

ACADEMIC SUPERVISION OF THE HEAD OF THE MADRASAH IN INCREASING THE PEDAGOGIC COMPETENCE OF MTS TEACHERS AL-KHOIRIYAH BANYUASIN

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Abstract: The teacher's pedagogic competence can develop well, and it is necessary to have supervision designed and implemented by the head of the madrasa. From the implementation of academic supervision, some factors can later support these activities and inhibiting factors. This type of research is classified as qualitative research. The aim is to examine and analyze how the supervision of the madrasah principal in the development of teacher pedagogic competence. The approach used in this research is a case study approach, with data collected by observation, interviews, and documentation studies. The results of this study concluded that academic supervision was carried out through three stages, namely the planning, implementation, and evaluation processes. The development of pedagogic competence for all ten teachers at MTs al-Khoiriyah Banyuasin is carried out by supervising the learning process in the classroom, helping to solve problems faced by teachers, improving infrastructure, and creating good communication and providing motivation. Supervision of madrasah principals is related to the pedagogic competence of teachers because supervision will form the ability of capable and professional teachers to implement learning.

Key Words: Academic; Competence; *Madrasah*; Pedagogic; Supervision.

INTRODUCTION

One of the crucial components in implementing education is the teacher because he is the spearhead in the teaching and learning process and interacts directly with students in the classroom (Berliani, 2017). It is the teacher who plays a vital role in making students understand and understand the subjects being taught. Therefore, to achieve success in the teaching and learning process, professional teachers are needed.

Teachers, as professional educators, should have competencies that meet specific quality standards or norms. The teacher competencies include pedagogic, personality, social, and professional competencies obtained through professional education (Nomor, 14 C.E.). A teacher must also master these four competencies in carrying out his teaching profession to create a good learning environment for students so that teaching objectives can be achieved optimally. Thus, the role of a teacher is vital in determining the success of teaching and learning.

The success of the teaching and learning activities in the classroom cannot be separated from the teacher's three processes or stages. The three stages are the planning, implementation, and assessment or evaluation processes. In the planning process, teachers need to know the characteristics of their students so that they can choose materials according to the fundamental competencies possessed by students, techniques, models, methods, and appropriate media in the preparation of learning activity plans. At the implementation stage, the teacher implements the plans that have been prepared and makes observations of students in the form of small notes or observation sheets. At the assessment or evaluation stage, the teacher evaluates students and themselves. Evaluation of students is not only in the realm of knowledge but also attitudes and skills. At the same time, self-evaluation aims to find out what deficiencies exist at the stages of the planning and implementation process so that improvements can be made at the next meeting. However, it is not uncommon for teachers or prospective teachers who still have difficulty applying these teaching skills.

As one of the competencies of professional teachers, good teachers gain teaching skills through education in both pre-service education and the office (Supriyono & Imron Arifin, n.d.). Ironically, the reality shows that some teachers have difficulty applying learning skills because not all teachers educated in educational institutions can be adequately trained. Moreover, not all teachers who teach in madrasas have educational backgrounds (Susanti, n.d.) because the selection process for prospective teachers

by madrasas is less professional. The condition underlies the need for teachers to get guidance and direction from the head of the madrasa in the form of supervision.

Supervision has a critical role in the educational process. Because no matter how good an educational program planning is, if a good monitoring process does not accompany it, then all previously planned programs will not have a precise, measurable level of success. It will be very prone to deviations and become difficult to detect. That is why supervision is needed.

Educational supervision or supervision is all forms of assistance from supervisors to improve school management and the performance of staff/teachers in carrying out their duties, functions, and obligations so that educational goals can be achieved optimally (Asf & Mustofa, 2013). The supervision is done by providing assistance, encouragement, coaching, guidance, and opportunities for school administrators and teachers to improve and develop performance under the supervision of supervisors.

Nur Aedi defines *academic supervision* as a series of activities to help teachers develop their abilities in managing the teaching and learning process to achieve predetermined learning goals (Aedi, 2014). Academic supervision functions to help teachers develop learning both in planning, implementing, and conducting learning assessments as well as following up on the results of the assessment in the form of student guidance either through class visits, individual guidance, and teacher groups as a responsibility in achieving learning success in schools (Zainuddin, 2010). From this definition, it is emphasized that

academic supervision is a series of activities carried out by supervisors and principals to help teachers develop their ability to manage the learning process, which is directly related to students' success in learning.

The skills of teachers supervised in schools or madrasas are oriented to the four National Education Standards (SNP). The four SNPs are graduate competency standards (SKL), content standards, process standards, and assessment standards. The four SNPs are the teacher's fields of work (Nasional, 2013). Therefore, the teacher's ability is a severe concern to the head of the madrasa. In connection with that, academic supervision is carried out by supervisors to coach, develop, monitor, and evaluate teacher abilities.

Teachers' ability in madrasas, especially in realizing learning effectiveness, is strongly influenced by the leadership of the madrasa principal (Banani, 2017). In addition, the results of previous research also show that the madrasa principal's understanding of academic supervision can improve the teaching skills of teachers (Hartatiek, 2018). For this reason, supervisors need to take it seriously in carrying out their primary duties and functions in management and academic aspects, especially those related to improving the ability of teachers.

MTs Al-Khoiriyah is the only Madrasah Tsanawiyah in Muara Sugihan District, Banyuasin Regency and is under the auspices of the Ministry of Religion and is sheltered by the Al-Khoiriyah Foundation. The curriculum used is the government curriculum (KTSP and K13). The results of initial observations and interviews with the Head of the Madrasah

show that the pedagogic competence of teachers at MTs Al-Khoiriyah is quite good, with a percentage of 58%. In comparison, 42% of teachers still need coaching and guidance (KM, personal communication, 2022).

Based on field data, the authors found that MTs Al-Khoiriyah is an educational institution far from the city and located in remote areas, even in the middle of the wilderness. If the madrasah in the madrasah principal implements supervision properly, it is very reasonable because of the strategic position and location close to the Ministry of Religion office/madrasa supervisor. Nevertheless, if the madrasa is far away and challenging to reach by the supervisor or the city center, will this also be implemented or carried out properly? Then the author also looks at the status of schools with private status under the Al-Khoiriyah Foundation. If a madrasah has a state status, it is appropriate to have academic supervision that goes well because, from the head of the madrasa to the supervisor, they have responsibilities to government agencies and their superiors. However, will this also apply to foundations if the madrasa has a private status? The last date the author sees is the comparison of supervision by seniors and juniors in leadership. It is customary for madrasas or public schools to be led by seniors or adults who have gone through a very long tenure process. However, the madrasas that the researchers will study are led by young people who have just finished their undergraduate studies (S1). This is interesting, so the author wants to study and research at MTs Al-Khoiriyah Banyuasin.

Pedagogic science, or the science of educating children (Sadulloh, 2010), is very much needed by a teacher. Because in addition to mastery of the material provided, the management of the learning process for students is also crucial so that students can learn effectively. However, at MTs Al-Khoiriyah, there are still students who are often bored when the learning process takes place; this happens because the teacher does not provide classroom management effectively. Effective so that many students are bored.

From the results of observations and pre-research interviews with one of the MTs Al-Khoiriyah teachers, it appears that several efforts to develop teachers' pedagogical abilities have been carried out, among others, by conducting training, workshops, KKG, and providing active supervision from the head of the madrasa. The high frequency of meetings held between madrasah principals and teachers on various occasions seems to be very helpful for teachers in developing pedagogic competencies, especially those related to teaching and learning activities in the classroom. Another observation result found that there were teachers at MTs Al-Khoiriyah. They were less able to arrange learning administration, such as (syllabi, promissory notes, and lesson plans) so they only duplicated the existing tools. This is due to a lack of understanding in designing learning tools and a lack of guidance from supervisors.

Based on actual conditions at MTs Al-Khoiriyah, the supervision of the madrasah principal has not run optimally due to coaching and guidance as well as assisting in solving problems teachers face. Therefore, this research is critical because researchers want to know about

the academic supervision of madrasah principals in improving the pedagogic competence of teachers at MTs Al-Khoiriyah. Because this has an essential influence on the learning process so that the success of teaching and learning activities can be achieved.

METHODS

This research is kind of qualitative research uses a natural setting to interpret the phenomena that occur and is carried out by involving various existing methods (Moleong, 2007).

This study places the role of the head of the madrasa by using an academic supervision approach to improving the pedagogic competence of teachers at MTs Al-Khoiriyah. Therefore, the researchers try to describe the academic supervision of the head of the madrasa in improving the pedagogic competence of teachers.

Data collection techniques can be carried out in several ways. As revealed by Creswell that the steps of data collection are to set boundaries in information collection both by observation, interview documentation, and other materials that support techniques in collecting data and determining data. By recording information (Creswell, 2017).

So broadly speaking, the observation technique is used to obtain the data needed in this research. In the research process, observations are carried out before the research begins. This initial observation aims to explore the initial data used as a provision for researchers to compile a list of research questions. Researchers conducted thorough observations of the madrasah principal's data and academic supervision program.

Furthermore, using the interview technique the type of interview used by the researcher is a semi-structured interview, which is more open. Researchers will find problems more openly, where the parties invited to the interview are asked for their opinions and ideas. In this case, the researcher will listen carefully and take notes on what the research subject states. The interview reflects a process of interaction between the interviewer and the source of information (Tanzeh, 2011). Meanwhile, the interview guidelines were further developed by researchers.

The research informant was one principal to dig up information about teachers' academic supervision and pedagogic competence with the initials KM. Meanwhile, one representative of the academic division was to determine the extent of the implementation of the supervision of the madrasah principal on the supervised teacher with the initials WBA. Then four teachers to find out how far the supervision of the madrasa principal is in improving pedagogic competence with the initials KM, G1, and G2. G3. G4.

Then using documentation techniques, the documentation method collects data related to research in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, more extended agendas, and so on (Arikunto, 2019). The documentation needed in this study is madrasa administration in the form of madrasa profiles, student data, supervision instruments, teacher performance assessment results (PKG), and madrasa facilities and infrastructure, which will later become documentation data for researchers.

One of the weaknesses in qualitative research is the validity or validity of the results of qualitative research (Jonathan, 2006). Several factors affect the validity of qualitative research data, namely the value of subjectivity, collection methods, and research data sources. However, many qualitative research results are doubtful for several reasons, namely the subjectivity of researchers is the dominant thing in qualitative research, research tools that are relied upon are interviews and observations may contain weaknesses when conducted openly and especially without control, and qualitative data sources that are less credible. will affect the results of research accuracy.

Therefore, this study uses triangulation techniques. Maleong revealed that triangulation (triangulation); is a data validity checking technique that utilizes something other than the data to check data as a data comparison (Moleong, 2007).

Researchers have conducted data analysis since the beginning of the field. Data analysis in qualitative research is carried out before entering the field while in and after finishing the field (Sugiyono, 2016). The collected data is then processed using qualitative descriptive techniques. Researchers conduct data analysis starting before going to the field, the process in the field, and after completion. The qualitative descriptive analysis technique referred to in this study is non-statistical analytic with an inductive approach, namely an analysis of data that departs from problems or statements or specific themes that are the research focus (Kasiram, 2010).

According to Robert C. Bogdan and Sari Knopp Biklen, data analysis is

systematically searching and compiling data obtained from interviews, field notes, and documentation by organizing data into categories, breaking it down into units, synthesizing, and compiling it into patterns. , choose what is essential and what will be studied, and make conclusions so that they are easily understood by themselves and others (Sari & Bogdan, 1992). Data analysis steps include data reduction, data presentation, verification, and conclusions (Miles, 1994). In the data analysis process, the reduction process, data presentation, and conclusion drawing are steps carried out without being bound by chronological boundaries. These steps are interconnected before, during, and after the data collection

RESULT

Implementing Academic Supervision of Madrasah Heads in Improving Teacher Pedagogic Competence at MTs al-Khoiriyah Banyuasin.

The results of research in the field of implementing academic supervision at Mts al-Khoiriah Banyuasin through the stages of planning supervision, implementing supervision, following up on supervision results, and evaluating the results of supervision, which will be discussed below

a. Academic Supervision Planning Stage

In the first academic supervision, the principal's task is to plan a supervision program. In order to be able to carry out supervision, the head of the madrasa must have competence in preparing academic supervision programs

The head of the madrasa said that the academic supervision program was

essential because it was a reference for carrying out supervision. Just imagine there are 20 teachers and employees here. If there is no planning, they will be overwhelmed. In making plans, I always coordinate with other deputy heads of madrasas at work meetings (Raker) at the beginning of the year. Moreover, in implementing supervision, I coordinate with the academic section. I also socialize this supervision program at the meeting. This is so that teachers and employees also understand the aims and objectives of this supervision program (KM, personal communication, 2022). In the implementation of supervision, we discuss the planning for the implementation of supervision so that the program is carried out properly (WBA, personal communication, 2022).

The academic supervision planning program is prepared at the beginning of the new academic year. As representatives of the academic division, the head of the madrasah also involves the teacher in preparing a plan for implementing supervision. To arrange a schedule and time, we discussed it together in a work meeting at the beginning of the year led by the head of the madrasah (G1 dan G4, personal communication, 2022).

The head of madrasa al-Koiriah, in planning the supervision program related to the schedule of class visits before the implementation of supervision, always coordinates with the relevant teachers even though everything is scheduled. Usually, the head of the madrasa always coordinates or reminds us before the implementation of supervision (G2 dan G3, personal communication, 2022).

The teacher concerned can prepare and be responsible for its implementation.

If teachers know about supervision activities, they will prepare themselves as best they can. The existence of academic supervision will encourage teachers to complete administration and prepare to learn for both classroom and subject teachers. In preparing administrative completeness and other equipment together at the beginning of the new school year, there will be a sense of togetherness and will undoubtedly excite teachers. The administrative matters can be used by the head of the madrasa to guide the administration's preparation and explain the benefits of supervision.

The supervision schedule is prepared at the beginning of the school year, but when there are simultaneous and sudden activities, it will be adjusted accordingly. Thus, all parties need to understand, both the head of the madrasa and the teacher.

The head of Madrasah MTs al-Khoiriyah Banyuasin prepares a supervision program. The head of the madrasah should prepare a supervision program as a reference for conducting supervision for a year—the supervision program functions as a guideline for the implementation of the supervision of the madrasah principal. With a straightforward program, it is hoped that the implementation of academic supervision can run smoothly and optimally. The planning for the supervision of the Madrasah Head at MTs al-Khoiriyah is for all teachers, both classroom teachers, Physical Education teachers, and Islamic Religious Education teachers. The head of Madrasah al-Khoiriyah plans a supervision program for the head of the madrasa to ensure good planning can be carried out and get good results as expected.

The academic supervision of the madrasah principal at MTs al-Khoiriyah carries out supervision activities using a collaborative approach. In this case, the madrasah principal supervises according to an agreed schedule with the teachers and then jointly discusses the teacher's problems in learning. Then the supervision technique was used using two techniques: groups and individuals. Group supervision is carried out at the beginning of the new school year and once a month in the first week. In the group technique, the head of the madrasah provides guidance and fosters teacher motivation in teaching. In addition, group supervision is often used for case discussions about problems that arise in teaching and learning activities. Teachers who have problems with their students in the class are presented and then discussed with the principal and other teachers.

b. Academic Supervision Implementation Stage

Academic supervision is carried out in three stages: planning, implementing and following up on the results. Good activity in order to obtain good results must be well planned. The principles of planning for academic supervision are objective, responsible, sustainable, based on SNP, and based on school needs.

In carrying out supervision activities, the head of the madrasa, as a supervisor, must use techniques carrying out supervision. Therefore, every madrasa head or supervisor must have the technical ability to apply appropriate supervision techniques in carrying out educational supervision. Supervision can be done in various ways, aiming that what is expected

together can become a reality. Supervision methods or techniques can be classified into two, namely individual techniques and group techniques (Purwanto, 2019).

This study shows that the principle of MTs al-Khoiriyah in carrying out supervision activities uses two techniques, namely individually and in groups, by looking at the existing situation and conditions. Individual techniques are carried out utilizing visits; namely, supervisors come to class to observe teachers' teaching and see strengths and weaknesses that need improvement. The head of the madrasa as supervisor said that when carrying out class visits, I carried out four stages, namely: (1) the preparation stage, (2) the observation stage during the visit, (3) the final stage of the visit, (4) the follow-up stage (KM, personal communication, 2022).

From the results of the interview, it can be seen that in carrying out supervision activities, the head of the Madrasah MTs al-Khoiriyah carried out four stages, namely (1) the preparation stage, (2) the observation stage during the visit, (3) the final stage of the visit, (4) the follow-up stage.

Based on the observations in the field, the steps for implementing academic supervision carried out by Mts al-Khoiriyah are the pre-observation stage (initial meeting), creating a friendly atmosphere with the teacher, discussing the preparations made by the teacher, preparing the observation instrument to be used. Then the learning observation stage is the observation of the learning process. the use of observation instruments and the existence of notes based on observations that include the behavior of teachers and students during the learning process

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In group supervision, madrasah principals use to help teachers develop their professional abilities in developing teaching skills through specific techniques. In addition, in the implementation of group supervision, the principal of the madrasah is used to motivate teachers to have enthusiasm and responsibility in carrying out their duties.

Preparation for supervision of class visits at MTs Al-Khoiriyah uses the discussion method conveyed by the madrasah principal. Usually, before there is supervision, if there are teachers experiencing problems in teaching, maybe about strategies or the use of media, teachers are accustomed to discussing with

other teachers. Every month, class teachers and subject teachers at each level meet to equalize perceptions about the material and discuss learning strategies, making learning media and parenting patterns. If the discussion has not found a solution, it is usually a consultation with the head of the madrasa (KM, personal communication, 2022).

The number of teachers at MTs al-Khoiriyah is not so large that it allows the head of the madrasa to direct supervision in each class. The headmaster usually asks for help and communicates with senior teachers to provide guidance. This strategy is quite effective to be applied to assist madrasah principals in academic supervision.

c. Academic Supervision Evaluation Stage

The head of MTs al-Khoiriyah supervises the teacher's teaching and learning process. In carrying out academic supervision of the implementation of learning, the head of the madrasa evaluates several things:

1. Teacher's Ability in Planning Learning, where this ability includes: making syllabi, making lesson plans, making semester programs, and making annual programs. In this ability, most of the teachers are following the applicable provisions.
2. Teacher's Ability in the Teaching and Learning Process, where this ability includes: the pre-instructional stage, instructional stage, and evaluation stage. In the pre-instructional stage, the teacher checks students' readiness and performs apperception activities. The instructional stage of the MTs al-Khoiriyah teacher shows mastery of

learning material very well, links the material with other relevant knowledge, conveys the material clearly and following the learning hierarchy, relates the material to the reality of life, carries out learning according to the objectives to be achieved, carries out learning coherently, mastering the class, implementing learning that allows the growth of positive habits with planned time allocation, using media effectively and efficiently, producing interesting messages, involving students in the use of media, fostering active participation of students in learning, showing an open attitude towards student responses, fostering the joy and enthusiasm of students during learning, monitoring student learning progress, using spoken language and results, properly and correctly, conveying messages in an appropriate style. The evaluation and follow-up stage is carried out by the MTs al-Khoiriyah teacher, namely by monitoring learning progress during the process, conducting a final assessment under the competencies/objectives, reflecting or making summaries by involving students, carrying out follow-up by providing directions, activities, or task as part of remedial/enrichment.

3. Teacher's Ability in Learning Evaluation; where this ability includes: summative evaluation, formative evaluation, evaluation report, improvement, and enrichment program. Formative evaluation is done by doing daily tests after the teaching and learning process is carried out. Meanwhile, summative evaluation is done by giving questions and materials for six months or every semester.

Finally, evaluation reports are given after daily tests, end-of-semester tests, and at enrichment programs (Dokumentasi, Instrumen Supervisi Akademik Kepala MTs al-Khoiriyah Banyuasin. 2022)

Academic supervision assisted by the team in improving pedagogic competence was carried out using certain guidelines. The stages included in academic supervision are the instructional stage and follow-up stages. The instructional stage includes checking students' readiness, carrying out apperception activities, mastery of the material, approach to learning strategies, utilization of learning resources, learning that triggers and maintains student involvement, assessment and work results, use of language, and evaluation. Meanwhile, the follow-up stages consist of reflection or making summaries by involving students and carrying out follow-up by providing directions, activities, or tasks as part of remedial/enrichment (KM, personal communication, 2022).

So the explanation above explains that academic supervision assisted by a team in teacher pedagogic competence is carried out using guidelines that have been made, including; 1) pre-instructional stage, namely checking the readiness of students, carrying out apperception activities; 2) the instructional stage, namely mastery of the material, approach to learning strategies, utilization of learning resources, learning that triggers and maintains student involvement, assessment and work results, use of language; and 3) The evaluation and follow-up stage includes reflection or making a summary by involving students and carrying out follow-up by providing

directions, activities, or tasks as part of the enrichment remedial.

In the academic supervision of the implementation of learning, the Head of the Madrasa, assisted by the Team, always uses the guidelines. These activities include the pre-instructional stage, checking students' readiness, and carrying out apperception activities. The instructional stage, namely mastery of the material, learning strategy approaches, utilization of learning resources, learning that triggers and maintains student involvement, assessment and work results, language use, stage evaluation, and follow-up, namely reflection or making summaries by involving students and carrying out follow-up by providing directions, or assignments as part of enrichment remedial (WBA, personal communication, 2022).

The head of MTs al-Khoiriyah in carrying out academic supervision assisted by the Team to focus on the teacher's pedagogic competence, namely the ability to manage student learning which includes the understanding of students, designing and implementing learning, evaluating learning outcomes, and students to actualize their various potentials.

Academic supervision is also carried out at MTs al-Khoiriyah because pedagogic competence is a set of knowledge, skills, and behaviors that teachers must possess, internalize, master, and actualize in teaching tasks. By supervising these things, the teacher's competence will be known, intact, and planned in the learning process. (KM, personal communication, 2022).

The madrasa principal's statement clearly states that the implementation of academic supervision aims to improve

teachers' pedagogical competence at MTs al-Khoiriyah Banyuasin because the pedagogic competence of teachers in the learning process consist of three components, namely knowledge, skills, and behavior.

In supervising class visits, the head of the madrasa is assisted by the deputy head of the madrasa and senior teachers. All classroom teachers and teachers of Islamic Religious Education subjects have the same time and opportunity for supervision. Class visit supervision activities use an assessment instrument to make it easier for the head of the madrasa to identify teacher problems/obstacles, especially those related to pedagogy..

Teachers in this madrasa will be very happy if they are supervised because they can change the teaching process for the better. Regarding the supervision technique in the teaching program, the head of the madrasa begins by looking at the insight/base of the teacher in the learning process, understanding students, and planning lessons. The goal is for teachers to have good pedagogical competence to develop learning plans and implement them.

In addition, learning media and classroom mastery are also a problem for teachers. Some teachers are not able to master the class, and some teachers have been able to master the class. Efforts made by the head of the madrasa to overcome classroom mastery are by conducting class visits and supervision techniques to see firsthand the conditions that occur. To overcome the problems faced by teachers related to planning, the efforts made by the head of the madrasah by doing training. Furthermore, the shortcomings that occur in the learning process are regarding

facilities and infrastructure. Inadequate facilities and infrastructure so that the implementation of supervision is hampered, in addition to the time problem due to the madrasa head's schedule being too tight so that the implementation of academic supervision is not following the predetermined schedule. To overcome this, the teacher must be good at making how to make the practice run well.

The most crucial target in following up on the results of teacher supervision at MTs al-Khoiriyah is to increase learning activities. The follow-up can at least provide solutions to the obstacles that arise in learning. In addition to input from supervisors, input from teachers can also be used as improvements in the supervision process.

The head of the madrasah MTs al-Khoiriyah followed up on the supervision results by always suggesting teachers be active in KKG activities because in KKG activities, teachers will get direct knowledge about materials related to learning themes. This will undoubtedly make it easier for teachers to master competency standards and essential learning competencies. Learning strategies that support learning will undoubtedly be discussed in greater depth in the KKG activity.

The head of the madrasa said to follow up. I first saw the supervision results. I have my notes. If I need to give input personally, I will call the teacher to my room because this keeps the teacher's feelings for one another. I usually present it at the teacher's meeting if it's only general. In addition, to improve the pedagogic competence of teachers. Yes, I recommend being active in KKG activities. I only assist in teaching

methods, learning media, and general ones. But what they get the most is in the implementation of the KKG. (KM, personal communication, 2022).

According to Bloom, as quoted by Siatatava, evaluation is a systematic collection of facts to determine whether there is a change in students and determine the extent to which the level of change in the student's personality is or not (Putra, 2013).

From the explanation above, it can be seen that evaluation is an essential thing to do because the evaluation of supervision activities carried out by the head of the madrasa has a positive impact. Supervision helps teachers implement pedagogic competence when viewed from changes in how teachers teach. Because what professional teachers say is one of the things that must be possessed is pedagogic competence. Certification is a requirement to become a professional teacher. Several teachers have been certified and can develop these pedagogical competencies, but some have not.

Therefore, supervision can motivate teachers and be used as input for their actions, which should be maintained and eliminated. In addition, it is also evaluated from the supervision activities carried out, which have a very impact not only on the teacher but on the institution as well, because if the institution has teachers who have good pedagogical competence, then students feel comfortable and excited in the learning process.

DISCUSSION

Academic supervision is a series of activities to help teachers improve competence, commitment, willingness, and motivation to improve the teaching

and learning process so that its objectives are achieved (Budiastuti et al., 2021).

The implementation of academic supervision at MTs al-Khoiriyah carried out by the head of this madrasa follows the duties and authorities of the madrasa head. Under the results of interviews with the madrasa head, the implementation of academic supervision at Mts al-Khoiriah Banyuasin is carried out through the stages of planning supervision, implementing supervision, following up on supervision results, and evaluating the results of supervision. Activities before carrying out academic supervision, the head of the madrasa prepare a plan or what is called a supervision program (attached). This supervision program is usually made once a year at the beginning of each learning year. Furthermore, after making a supervision program, it is continued by holding a meeting with the teacher council, this is done to convey the supervision program that will be implemented. The steps taken by the madrasah principal are in line with Permendikbud Number 15 of 2018 concerning the Fulfillment of the Workload of Teachers, Principals, and School Supervisors (Dimhari, 2022).

This study shows the head of the madrasah MTs al-Khoiriyah carrying out supervision activities using two supervision techniques, individually and in groups, by looking at the existing situation and conditions. The unique technique is carried out utilizing visits; namely, the supervisor of the implementation of academic supervision carried out by the head of the madrasa with unique techniques, namely conducting class visits. In this case, the head of the madrasah saw directly the teaching and learning process carried out by the teacher and made an

assessment during the learning process by filling out the supervision assessment instrument (attached). While the group technique is done using a collaborative approach.

During class visits, the supervisor observes the classroom's teaching and learning process activities by conducting an assessment using a learning assessment instrument which is part of the teacher's pedagogic competence.

Furthermore, this is also in line with the notion of academic supervision. There are at least three main or key concepts, namely: first, academic supervision must influence and develop teacher behavior directly in processing the learning process. Secondly, supervisor behavior must be designed officially to help teachers develop their abilities so that it is clear the start and end times of the development program and the final three goals of academic supervision are so that teachers are increasingly able to facilitate the learning process for their students (Asmani, 2012). In line with this statement, Nur Aedi revealed that academic supervision is carried out in planning learning, implementing learning, assessing learning outcomes, guiding and training students, and carrying out additional tasks attached to the implementation of main activities following the teacher's workload (Aedi, 2014).

Furthermore, the head of Mts al-Khoiriyah, in addition to carrying out individual techniques as discussed previously, also carries out supervision with group techniques, namely by grouping teachers or meetings. These various individual techniques and groups, in nature, will support the achievement of

the objectives of the implementation of supervision, namely assisting educational staff, especially teachers, to maintain their minimum competence so that the learning process takes place effectively and efficiently.

In addition to following the principles of academic supervision, the implementation of the supervision according to the author's analysis that academic supervision carried out by the madrasa principal to improve the teacher's pedagogic competence is by the meaning of supervision itself. This is in line with Daresh's statement quoted by Suwanto; supervision Academic is defined as a series of activities to help teachers develop their ability to manage the learning process to achieve learning objectives (Suwanto & Liana, 2017).

Furthermore, in line with the opinion of Neagly and Evans, supervision directs attention to the basics of education and improves learning to achieve education's general goals (Neagley & Evans, 1980). The expert opinion makes it clear that the madrasah principal's academic supervision activities follow the principles and objectives of academic supervision, namely guiding, directing, and assessing teaching and learning activities carried out by teachers, as well as developing the character of students. This is in line with Syaiful Sagala's statement that the purpose of academic supervision is to assist teachers in developing the teaching and learning process, to help teachers translate the curriculum into teaching and learning languages, and to help teachers develop school staff (Sagala, 2009).

Then the author also emphasizes that activities related to all aspects of the

teaching and learning process, from planning, implementing, and assessing learning outcomes and understanding the character of these students, are called pedagogic competencies that teachers must master.

Competence is an ability that the teacher owns so that his duties as a teacher can be carried out correctly. Competence is a rational behavior to achieve the required goals following the expected conditions. Pedagogic competence is the ability of an educator in managing learning.

Based on the results in the field, the Pedagogical Competencies of the MTs al-Hoiriyah Teachers are described as follows:

a. Mastering the Characteristics of Learners

Researchers can see the ability of teachers at MTs al-Khoiriyah to understand the characteristics of students when teachers carry out learning activities. Some teachers do various ways to get to know their students. Such as taking a personal approach to identifying problems with students, then motivating students during the teaching and learning process in class. As conveyed by the Islamic Religion Subject (PAI) teacher who stated that there was a need for an approach and provided direction and motivation to recognize the characteristics of students.

b. Mastering learning theory and learning principles

From the results of the academic supervision of the madrasah principal, it can be seen in the supervision document that teachers, in carrying out teaching and learning activities, have used various learning methods such as group discussion

methods, question and answer, assignments, and lectures.

c. Curriculum Development

Based on the data that the researchers obtained, teachers at MTs al-Khoiriyah can compile a syllabus following the curriculum, design lesson plans according to the syllabus, and choose learning materials following the learning objectives. This curriculum development at MTs al-Khoiriyah can be said to be good. The teacher's ability to compose a syllabus following curriculum objectives and use learning designs under learning objectives.

d. Educational Learning Activities

Teachers carry out educational learning activities following the plans that have been prepared previously. Before the teacher carries out learning activities, the teacher is required to apply character education to children, one example of which is done by students, namely praying to read short verses according to the curriculum and then continuing with teaching and learning activities according to the curriculum. Teachers have carried out this activity of implementing character education at Mts al-Hoiriyah Banyuasin.

e. Utilization of learning technology

Based on the observations of the researchers in the classroom, every learning in the classroom is on average. The students use textbooks as learning resources in every subject except sports. The observation shows that the teachers at the school are not using other learning resources besides textbooks. Many types of learning resources will make students more interested and enthusiastic. For

example, using audio-visual, including ICT. This makes the activities in the class run normally because the focus is on the respective textbooks, and it can be said that they are not varied. The teacher carries out learning activities following the complete design and implementation of these activities.

Based on the results of the academic supervision document of the head of the madrasa and the results of observations in the field, the researcher can conclude that, in general, teachers do not use/use teaching aids, audio-visual, including ICT in order to increase students' learning motivation in achieving learning goals.

f. Development of Student Potential

Creating conditions in such a way that various potentials and diverse abilities for students can be developed optimally is the task of a teacher. To develop students' abilities, potential, talents, or interests, one of the containers is through extracurricular activities. The development of students to actualize their various potentials at MTs al-Khoiriyah can help researchers see the existence of extracurricular activities held by the school, including scouting and self-defense.

g. Communication with Students

Based on the results of observations in the classroom during teaching and learning activities, each teacher conveys the material to students then the teacher will ask students about their understanding of the material presented. However, in some classes, there are still students who are embarrassed to ask questions, or no one asks questions. In other classes, when there are students who

ask questions, the teacher in the class responds appropriately and sometimes helps clarify the questions the students are referring to.

Based on the results of the supervision of the head of the madrasa, the researchers concluded that, in general, the teacher had communicated well with students in the teaching and learning activities.

h. Evaluation

There are several types of assessments conducted by MTs-al-Hoiriyah teachers on students. Types of assessment carried out include written tests (daily tests, UTS, and UAS), oral tests, actions (group practice, group discussions), and portfolios. Teachers have carried out assessments and evaluations of learning activities based on the observations made by researchers.

The teacher's perception of the academic supervision carried out by the madrasah principal is the teacher's response and attitude towards the implementation of the academic supervision, or in other words, the assessor of the individual teacher on the implementation of academic supervision carried out by the madrasah principal whether the activity has a positive impact on pedagogical competence and teacher performance in implementing teaching and learning activities.

The above opinion is supported by the theory, which states that teacher pedagogic competence is a teacher's ability to manage students' learning process. This pedagogic competence includes understanding students, designing learning, evaluating learning outcomes, and developing students to actualize their

various potentials. This shows that teachers' mastery of pedagogic competence improves their performance (Trianto, 2009). Indeed, there is a positive relationship between the teacher's pedagogic competence and the academic supervision carried out by the head of the madrasa at MTs al-Khoiriyah. It reinforced the opinion that competence is a set of knowledge, skills, and fundamental values that are reflected in the habits of thinking and acting or the specification of knowledge, skills, and attitudes that a person must possess and their application in work following the performance standards required by society and the world of work (Danim, 2008).

Supervision and pedagogic competence are two critical elements for teacher performance to improve the quality of education. In the context of supervision activities, especially academic supervision, it is a planned, patterned, and programmed activity to change teacher behavior to improve learning quality. This includes the teacher's ability to manage the learning process from planning to evaluation. With this ability, teachers can organize the environment around students to grow and encourage students to carry out the teaching and learning process.

Furthermore, the teacher's pedagogic ability can provide guidance and assistance to students in carrying out the learning process, so it can be said that the teacher's role as a supervisor always produces good performance when followed by good pedagogic abilities.

Based on this description, it can be concluded that teacher perceptions related to the impact of the madrasa principal's academic supervision on the pedagogical competence of teachers at MTs al-

Khoiriyah Banyuasin are that the implementation of academic supervision carried out by the madrasah principal has an impact on the pedagogical competence of teachers, with academic supervision it can improve the pedagogical supervision of teachers who are the estuary has an impact on the student learning process, in other words, it can increase the effectiveness of the implementation of teaching and learning activities in madrasahs which also has an impact on increasing student learning outcomes. On the other hand, if the head of the madrasa does not carry out academic supervision, the teacher's pedagogic competence will decrease. The process of teaching and learning activities for students in the madrasa will not be carried out optimally. It can even have an impact on the decline in the quality of education in the madrasa..

CONCLUSIONS

Based on the results of data collection and analysis of the discussion on the academic supervision of the madrasah principal in improving the pedagogic competence of teachers at MTs al-Khoiriyah Banyuasin, a conclusion can be drawn; 1) The implementation of academic supervision carried out by the head of the madrasa to improve pedagogic competence at MTs al-Khoiriyah Banyuasin has been going well. Academic supervision is carried out through three stages: the planning, implementation, and evaluation. In the planning process, the head of the madrasah forms a team of assessors consisting of the curriculum, the waka of student affairs, senior teachers, and the head of administration to prepare the plan. The implementation of academic supervision is carried out in two ways:

group and individual systems. The supervision results are evaluated and followed up in different forms according to each teacher's supervision. The follow-up form is in the form of individual teacher meetings with the madrasah principal. It is expected to be active in the MGMP forum and be included in competency training so that positive changes in teacher behavior occur in learning activities that lead to improving the quality of learning in the classroom; 2) Development of teacher pedagogic competence at MTs al-Khoiriyah Banyuasin is carried out by carrying out supervision of the learning process in the classroom, helping to solve problems faced by teachers, improving learning programs, providing direction so that it is right on target and following the curriculum adopted by the madrasa, improving infrastructure, and create good communication and provide motivation.

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