



MADRASAH HEAD SUPERVISION MANAGEMENT IN IMPROVING TEACHER PROFESSIONALISM IN PRIVATE IBTIDAIYAH MADRASAH (MIS) INTEGRATED ISLAM (IT) RAUDHOTUL QURRO TANJUNGBALAI CITY

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ABSTRACT

This research aims to describe the supervision management of madrasah principals in increasing teacher professionalism at MIS IT Raudhotul Qurro. This study used qualitative research methods. Data collection in this research was carried out using observation techniques, interviews and documentation studies. The aim of this research is to determine the supervision techniques of madrasa heads, models of supervision of madrasa heads, and evaluation of supervision of madrasa heads at MIS IT Raudhotul Qurro. The findings of this research are that supervision techniques for madrasah heads are carried out using individual techniques and group techniques. Individual techniques are carried out by visiting classes, making observations, guiding teachers to overcome problems faced by students.

Introduction

Every educational program requires supervision or supervision, both from the madrasa head, teachers, staff and the students themselves. Starting from the SD/MIN, SLTP/MTS, SMU/MAN, PTN levels both at private and state status to decide various problems that occur in the madrasah. Supervision or supervision is a part of educational activities which is intended to provide direction or assistance so that the learning process that takes place in an organization or educational institution can run well and achieve the desired goals. To create a quality educational organization or institution, whether seen from the leadership of the madrasa head, teachers who teach, administrative employees who carry out administrative duties, students who study, or other components who participate in supporting the implementation of the learning process in an organization or educational institution, then educational supervision is a necessity.

Supervision, evaluation and supervision as functions of educational administration which means activities to determine essential conditions or requirements that will ensure the achievement of educational goals. Administration and supervision are supporting tools for achieving educational goals. Likewise, educational goals in madrasahs can be achieved if there are systematic and continuous management and supervision activities at the madrasah level.

Supervision or control carried out at the madrasa level is the responsibility of the madrasa head. This is because the madrasa head is the highest supervisor in a madrasa. The head of the madrasah is responsible for all educational problems that occur in the madrasah he leads, starting from the curriculum, student affairs, administration, educational facilities and infrastructure, to the relationship between the madrasah and the community. All of these are the duties of a madrasa head.

As stated in the Minister of National Education Regulation (Permendiknas) Number 13 of 2007 concerning Standards for Madrasah Heads, it is emphasized that madrasah heads are required to have five competencies, namely personality, managerial, entrepreneurial, supervisory and social competencies. With these 5 standards, it is hoped that educational goals will be achieved effectively and efficiently. This Permendiknas means that a madrasa head must be competent in supervising the teachers he leads.

To optimize supervision activities in madrasahs, madrasa heads must first understand the concept of supervision itself, so that they can provide teachers with an understanding of supervision. Supervision often has an unpleasant connotation, because it is considered to threaten personal freedom and autonomy. So the manager's task is to find a balance between organizational supervision and personal freedom or find the right level of supervision. Excessive supervision will give rise to bureaucracy, kill creativity and other things, which will ultimately cause losses to the organization itself. On the other hand, insufficient supervision can lead to waste of resources and make it difficult to achieve organizational goals.

To achieve the expected educational goals, supervision is necessary in carrying out the duties of educators. The purpose of supervision here is so that educators know clearly the purpose of their work in education, regarding what is to be achieved from the implementation of education.

Management, madrasa head, leadership, communication and supervision are links that cannot be separated for the effectiveness of organizational achievements, because leadership becomes something substantial in the institution, the madrasa head becomes concerned in making changes and demanding various tasks that must be carried out in achieving expected goal.

The head of the madrasah as the supervisor is responsible for everything related to the achievement of educational goals, including whether or not they are sufficient, complete or not, comprehensive or not, the conditions needed to achieve the educational goals need to be scrutinized by the head of the madrasah, so it can be said that the head of the madrasah is in addition to responsible for the smooth running of the teaching and learning process, and other daily madrasa administration activities as a form of his role as an administrator, also responsible for supervising, developing and motivating the performance of teachers and other employees as a form of his role as a supervisor.

The madrasa head as the head of the madrasa has the obligation to develop the abilities of teachers, improve the quality and quantity of teachers, motivate teachers, and remind teachers if they are negligent in carrying out their duties for the good of the expected educational goals. The head of a madrasa or madrasah is the leader of an educational institution. They supervise and control many people as subordinates who structurally and traditionally follow the steps of their leaders and carry out educational tasks, from the planning stage to the evaluation stage.

One of the duties of the madrasa head, namely as a supervisor, is to manage the supervision activities of the madrasah he leads optimally considering that this supervision activity is very important to carry out because there are still many teachers who are less successful in teaching because they are less motivated to teach, which has an impact on decreasing their professionalism. Therefore, the role of the madrasa head is needed to motivate

teachers to increase teacher professionalism by maximizing their supervision activities with good management.

The madrasa head as the main supervisor in the madrasa must be able to create conditions for competent teachers that support quality learning. It could also be said that the success of a teacher in the teaching and learning process cannot be separated from the role of the madrasa head as supervisor. The supervision carried out by the madrasa head towards his educational staff, especially teachers, aims to improve the quality of effective learning.

However, in terms of the implementation of supervision management on other elements of education, such as financial supervision, supervision of facilities and infrastructure, supervision of madrasah relations with the community, and supervision of special services, it has not been running as desired because the head of the Integrated Islamic Private Madrasah (MIS) Raudhotul Qurro Kota Tanjungbalai is the head of the madrasah who was recently assigned to the madrasah. So the madrasa head is still developing all aspects related to the supervision of the madrasa head. This is what made the author choose the Private Islamic Ibtidaiyah Madrasah (MIS) Integrated Islam (IT) Raudhotul Qurro Tanjungbalai City to be the object of research.

Research Methods

The main aim of this research is to use qualitative research, namely the head of the madrasah, deputy head of the madrasah, the teachers who are respondents in this research, it is possible that the existence of these respondents can be added and captured as much as possible according to the needs of the researcher, so that the researcher can detail the closeness and specificity that can support researcher. Thus, through this research, we can explore information that will become the basis for the design and theory that emerges, because the sample in this research involves personnel related to supervision management, from leaders to teachers in the field of study at Private Ibtidaiyah Madrasahs (MIS) Integrated Islam (IT) Raudhotul Qurro Tanjungbalai City.

The researcher started from the natural data collection stage, using direct observation techniques at the madrasa location, followed by in-depth interviews with respondents who were expected to be useful and appropriate as information, as well as providing documentation and written notes. The end of this research aims to describe the supervision management carried out by the Head of the Integrated Islamic Private Madrasah (MIS) Raudhotul Qurro, Tanjungbalai City, which is carried out based on data obtained in research, and studied in a realistic and natural way so that it can be known clearly.

Results and Discussion

Based on the data analysis carried out previously, the findings of this research can be formulated based on the previously determined research focus as follows: The first finding of the research is that the supervision technique carried out by the head of the madrasah at the Raudhatul Qurro Integrated Islamic Private Madrasah (MIS) in Tanjungbalai City is the supervision technique. individual and also group supervision techniques. Madrasah heads carry out individual supervision techniques by conducting class visits, guiding teachers when solving problems faced by students, and guiding teachers in improving professional competence.

A leader must be able to persuade others to take action. Activities influencing staff, teachers and employees are carried out by madrasah heads as a process of determining the direction and goals of the madrasah through a vision and mission that involves all madrasah residents.

Head of the Integrated Islamic Private Madrasah (MIS) Raudhatul Qurro in setting supervision targets by including indicators that are of concern in carrying out supervision. The target of madrasa head management supervision, in this case, is to increase teacher professionalism,

carried out using supervision techniques, determining supervision models, and evaluating the results of supervision that has been carried out on teachers. In simple terms, the target of implementing supervision to increase teacher professionalism is carried out through the process of teaching and learning activities, class mastery, selection of teaching materials and also teaching methods used by teachers during the learning process.

The findings of this research indicate that the supervision techniques carried out by the madrasa head are supported by madrasa management which attempts to divide tasks/authorities according to the planned madrasa program. This delegation of authority is interpreted as handing over some of the leadership's rights to their subordinates to take the necessary actions so that their duties and responsibilities can be carried out properly. The benefit of this delegation is that no leader is perfect, having all areas of knowledge. Therefore, leaders also need good cooperation with their subordinates. This also happened at the Raudhotulqurro Integrated Islamic MIs. The madrasah principal prioritizes a good communication process with all staff, teachers and madrasah residents. In this way, the implementation of supervision by madrasah heads can run effectively and efficiently.

The findings of these two studies show that the supervision model carried out by madrasah heads is using a clinical supervision model. This supervision is used by madrasah heads as a guidance process in education which aims to assist teachers in developing their professionals in introducing teaching through objective and thorough observation and data analysis as a basis for changing teachers' teaching behavior.

Then the madrasa head implements the supervision model by making observations. Observing the ongoing learning process can determine the obstacles faced by teachers. So the head teacher can guide teachers in implementing the curriculum and guide teachers in overcoming problems faced by students. Then the madrasa head asks the teacher about the material to be presented, looks at the teacher's preparation and readiness when teaching, records the results of observations made to be used as evaluation material for the results of the madrasa head's supervision. After that, the madrasa head carries out a follow-up on the results of the supervision. These notes will later be shared with the teacher concerned to be used as material for improvement by the teacher.

The findings of these three studies show that the evaluation activities carried out by madrasah heads in improving teacher professionalism are carried out by monitoring the readiness of teachers to prepare learning tools, the level of teacher discipline regarding attendance, monitoring the implementation of the learning process in the classroom, monitoring the cleanliness of the madrasah environment. This is done so that all work being carried out can proceed according to the predetermined plan.

In evaluating the results of supervision, the head of the madrasa also carries out an analysis of the results of the supervision to find out what steps will be taken to follow up on the results of the supervision. Apart from that, the results of the analysis will be taken into consideration by the head of the madrasah when evaluating teachers. The implementation of analysis and evaluation of supervision results involves teachers, then the head of the madrasah together with the teacher council discuss at a meeting at the beginning of the month to find solutions based on the problems faced and encountered during supervision.

After carrying out evaluation and analysis, the results will then be used by the head of the madrasa as material for consideration and used by the head of the madrasa to provide guidance to teachers in order to increase teacher professionalism. Some of the things that madrasa heads do to increase teacher professionalism are by involving teachers in scientific activities such as workshops, training, seminars, upgrading, KKG, MGMP and other useful activities to increase their knowledge.

Apart from involving teachers in various scientific activities, the madrasah head also always provides motivation to teachers to continue to improve the quality and quantity of teaching and learning activities in the classroom. This is done to encourage teachers to carry out innovations in education. With good motivation and communication between the head of the madrasah and the teacher's council, the vision and mission of the Raudhatul Qurro Integrated Islamic Private Madrasah (MIS) can run well according to what has been planned.

Conclusion

Based on the findings and results of the discussion, this research can be concluded that the madrasa head's supervision technique in increasing teacher professionalism in the Raudhatul Qurro Integrated Islamic Private Madrasah (MIS) in Tanjungbalai City is carried out using individual techniques and group techniques. Individual techniques are carried out by visiting classes when the teacher is teaching, making observations of the learning process, guiding the teacher to overcome problems faced by students. Meanwhile, group techniques are carried out by holding teachers' council meetings/meetings held at the beginning of the month, holding group discussions, and involving teachers in training to improve teachers' professional competence.

The madrasa head supervision model carried out at the Integrated Islamic Private Madrasah (MIS) Raudhatul Qurro, Tanjungbalai City is a clinical supervision model, where the madrasa head as supervisor carries out a guidance process in education which aims to help teachers develop their professionalism in introducing teaching through observation and data analysis as a basis for changing teacher teaching behavior.

Evaluation of supervision carried out by madrasah heads in increasing the professionalism of teachers at the Raudhatul Qurro Integrated Islamic Private Madrasah (MIS) Raudhatul Qurro, Tanjungbalai City was carried out by analyzing the results of evaluations of the implementation of supervision carried out by madrasah heads on teachers. Then follow up on the evaluation results by involving teachers in training activities to increase teacher professionalism.

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