning process of teaching in the classroom, when the teacher has difficulties, then there is the role of the principal of the madrasah to provide guidance to the teacher so that the problems faced by the teacher are resolved.

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B. Implementation of Academic Supervision of Madrasah principals in an Effort to Improve Teacher Pedagogic Competence

Supervision carried out by the principal of the madrasah in MTsN 2 and 3 Banjar for teachers is the ability to manage in learning planning, the ability to process and student learning outcomes, the ability to utilize learning resources, the ability to foster student potential and increase teacher competence. In this study, the implementation of supervision carried out on teachers in improving pedagogic competence. Based on the implementation of supervision that has been carried out on teachers, pedagogic competence shows good results, this can be seen in the indicators of the results of the implementation of academic supervision of madrasah principals in improving teacher pedagogical competence.

The implementation of academic supervision of teachers has been able to develop the curriculum well. Together with the principal of the madrasah, the teacher compiles a syllabus, designs a lesson plan, follows the order of learning materials according to the learning program and maps basic competencies with their competency standards. Teacher mastery of students has increased, where the results of supervision show that mastery of the characteristics of teacher students in MTs Negeri 2 and 3 Banjar has begun to increase by knowing the abilities, talents, interests of students and can be seen from the program of extracurricular activities. This is according to the results of the study by Saleh et al., (2022) mentioning that teacher educates and guides students not only with the material presented, but must be able to master the individual characteristics of students.

The implementation of academic supervision of teachers has been able to improve their performance by participating in discussion forum activities in schools, teacher working group activities or workshops on fun active learning models then applying the knowledge possessed in the learning process according to research by Suriansyah et al., (2021) and Nurul et al., (2022) concluding the implementation of good academic supervision will improve the pedagogical competence of teachers.

C. Follow-up of Academic Supervision of Madrasah principals in an Effort to Improve Teacher Pedagogic Competence

The evaluation process was carried out jointly with the teacher. It was found that there were some deficiencies in the class supervision process. Then the follow-up of the analysis of the results of the supervision will be carried out during the meeting or discussion forum. The evaluation of academic supervision carried out by the principal of the madrasah is to analyze the results of the teacher's pedagogical competency assessment at the time of class supervision. Iskandar & Muktar (2016) states that evaluation is an activity to test the level of glass of a person or group of people.

The follow-up provided was adjusted to the results of observations during the implementation of academic supervision. When teachers have difficulty in making learning tools such as lesson plans, the follow-up provided is also related to efforts to improve the teacher's ability to make lesson plans. Similarly, when the teacher has difficulty in delivering the subject matter, the follow-up provided is related to efforts to improve the teacher's ability to equalize the subject matter. In this follow-up activity, it is hoped that there will be positive changes to the supervised teachers. Follow-up in the form of coaching teachers in order to improve pedagogic competence, including through workshop activities, *Kelompok Kerja Guru (KKG)*, *Musyawarah guru Mata Pelajaran (MGMP)*, seminars and other relevant activities. These results are in accordance to research by Veronica & Arbainah (2019) who stated that follow-up supervision determines the success of teacher academic supervision in improving teacher performance.

CONCLUSION

Academic supervision planning is evident from the fact that the planning portion of the academic supervision program has been developed with the participation of instructors and the formation of an academic supervision team, as specified in the annual and semester work programs. The academic supervision program involves planned supervision, monitoring of the execution of the teaching and learning process, evaluation, and analysis and follow-up of the results of supervision implementation. The implementation of academic supervision is carried out by the madrasah's principal using a class supervision assessment instrument that involves direct classroom observation. Individual (directly one-on-one) or group academic supervision is provided through a routine of meeting activities, based on the findings of the problem identified by the teacher.

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