

Improving Teacher Competence Through Implementing Academic Supervision At MAN 1 Jombang Indonesia

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Abstract

Teacher competence is important according to the law, but in reality, teacher competence is not yet optimal. One way to improve the professionalism of teachers is through Academic Supervision. Proper planning and models of academic supervision can enhance the quality of education. The purpose of this research is to analyze and discover the model of academic supervision by the Head of Madrasah in enhancing the professional competence of teachers at MAN 1 Jombang, Indonesia.

This research adopts a qualitative approach, specifically a case study. The data collection techniques include participant observation, in-depth interviews, and documentation. Data analysis is conducted through data condensation, data presentation, and verification/conclusion deduction.

The results of the research indicate that the supervision model applies a scientific and cooperative approach. Supervisors and supervised teachers consider their work as a form of worship, enabling them to actualize themselves with awareness. The model of collaborative and spiritually-based academic supervision is implemented.

Keywords: Academic Supervision, Professional Teacher Competence.

1. Introduction

The challenges faced by formal schooling in education are becoming more massive and multidimensional, requiring a timely, prompt, and innovative response from the school organizational system to ensure the continued existence of education institutions that are reliable, resilient, and capable of being pioneers and competitive in the development and renewal of education in society (Uhar Suharsaputra, 2018).

The Teacher and Lecturer Law number 14 of 2005 recognize teaching as a professional and dignified profession. A profession refers to work or activities performed by individuals as a source of livelihood that requires expertise, skills, or specific competencies that meet certain quality standards and necessitate professional education (UU RI no. 14, 2005). Additionally, the law mentions four competencies that teachers must possess, namely pedagogical competence, personality competence, social competence, and professional competence acquired through professional education.

The implementation and management of education in schools essentially encompass planning, implementation, and supervision. These activities are interconnected and constitute the primary functions and management activities of education. The areas of educational management include organizing the resources that support education, namely educational personnel, students, learning resources (curriculum), facilities and infrastructure, finances, administration, school organization, and school-community relationships (Hartati Sukirman et al., 2008).

The success of education implementation is greatly determined by the ability of the school principal to manage all available resources in the school. This is in line with E. Mulyasa's statement that the school principal is one of the most influential components in improving the quality of education (E. Mulyasa, 2004). From this perspective, it is clear that the success of a school depends on the school principal's ability to fulfill their tasks. The primary task of the school principal as a school leader is to create a conducive teaching and learning environment, allowing teachers and students to carry out their teaching and learning activities effectively within the school environment.

In general, the tasks and roles of a school principal encompass five dimensions. The Minister of National Education Regulation number 13 of 2007 regarding the Standards of School/Madrasah Principals emphasizes that a school/madrasah principal must possess personality, managerial, entrepreneurial, supervisory, and social competencies (Peraturan Menteri Pendidikan Nasional, 2007). All of these competencies are essential for a school principal to realize quality education and achieve excellence in the school.

One program that can be implemented to improve the quality of education is providing assistance to teachers, commonly known as supervision. As an educational leader in the school, the school principal has supervisory responsibilities. The Directorate General of Teacher and Education Personnel Quality Improvement of the Ministry of National Education (Departemen Pendidikan Nasional, 2007) explicitly states that the supervisory tasks of the school principal are related to teacher development for instructional improvement. Supervision is an effort to assist teachers in improving or enhancing the teaching and learning process. The ultimate goal and activity of supervision are to enhance student learning outcomes.

Based on preliminary studies conducted by the researcher at MAN 1 Jombang, Indonesia, it was found that the Head of MAN 1 Jombang also conducts academic supervision to enhance the quality of teachers in the teaching process, known as professional teacher competence. Through supervision, it is expected to assist the teaching process, particularly by helping teachers in classroom preparation, implementation, and evaluation. However, supervision for teachers at MAN 1 Jombang and its follow-up is not conducted regularly, resulting in uneven professional teacher competence in the teaching process.

After receiving reports on the implementation of academic supervision from the Deputy Head of Madrasah and senior teachers, the Madrasah Principal usually provides guidance on general issues related to the problems faced by teachers in the teaching and learning process. The Madrasah Principal further

explains how to carry out effective teaching, select appropriate teaching strategies and methods, and use suitable media and information technology for learning.

One of the academic supervision activities commonly conducted by the Madrasah Principal in the teaching process at MAN 1 Jombang, Indonesia, is classroom visits or classroom observations. These visits are conducted twice in odd semesters and once in even semesters, following the applicable procedures to optimize the results and techniques of supervision. MAN 1 Jombang Indonesia often utilizes group-based academic supervision techniques, such as discussions among teachers through the forum of MGMP (Subject Teacher Forum) Madrasah. These group discussions for subject-specific teachers are held to discuss issues related to the development and improvement of teaching and learning activities.

Academic supervision is a fundamental task that must be carried out by the Madrasah Principal to enhance the teaching process. Therefore, the researcher examines the academic supervision conducted by the Madrasah Principal. The choice of Madrasah as the research location is not only based on the preliminary observations at MAN 1 Jombang, Indonesia, but also because historically, Madrasahs have grown and developed in response to the needs of the Muslim community. From the beginning, Madrasahs have been community-based educational institutions driven by religious and missionary spirits, established by individuals or organizations to meet the educational needs of their children. This can be observed from the percentage of private Madrasah ownership in Indonesia, which is higher than that of public Madrasahs, which is in contrast to public schools. This article discusses the model of academic supervision by the Madrasah Principal in enhancing the professional competence of teachers at MAN 1 Jombang, Indonesia.

2. Methodology

This study utilizes a qualitative approach, specifically a case study. The aim is to gain a deep understanding of the phenomenon in order to develop a theory (<http://mudjiarahardjo.uin-malang.ac.id>, February 13, 2020). The theory focuses on academic supervision in enhancing the professional competence of teachers in Madrasah Aliyah educational institutions. Therefore, this research employs a phenomenological approach, with the research location being MAN 1 Jombang, Indonesia.

The data in this study refers to information or facts obtained through observations or field research that can be analyzed to understand a phenomenon or support a theory. In qualitative research, data is presented in descriptive form. The data collected in this study pertains to the model of academic supervision in enhancing professional competence.

Data collection techniques in this research involve three methods: (1) interviews, (2) participant observation, and (3) documentation. The main instruments used in this study are the researcher themselves, supported by a mobile phone, camera, interview guide, and other necessary tools as needed.

The researcher interprets the data, which consists of words, to derive meaning from them. Therefore, the data analysis is conducted simultaneously with the data collection process and after the data is gathered. The data analysis follows the approach proposed by Miles and Huberman (Tjetjet Rohendi Rohidi, 2014),

which involves three concurrent activities: (a) data condensation, which involves categorizing, directing, discarding unnecessary data, and organizing the data; (b) data display, which involves identifying meaningful patterns and allowing for possible conclusions; and (c) conclusion drawing/verification, which involves creating patterns of meaning about the events that occurred.

Data validity is an important concept that has been updated from the concepts of validity and reliability according to the "positivism" version and adjusted to the demands of knowledge, criteria, and its own paradigm (Lexy J. Moleong, 2002). The process of checking data validity, according to Lexy J. Moleong, includes a summary used for data validation. The summary consists of criteria that are examined using one or several techniques (Lexy J. Moleong, 2002), namely: credibility, transferability, dependability, and confirmability.

3. Result of the Research

The research findings are as follows:

Firstly, the Head of Madrasah monitors the progress of teachers' teaching in MAN 1 Jombang, Indonesia through classroom visits and occasional meetings.

Secondly, the assessment conducted by the Head of Madrasah utilizes academic supervision instruments. Classroom visits are conducted upon teachers' request to assess their preparation for teaching, followed by personal conversations.

Thirdly, the Head of Madrasah employs classroom visits, checks instructional materials, engages in personal conversations during classroom activities, holds meetings, workshops, seminars, and other activities to support pedagogical competency development.

Fourthly, the Head of Madrasah implements an individual approach through classroom visits during teaching, collaborative academic supervision discussions between the Head of Madrasah and the teachers. The Head of Madrasah presents their perceptions on the areas of supervision, asks teachers about the aspects being supervised, listens to teachers, and engages in discussions to explore alternative problem-solving approaches.

Fifthly, the clinical model follows the pre-observation, observation, and feedback stages. The scientific approach is planned, continuous, and systematic, utilizing cooperative collegial instruments to address teachers' concerns in teaching and finding solutions together. The advanced stage involves coaching using several steps: Goal, Reality, Options, What's Next, Monitoring, Evaluation, and reflecting on the GROWME stages through shared discussions between the Head of Madrasah and the teachers. The foundation of teaching is considered as a manifestation of personal growth.

Sixthly, both the Head of Madrasah and the teachers hold high responsibilities and are committed to improving professional competence. The majority of teachers perceive teaching as a form of dedication, service, and spiritual calling, considering it a meaningful profession.

Seventhly, academic supervision aimed at enhancing professional competence is implemented through a scientific and cooperative collegial model based on a mutually respectful relationship rather than a superior-subordinate approach. The approach involves a two-way interaction between the Head of

Madrasah and the teachers. The behavioral traits of the Head of Madrasah include presenting, explaining, listening, problem-solving, and negotiation.

Based on the research findings, the collaborative approach is considered ideal for enhancing teachers' professional competence. Its application offers dual benefits: teachers actively engage in the academic supervision process under the guidance of the Head of Madrasah, allowing for optimal growth and confidence-building. Simultaneously, the active involvement of the Head of Madrasah in the academic supervision process contributes to their optimal professional development. By actively participating in resolving teaching-related challenges, the Head of Madrasah enriches their experience and achieves optimal growth.

This approach is based on cognitive psychology, where the Head of Madrasah presents, explains, listens, problem-solves, and negotiates. According to the concept, every individual serves as a supervisor for themselves, continuously improving to become better. Ultimately, every individual is accountable for their actions. It is important to note that one's deeds are clearly recorded, eliminating the need for judges or courts to prove allegations. Each person becomes their own judge and realizes their fate.

Based on the above description, self-reflection or self-accountability is crucial in the life of a Muslim. Through self-reflection, one can assess their performance in worshipping Allah SWT, both in relation to others (interactions and work) and directly in their relationship with Allah SWT. Hence, every individual becomes a supervisor for themselves, constantly striving for self-improvement.

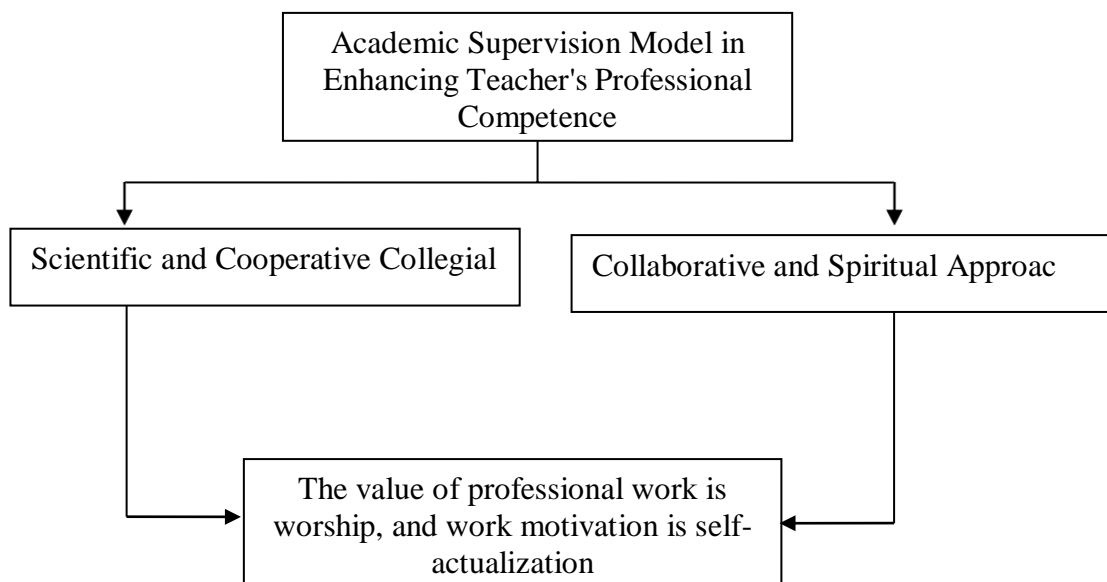


Figure 1 Academic Supervision Model in Enhancing Teacher's Professional Competence

4. Conclusion

Academic Supervision Model in Enhancing Teacher's Professional Competence at MAN 1 Jombang, Indonesia is scientific and collegial. The Scientific Model is planned, systematic, procedural, objective, and utilizes instruments. The Collegial Model emphasizes the interaction process between the

Head of Madrasah and working partners, where teachers collaborate and form groups or teams based on cooperation to improve teaching. The academic supervision approach used is collaborative and spiritual, where both teachers and the Head of Madrasah share responsibilities. Professional work values are considered worship, and work motivation focuses on self-actualization.

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