

Principal's Academic Supervision Management in Improving Teacher's Pedagogical Competence



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ABSTRACT: The objective of this study is to find the principal's academic supervision management model and its implications for teacher academic improvement, also factors that influence the improvement of teacher pedagogical competence. This is important to study because teachers are still found imperfections in carrying out the learning process such as lack of mastery of classroom management and learning material. This research used qualitative approach with a case study type. Data collection techniques used observation, interviews and documentation. Data analysis used the stages of data condensation, data display, and conclusion drawing. From the analysis, it is known that the principal's academic supervision management model is carried out through four main stages, that consist planning, implementation, evaluation and follow-up supervision. So that, academic supervision management has positive implications for the teachers, that is teacher performance is getting better, which is characterized by teachers being more skilled in preparing learning tools, creative and innovative in implementing learning and evaluation, and better able to understand the character of the students. The factors that influence the improvement of teachers' pedagogical competence are education level, intelligence level, teaching experience, training experience, facilities and infrastructure, motivation, and principal supervision.

KEYWORDS: Academic Supervision, Pedagogical Competence, Principal, Teacher

I. INTRODUCTION

Teaching ability and teacher motivation are the determining factors of learning quality. The quality of learning will always be directly proportional to the quality of the graduates resulted. If the learning is well, it will create the high quality graduates. Meanwhile, if the teacher fails in the learning process, the resulting graduates will have low quality. So that to realize the quality learning, a teacher must always improve his competence, especially pedagogical competence.

Teacher pedagogical competence is the ability to manage student learning, which includes understanding the characteristics of students, mastering learning theories and principles, developing learning material, implementing educational learning, using information and communication technology for learning processes, developing the potential of students, communicating effectively, carrying out assessment and evaluation of learning and reflective actions to improve the quality of learning. (Akbar 2021) So that in general, pedagogical competence is the competence of teachers related to how to manage the learning process and the interaction process that is established with students during the learning process.

The ideal conditions as above are currently still experiencing up and down. According to Hurrati as cited by Raudlotul, argues that the results of the Teacher Competency Test (UKG) in Indonesia include three things, first, the ability to master competencies. The average ability of prospective teachers based on the ability to answer competency test questions when conducting teacher candidate tests is still below 50%, namely 44%. The lowest proficiency was in physics and math knowledge, which only reached 33% and 46%. The highest level of proficiency is English proficiency which only reaches 58%. This fact shows how low the qualifications of prospective teachers in Indonesia are. You can imagine the impact of graduates if students are taught by unqualified teachers. Second, pedagogical ability. The average pedagogical ability based on teacher qualification test data in 2015 was 56.69%. Third, the quality of teachers by college origin is different, but not significant. (Raudlatul 2021) With the above problems, educational institutions are required to make new breakthroughs to improve the quality of education in general and the quality of learning in particular.

Among the figures who have a strategic role in solving the above problems is the school principal. Principals have a supervisory role or supervision in the academic field that can be used as a means to improve and encourage the improvement of the quality of existing learning. In addition, principals also play an important role in improving teachers' pedagogical competence because principals are obliged to guide teachers in the supervision process. This is a form of the principal's responsibility for

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determining the direction and setting the goals of the education he leads. This is a form of the principal's responsibility for determining the direction and setting educational goals that he leads.(Hariyanto and Tyas 2021)

According to Alfonso as cited by Nana Mulyana, academic supervision must be able to influence and develop teacher behavior in learning management. Because good academic supervision is supervision that is able to function to achieve multiple goals.(Mulyana 2019) Basically, studies on academic supervision and pedagogical competence have been carried out before. as Azis Iskandar who examined the management of academic supervision carried out by school principals,(Iskandar 2020) Zainuddin and Ahmad Yani who each examined academic supervision management as an effort to improve teacher professionalism,(Zainuddin 2013; Yani 2021) and Veronika Ndapaloka who examined academic supervision used as mediation on teacher performance.(Ndapaloka, Hardyanto, and Prihatin 2016) Based on previous research, it can be seen that there is no research that reviews the principal's academic supervision in improving teacher pedagogical competence. So that this research is expected to first, enrich the scientific concept of academic supervision, especially the academic supervision model used to improve teacher pedagogical competence. Second, as a prototype for other principals who want to improve the pedagogical competence of their teachers by using academic supervision.

Based on initial exploration, an educational institution was found that always pays attention to improving the pedagogical competence of its teachers. The educational institution is Madrasah Aliyah Wali Songo Putri Ponorogo. Madrasah Aliyah Wali Songo Putri Ponorogo is an educational institution under the auspices of the Wali Songo Ngabar Siman Ponorogo Islamic Boarding School. Wali Songo Ngabar Islamic Boarding School was officially donated on 22 Sha'ban 1400 H / 6 July 1980 M by K. Ahmad Thoyyib and KH. Ibrohim Thoyyib. Wali Songo Islamic Boarding School has a level of education mentioned in the waqf mandate, so that: organize Kindergarten Education, Ibtidaiyah, Mu'allimin, Mu'allimat, Higher Education. With an education period of 6 years for MI / SD graduates, and 4 years for SMP / MTs graduates. MA Wali Songo practices pesantren values, as well as the vision of the institution, namely the realization of people with pesantren character, superior in achievement, competitive in the fields of Dirosah Islamiyah, Arabic, English and Science in the Global Era.

Based on the results of initial interviews with the Head of Madrasah Aliyah Wali Songo Putri Ponorogo, it is known that the teaching skills of the teachers are still considered insufficient. Some teachers are less able to condition students who tend to be sleepy in class, one of which is because the methods applied are still inappropriate. Therefore, the principal strives to continue to conduct academic supervision of each teacher of Madrasah Aliyah Wali Songo Putri Ponorogo. Slowly but surely the teaching ability of Madrasah Aliyah Wali Songo Putri Ponorogo teachers is getting better which can be seen from the achievements of students. This explanation can be the basis that the role of principal supervision is very important in determining the fate and future of educational institutions.

II. METHOD

This study used qualitative approach with a case study type (Rukayat 2012) to obtain more comprehensive data from supervision practices carried out by principals to improve teachers' pedagogical competence as well as the implications and influencing factors. The data collection technique used in-depth interviews (Moleong 2002) with informants from the principal, vice principal for curriculum, and teachers. The selection of informants was based on the consideration of the principal as the perpetrator of academic supervision, the teacher as the party being supervised, and the vice principal for curriculum as the party assisting the implementation of academic supervision. In addition to interviews, data collection is also by observation (Sugiyono 2016) and documentation (Moleong 2002). The objects of observation and documentation are supervision activities and reports conducted by the principal. The analysis technique used the flow of condensation, data presentation, and conclusion drawing.(Miles, Huberman, and Saldana 2014) To ensure that the data obtained is valid, data validity techniques are used including extended observation, observation persistence, data triangulation,(Patton 1987) and reference adequacy.

III. RESULT AND DISCUSSION

A. *Academic Supervision Management of Madrasah Heads in Improving Teachers' Pedagogical Competence at Madrasah Aliyah Wali Songo Putri Ponorogo*

The supervision management of the Head Madrasah Aliyah Wali Songo Putri Ponorogo is carried out through four main steps including :

1. Supervision Planning

Academic supervision at Madrasah Aliyah Wali Songo Putri Ponorogo begins with planning academic supervision. In the supervision planning process, the Principal of Madrasah Aliyah Wali Songo Putri Ponorogo compiles a schedule plan for implementing supervision, prepares the results of the previous year's supervision as a reference for implementing supervision that will be carried out, prepares teacher data to be supervised, compiles a supervision team, compiles learning administration, and the instruments used. At this planning stage, the principal also organizes the implementation of supervision by arranging supervision groups where each group will be guided or accompanied by a supervisor according to the subject. This is to make it easier for the

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principal to coordinate the implementation of the supervision. At this stage, the schedule for implementing supervision for each teacher is determined so that everything can be prepared carefully.

Rambat Nur Sasongko, and Aliman that supervision planning includes analyzing the implementation of the previous year's supervision to prepare for the following year's supervision, compiling semester programs and annual programs, compiling academic supervision programs to be implemented, and compiling supervision instruments based on planning.(Akmaludin et al. 2020) The findings of this study complement the research findings of Rusdiman AB, Paningkat Saburian, Saut Purba, and Osberth Sinaga that academic supervision begins with a planning stage which includes supervision socialization activities, explaining what will be supervised, and scheduling supervision. (AB et al. 2022).

2. Implementation Supervision

The implementation of supervision carried out by the Head of Madrasah Aliyah Wali Songo Putri Ponorogo and the supervision team always pays attention to teacher readiness, readiness for supervision instruments, recording supervision results for evaluation materials, carrying out supervision systematically, prioritizing cooperation and kinship, prioritizing increasing teacher competence and quality. The implementation of academic supervision is as proclaimed by the Directorate of Senior High School Development that the implementation of academic supervision must pay attention to teacher readiness, supervision instruments, records of supervision results, implementation of non-coercive supervision, using professional conversations, conducting follow-up supervision, and compiling a recapitulation of supervision results to facilitate report preparation.(Directorate of Senior High School Development 2017) The implementation of supervision as in Madrasah Aliyah Wali Songo Putri Ponorogo in the research of Rusdiman AB, Paningkat Saburian, Saut Purba, and Osberth Sinaga is included in the pre-observation category (teacher readiness and readiness for supervision instruments), observation (recording the results of supervision for evaluation materials, carrying out supervision systematically, prioritizing cooperation and kinship), and post observation (prioritizing improving the competence and quality of teachers after academic supervision).(AB et al. 2022; Suwardi, Suyatno, and Arikunto 2020)

The techniques used by the Head of Madrasah Aliyah Wali Songo Putri Ponorogo in carrying out academic supervision include classroom visit techniques, class observations, individual meetings, conducting meetings, group discussions which are usually carried out by teachers during recess, and holding workshops. This is in accordance with the Academic Supervision Guidelines issued by the Directorate of Upper Secondary School Development as well as research from Fadiah Adlina, which is carried out through individual techniques and group techniques.(Directorate of Upper Secondary School Development 2017; Adlina 2022; Sulistiyono 2021; Purwanto 2012).

3. Supervision Result Report

The report on the results of supervision carried out by the Head of Madrasah Aliyah Wali Songo Putri Ponorogo by providing an assessment of the implementation of supervision that has been carried out. The academic supervision team compiles the results of the implementation of teacher supervision which will become material for the implementation of follow-up activities. Each member of the academic supervision team submits the results of supervision to the internal supervision team together with the principal. During the internal gathering or meeting of the supervision team, the principal and the team also formulate or discuss the follow-up that will be carried out. After that, the principal holds a gathering with the supervision team and teachers to provide the results of the supervision.

Those explanation in accordance with the concept of academic supervision in the Academic Supervision Guidelines from the Directorate of Upper Secondary School Development that the supervision report is prepared by each member of the academic supervision team using the report format. Members of the academic supervision team determine the extent of the teacher's success rate in teaching by paying attention to the teacher when implementing learning, and using agreed instruments to achieve a predetermined goal.(Directorate of Upper Secondary School Development 2017).

4. Follow-up of supervision results

Follow-up on the results of supervision at Madrasah Aliyah Wali Songo Putri Ponorogo is by providing guidance and repeating supervision to teachers who have not reached the predetermined standards. In addition, it provides motivation to all teachers to continue to increase their potential together both individually and in groups. Based on the Academic Supervision Guidelines, the results of the implementation of supervision really need to be followed up. Implementation of follow-up by analyzing the results of the supervision report. The implementation of this follow-up is by providing reinforcement and appreciation for teachers whose performance has met the standards, providing opportunities for teachers who take part in professional development programs, providing direction and reprimands aimed at educating, guiding teachers to be better in the future. (Directorate of Senior High School Development 2017) The findings of this study also correspond to the findings of Mubaroh in Miftahul Laili Hasanah and Muhammad Kristiawan that the results of supervision need to be followed up by the madrasah head. (Hasanah and Kristiawan 2019)

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B. The Impact of the Principal's Academic Supervision Management in Improving Teachers' Pedagogical Competence at Madrasah Aliyah Wali Songo Putri Ponorogo

In realizing the improvement of teachers' pedagogical competence, the role of a competent school principal is needed. The implementation of supervision by the Head of Madrasah Aliyah Wali Songo Putri Ponorogo on the performance of teachers in carrying out learning is the main factor that can ensure the improvement of the quality of learning and student learning outcomes. The implementation of supervision is an effort by the Head of Madrasah Aliyah Wali Songo Putri Ponorogo to ensure and assist the implementation of education to run effectively.

The head of Madrasah Aliyah Wali Songo Putri Ponorogo through the implementation of a regular and sustainable academic supervision program, Madrasah Aliyah Wali Songo Putri Ponorogo teachers slowly: 1) teachers understand better in making learning tools such as lesson plans and syllabuses, 2) teachers more easily understand the behavior and characteristics of students, 3) teachers are more creative and innovative in using learning methods, 4) teachers are easier to use learning technology, 5) teachers' interest in making changes in attitudes and performance has increased for the better, 6) Organized education that educates, 7) organizing and using evaluation results. Meanwhile, the success of students in learning can be known through the achievement of their learning outcomes. That is, there is an increase in understanding of the material taught in the classroom and the learning achievement of students, students get skills and interest in learning and can improve it even better, creating good attitudes and character of students from before.

The positive impact above is in line with Janawi's statement that one of the positive impacts of implementing academic supervision is an increase in teacher competence, especially pedagogical competence, because this competence is directly related to learning activities carried out by teachers. Related to pedagogical competence consists of several subcompetencies, namely: understanding students deeply, designing learning tools, mastering learning theories and principles including understanding the educational foundation for learning purposes, conducting educational education, utilizing ICT, organizing and utilizing evaluation results, taking reflective action and developing students to actualize their various competencies.(Janawi 2019) In addition, the implementation of academic supervision can improve the quality, productivity, and effectiveness of teachers in teaching. A teacher's success can be seen from the learning achievement of students, there is a good achievement in academic or non-academic achievement. In other words, the expected result of academic supervision is the increase in teacher competence which is reflected in the duties and obligations carried out.(Hamzah 2018)

The positive impact as above is in line with the nature of academic supervision. According to Alfonso in his book Arifuddin, there are three concepts of academic supervision, namely, first, academic supervision must directly influence and develop teacher behavior in managing learning management. Second, academic supervision activities in order to develop teacher skills must be officially planned so that the start and end times are clear. Third, planning is carried out in the form of an academic guidance program that leads to specific goals. The ultimate academic goal is that teachers are increasingly able to facilitate learning for their students.(Kasaming 2018)

C. Factors Affecting the Improvement of Teachers' Pedagogical Competence at Madrasah Aliyah Wali Songo Putri Ponorogo

The role of teacher in the education field is very important. For this reason, teacher are expected to have a good competence to support their duties as educator. One of the most important competencies and what distinguishes it from other professions is pedagogical competence. Pedagogical competence is the ability of the teacher to understand the characteristics and social environment of the students, develop the potential of students, communicate with students, learning theories, curriculum development, and make student assessments and evaluations. Pedagogical competence has a complexity of abilities that teachers must have, for this reason it is necessary to develop the pedagogical competence of teachers through understanding the factors that influence this development. The factors that influence the improvement of pedagogical competence at Madrasah Aliyah Wali Songo Putri Ponorogo include the level of teacher education, teacher teaching experience, training experience that has been attended, intelligence level, motivation, facilities and infrastructure, and principal supervision. Factors that influence teacher competence at Madrasah Aliyah Wali Songo Putri Ponorogo as stated by Antonius that the pedagogical competence of teachers is influenced by several factors. The factors that influence teachers' pedagogical competence are the level of education, level of intelligence, teaching experience, training experience, motivation, facilities and infrastructure, and principal supervision.(Antonius 2015) The results of this study corroborate the findings of previous research from Rusdiman AB, Paningkat Saburian, Saut Purba, and Osberth Sinaga that the factors that influence competency improvement are lack of facilities and infrastructure.(AB et al. 2022).

CONCLUSIONS

Academic supervision is absolutely necessary for the head of educational institutions to improve pedagogical competence of the teacher. The academic supervision management model of the Head of Madrasah Aliyah Wali Songo Putri Ponorogo is carried out through four main stages, that are planning, implementation, evaluation, and follow-up supervision. So that academic supervision management have positive implications for the teacher, that is the teacher performance is getting better, which is characterized by

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teachers being more advanced in preparing learning tools, creative and innovative in implementing learning and evaluation, and better able to understand the students' character. The factors that influence the improvement of teachers' pedagogical competence are education level, intelligence level, teaching experience, training experience, facilities and infrastructure, motivation, and principal supervision.

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