



Academic Management Supervision of the Principal Madrasah

Riyono ¹, Normuslim ², Muslimah³

^{1,2,3} Institut Agama Islam Negeri (IAIN) Palangka Raya, Indonesia

 muslimah.abdulazis@iain-palangkaraya.ac.id

Abstract	Article Info
<p>The aim of this article was to describe how the principles, objectives, the function and approach of supervision, as well as how the head of madrasah carries out the planning, implementation and follow-up of academic supervision at madrasah. The researchers used literature review. The step was to trace the printed and electronic references regarding the supervision of madrasah principals in general, then narrow it down to the sub-focus of the discussion, namely the academic supervision of madrasah principals. Once deemed sufficient, the authors describe it systematically. The findings of this study showed that academic supervision was an effort to help teachers develop their abilities in achieving learning goals. The essence of academic supervision was not any assessing the performance of teachers in managing the learning process, but helping teachers to develop their professional abilities. Academic supervision that must be carried out by the principal of madrasah includes: planning an academic supervision program, carrying out academic supervision, following up on the results of academic supervision aimed at increasing the professionalism of teachers as professional educators.</p>	<p><i>Article History</i> <i>Received :</i> <i>January 15, 2021</i> <i>Revised :</i> <i>April 17, 2021</i> <i>Accepted :</i> <i>April 19, 2021</i></p> <p><i>Keywords:</i> <i>Academic Management Supervision, Management Supervision, Principal Madrasah on Management</i></p>
<p>Published by Yayasan Payungi Smart Madani Website https://journal.payungi.org/index.php/ijcep This is an open access article under the CC BY SA license https://creativecommons.org/licenses/by-sa/4.0/</p> 	

INTRODUCTION

Educational institutions madrasah must be able to change a new paradigm of education that is oriented to the quality of all activities interact in it, all of which lead to the attainment of quality (Ansawan, 2020), for instance the quality of the principal of madrasah. The principal of a madrasah is a teacher who is given the task of leading the education provider at a madrasah (Sumarsono, S., Subandi, S., & Imam, S. I. (2021). As an education provider at madrasah, the head of madrasah is tasked with planning, managing, leading, and controlling the programs (Miller, et al., 2016), and components of education at madrasahs based on national education standards, namely standards of graduate competency, content, process, educators and education personnel, infrastructure, management, financing, as well as assessment (Parvin, 2019; Shahadan, A., & Oliver, 2016). Based on the duties of the head of the madrasah, it can be seen that the head of the madrasah is responsible for planning, implementing and evaluating learning in order to achieve the vision, mission and objectives of the madrasah. To be able to carry out their duties and responsibilities, the head of the madrasah must have competence, namely a set of knowledge, skills, and behaviors that must be possessed, lived, and mastered and actualized by the head of the madrasah in carrying out his duties and responsibilities. One of these competencies is the competence for supervision (Sun, & Xin, 2020; Roberts, M. B., & Guerra, 2017; Naido, 2019). Supervision competence is the ability of madrasah principals in coaching activities that are planned to assist teachers in carrying out their work effectively (Irianisyah, S., Harapan, E., & Houtman, 2020). One of the coaching programs that can be carried out in an effort to train teachers to achieve the goals of madrasahs is through academic

supervision (Jennigs, et al., 2017; Ayvaz-Tuncel, & Çobanoğlu, 2018). Furthermore, The principle professionalism is very important because the principal is directly related to the implementation of educational programs in schools (Romlah & Latief, 2021). Academic supervision that must be carried out by the principal of madrasah includes: planning an academic supervision program, carrying out academic supervision, following up on the results of academic supervision aimed at increasing the professionalism of teachers as professional educators.

The academic supervision program that has been made from time to time on an ongoing basis will make it easier for madrasah principals to research and determine the objectives and strategies of academic supervision that have been carried out and which have not been carried out, as well as things that are still lacking in implementation so that improvements can be made to them. The constraints faced by teachers in carrying out their duties and responsibilities as professional educators. To get maximum results in improving teacher professionalism, madrasah principals must be able to optimize all madrasah resources in the field. This study intends to analyze the principles, objectives, functions and approaches of supervision, as well as how the head of madrasah carries out the planning, implementation and follow-up of academic supervision in madrasah.

METHOD

This study was written using a descriptive research method with a qualitative approach. The type of research used was literature review. This study begins with a course assignment given by the lecturer who then becomes the writing team of this study. This paper seeks to systematically describe primary data, namely the management of supervision of madrasah principals from planning, implementation to follow-up; and secondary data, namely the principles of supervision, the objectives and functions of supervision, as well as the approach taken by the head of the madrasah and planning, implementing and following up on the researched planning appropriately.

RESULT AND DISCUSSION

The term supervision comes from English, namely to supervise, which means to supervise. Several other sources say that supervision comes from two words, namely super and vision, each of which means 'over' and also 'vision'. So etymologically, supervision is vision from above. The people who carry out supervision are called supervisors. This definition is a figurative meaning that describes a position that sees a higher position than what is seen.

According to Glicman, the term supervision is a series of activities to help teachers develop their ability to manage the learning process in order to achieve learning goals. In addition, according to Sergivanni, as quoted by Doni Juni Priansa and Rismi Somad, he explained that the essence of academic supervision is not at all about assessing teacher performance in managing the learning process, but rather helping teachers develop their professional skills. Even so, academic supervision cannot be separated from the assessment of teacher performance in managing learning. If the description above states that academic supervision is a series of activities to help teachers develop their ability to manage learning, then assessing teacher performance in managing the learning process is one of the activities that cannot be avoided.

Thus academic supervision is an effort to help teachers develop their abilities in achieving learning goals. The essence of academic supervision is in no way assessing the performance of teachers in managing the learning process, but rather helping teachers develop their

professional abilities. In academic supervision activities, the principal must follow the principles that can serve as guidelines in his duties. As for some of the principles of supervision conveyed by Pangaribuan et al as quoted by Doni Juni Priansa and Rismi Somad, are as follows:

- a. Scientific, supervision is arranged systematically, objectively and uses instruments that can provide accurate information so that it can be used as input in evaluating the situation learn how to teach.
- b. Cooperative, supervision is developed based on a system of cooperation between the head of the madrasah as a supervisor and the teacher who is supervised in developing learning.
- c. Constructive and creative, supervision must be able to motivate teachers to develop teacher creativity and innovation in developing the learning process.
- d. Realistically, supervision must be based on factual data in the field without using subjective judgments and interpretations.
- e. Progressive, activities carried out under supervision are inseparable from the size and attention to whether each step taken has made progress.
- f. Innovative, the supervision program always seeks change with new discoveries in order to improve and enhance the quality of learning.

In addition, the principles of supervision according to Moh. Rifai, as quoted by Ngalim Purwanto, is as follows:

- a. Supervision should be constructive and creative, that is, those who are guided and those who are supervised must be able to generate an impetus to work.
- b. Supervision must be based on actual conditions and facts (realistic, easy to implement).
- c. Supervision should be simple and informal in its implementation.
- d. Supervision must be able to give a feeling of security to the teachers and school employees being supervised.
- e. Supervision should be based on professional relationships, not on personal relationships.
- f. Supervision always pays attention to the abilities, attitudes and maybe prejudices of teachers and school employees.
- g. Supervision is not urgent (authoritarian) because it can cause anxiety or even antipathy from the teachers.
- h. Supervision must not be based on the power of rank, position or personal power.
- i. Supervision should not be of the nature of finding fault and shortcomings or personal power.
- j. Supervision can not expect results too quickly, must not feel easily disappointed.
- k. Supervision should also be preventive, corrective, and cooperative.

Operationally supervision in the world of education aims to provide assistance to teachers to increase their ability to achieve the learning goals planned for students. Through academic supervision, it is expected that the academic quality carried out by teachers will increase.

The purpose of academic supervision according to Oliva as quoted by Doni Juni Priansa and Rismi Somad in their book management of supervision and principal leadership explains that the purpose of academic supervision is to assist teachers in: planning learning; presentation of learning material; evaluate learning; managing classes; developing curriculum; evaluating the curriculum; evaluate themselves; cooperate with groups; through the inservice program.

Still in the same book, Glickman argues that the objectives of supervision are: 1) To help teachers develop their competence. In this case, the purpose of academic supervision is to help teachers develop professional skills in understanding academics, classroom life, develop teaching skills and use them through certain techniques; 2) Developing a curriculum. Academic

supervision in this case aims to monitor teaching and learning activities in schools, both inside and outside the classroom; 3) Developing teacher working groups and guiding Classroom Action Research (CAR).

Meanwhile, the organizer of academic supervision aims to encourage teachers to apply their abilities in carrying out their teaching tasks, encourage teachers to develop their own abilities, and encourage teachers to have serious attention to their duties and responsibilities.

It is different with Indra Fachrudi explaining the objectives of academic supervision as quoted by Pupuh Faturrohman and AA. Suryana in her book, is as follows:

- a. Helping teachers see more clearly the true goals of education and the specific role of madrasas in achieving the goals of madrasas.
- b. Helping teachers see more clearly the problems and needs of students and help them as much as possible to be able to meet these needs.
- c. Helping teachers develop greater teaching skills.
- d. Helping teachers see the difficulties of students in learning and helping plan effective learning.
- e. Form a strong group morale and unite teachers in an effective team, work together and respect each other to achieve the same goal.
- f. Help provide understanding to the community about madrasah programs, so that they understand and help madrasah businesses.

The following is about the function of academic supervision. According to Pidarta as quoted by Pupuh Faturrohman and AA. Suryana can be divided into two, namely:

- a. The main function is to assist madrasas which at the same time represent the government in achieving educational goals, namely helping the individual development of students.
- b. An additional function is to assist madrasas in fostering teachers so that they can work well and make contact with the community in order to adapt to the demands of society and spearhead the progress of society.

Meanwhile, Supervision function explains that the function of supervision can be divided into eight, namely: coordinating all school efforts; equip school leadership; broaden the experience of teachers; stimulate creative endeavors (Zepeda, S. J., Bengtson, E., & Parylo, O. (2012), gives facility and continual appraisal; analyzing teaching and learning situations; impart knowledge and skills to every staff member (Sullivan, S., & Glanz, 2013), provide broader and integrated insights in formulating educational goals and improving the teaching abilities of teachers.

In conducting academic supervision, the principal can use various approaches according to the circumstances of the teacher to be supervised. Therefore, before determining the supervisory approach to be used, the principal must first study the condition of the teacher. Glickman divides the academic supervision approach into three, as cited by Sri Banun Muslim namely as follows: The directive approach. In this approach, the principal as a supervisor does not provide opportunities for teachers to develop their abilities and creativity. In this case, the principal as the supervisor feels responsible for making changes in teacher behavior in carrying out their duties and responsibilities by providing clear directions for the activities to be evaluated. Collaborative approach. In this approach, the principal as the supervisor listens and pays more attention to the teacher's concerns about his teaching problems and also the teacher's ideas for overcoming the problem. The principal of the madrasah as a supervisor can ask for an explanation from the teacher if there are things he discloses that are not understood, then give encouragement to the

teacher to actualize the initiatives he thinks about to solve the problems he is facing. Non-directive approach. In this approach, the principal as a supervisor provides the opportunity for teachers to solve the problems they face in learning. In this case, the principal listens, encourages, asks questions, offers thoughts when asked, and guides the teacher to take action.

In addition, Sah Understanding explains the approaches that can be used in academic supervision as quoted by Doni Juni Priansa and Rismi Somad, namely: 1) Direct approach. In this approach, the head of the mdrasah as a supervisor provides direct directions including providing reinforcement and punishment; 2) The indirect approach. In this approach, the principal as a supervisor is more appreciative and gives the opportunity to the teacher to raise the problem; 3) Collaborative approach. A collaborative approach is a combination of a direct approach and an indirect approach. Doni Juni Priansa and Rismi Somad divided the academic supervision approach into two, namely:

a. Traditional Approach. Traditional approaches to academic supervision include:

1) Direct observation. The principal of the madrasah as a supervisor makes direct observations to the teacher who is teaching through the following procedures: pre-observation, observation, and post-observation.

a) Pre observation. In this pre-observation, the principal as the supervisor conducted interviews and discussions with the supervised teacher, covering the curriculum, approaches, methods and strategies, teaching media, evaluation and analysis.

b) Observation. In this observation, the principal as the supervisor makes observations into the supervised teacher classroom. These observations include: introduction, development, application and closure.

c) Post observation. In this post observation, the principal as the supervisor conducts interviews and returns to the supervised teacher about the teacher's impression of his performance, identifies teacher successes and weaknesses, identifies teaching skills that need to be improved, new ideas that need to be improved.

2) Indirect observation. Indirect observation is academic supervision carried out by the principal of the madrasah as a supervisor without direct observation of the teacher who is teaching. Indirect observations can be made in the following ways:

a) Sudden test. The impromptu test is carried out by giving questions to students. It is better if the questions used are known for their validity, reliability, distinction and level of difficulty. The questions given are in accordance with what students have learned at that time.

b) Case discussion. The principal of the madrasah as a supervisor conducts discussions with the teacher who is supervised on a case by case basis, looks for the root of the problem, and looks for alternative solutions.

c) Questionnaire method. The principal of the madrasah as a supervisor distributes a questionnaire to the supervised teacher containing teacher performance, teacher performance, qualifications for teacher relationships with students, and so on.

b. Contemporary

Approach The contemporary approach is a collaborative approach. This approach is called the clinical supervision approach, which is a guidance process that aims to assist the professional development of teachers, especially in teaching performances, based on careful and objective observation and data analysis as a guide for changes in teaching behavior.

Academic supervision can be done in various ways. With the aim that what is expected together can come true. Ngalim Purwanto broadly divides the supervision technique into two, namely individual techniques and group techniques.

a. Individual technique Individual

It is supervision carried out individually to the supervised teacher. There are several activities carried out in individual techniques, namely: Conducting class visits; Conducting observation visits; Guiding teachers about ways of personal learning of students and overcoming problems experienced by students; Guiding teachers in matters related to the implementation of the madrasah curriculum.

b. Group technique What

This group technique is the supervision carried out by the head of the madrasah as a supervisor to teachers who are supervised in groups. There are several activities that can be done in the group technique, namely: Holding a meeting or meeting; Hold group discussions; Holding upgrades.

In the education unit, the head of madrasah occupies two important positions to ensure the continuity of the educational process. First, the head of the madrasa as the formal leader of education. The two madrasah principals act as overall education managers. As a formal leader, the head of the madrasah is responsible for the achievement of educational goals through efforts to move subordinates towards the achievement of predetermined educational goals.

As an education manager, the head of madrasah is responsible for the success of administering educational activities by implementing madrasah administration in all its substance (Yasin, 2020). In addition, the principal is responsible for the quality of existing human resources, so that they are able to carry out educational tasks. Therefore, as an education manager, the principal of madrasah has a duty to develop the performance of personnel, especially teachers, towards the expected professionalism. In this case the principal is in charge of carrying out leadership functions, namely: the principal functions as an educator, manager, administrator, leader, innovator, motivator, and supervisor.

As supervisors, madrasah principals must be able to carry out various supervision and controls to improve the performance of teaching and education personnel. This supervision and control is the control so that educational activities in madrasah are focused on the objectives that have been implemented.

The supervision carried out by the head of the madrasah as a supervisor is divided into two parts, namely: general supervision and academic supervision. General supervision is supervision carried out on activities or work that are indirectly related to teaching such as supervision of facilities and infrastructure, finance and so on. Academic supervision is supervision aimed at improving the conditions of both personnel and material that enable the creation of better teaching and learning situations for the achievement of educational goals. Through academic supervision, the principal is expected to be able to improve professionalism through teacher competence which has implications for improving the quality of the teaching and learning process. Based on Permendiknas No. 12 of 2007 regarding the competency standards for supervisors, the principal as the supervisor must have competency standards, namely:

- a. Guiding teachers in compiling syllabus for each subject.
- b. Guiding teachers in preparing lesson plans.
- c. Guiding teachers in carrying out learning activities or guidance.
- d. Guiding teachers in managing, caring for, developing, and using educational media and learning facilities for each subject.
- e. Motivate teachers to take advantage of information technology in learning each subject.

The increase in teacher professionalism carried out by the head of madrasah through academic supervision will only be realized if the head of the madrasah is able to make an appropriate academic supervision plan. Carry out academic supervision of teachers using the right approach and supervision, as well as following up on the results of academic supervision to make improvements in planning the next academic supervision program.

Academic Supervision Planning

Madrasah principals need to master academic supervision planning. For this reason, the principal must be able to plan good academic supervision according to the needs of the teacher so that the supervision carried out can help teachers overcome the obstacles they face in carrying out their duties and responsibilities. Given the complexity of academic supervision activities, planning for academic supervision of madrasah principals must pay attention to the following matters: Implementation of the curriculum; Preparation, implementation, and assessment of learning by teachers; Achievement of graduate competency standards, process standards, content standards, and implementing regulations; Improving the quality of learning through development as follows:

- a. Model of learning activities that refer to process standards.
- b. The participation of students in the learning process is active, creative, democratic, educating, motivating, encouraging creativity and dialogue.
- c. Students can form character and have a mindset and freedom of thought so that they can carry out creative and innovative intellectual activities, argue, question, study, find, and predict.
- d. The active involvement of students in the learning process is carried out seriously and deeply to achieve conceptual understanding, not limited to the material provided by the teacher.
- e. Responsible for the quality of the planning of learning activities for each subject that he can teach students to be able to: Increase curiosity; Achieve learning success consistently in accordance with educational goals; Understand the development of knowledge with the ability to find sources of information; Processing information into knowledge; Using knowledge to solve problems; Communicating knowledge to other parties; Develop independent and group learning with reasonable proportions.

Before the head of madrasah makes plans for academic supervision, the principal should identify learning problems that include: teacher learning tools; teacher learning process; assessment of learning by the teacher. Furthermore, after the head of the madrasah identifies the learning problems faced by the teacher, then the head of the madrasah makes an academic supervision plan that will be carried out using academic supervision guidelines which include: determining the objectives of academic supervision; schedule for implementing academic supervision; academic supervision techniques; academic supervision instruments; implementation of academic supervision; providing feedback (feedback) and follow-up plans.

2. Implementation of Academic Supervision

The implementation of academic supervision of madrasah principals is carried out continuously through several stages starting from the pre-observation, learning observation, and post-observation stages.

a. Pre-observation

At this pre-observation stage, there are several activities that must be carried out by the head of the madrasah, namely: Creating a familiar atmosphere with the teacher; Discuss the

preparations made by the teacher and agree on the aspects that are the focus of observation; Agree on the observation instrument to be used.

b. Observations

The academic supervision activities carried out by the head of the madrasah at this observation stage are as follows: Observations are focused on aspects that have been agreed upon; Using observation instruments; Instruments need to be recorded; Observation notes include the behavior of teachers and students; Does not interfere with the learning process. In addition, academic supervision at this observation stage can also be divided into three parts, namely: Examination of the completeness of learning devices; Learning process; Assessment of learning using an agreed instrument.

c. Post-observation

After passing through the observation and observation activities in the academic supervision activities of the head of the madrasah, then carrying out the post-observation or feedback meeting, including: The return meeting is carried out after completing the observation; Ask what the teacher thinks about the new learning process; Show the results of the observation data (instruments and notes); Give the teacher the opportunity to look at and analyze it; Openly discuss the results of the observations; Give reinforcement to the teacher's appearance; Avoid the impression of blame; Try the teacher to find his own shortcomings; Give moral encouragement that the teacher is able to correct his deficiencies; Determine the next learning and supervision.

3. Follow-up on the results of supervision

The results of academic supervision need to be followed up in order to have a real impact on improving teacher professionalism. The follow-up carried out in the academic supervision of the principal of madrasah to teachers should pay attention to the following steps: Reviewing the summary / assessment results; If the objectives of academic supervision and learning standards have not been achieved, it is better to reassess the knowledge, skills and attitudes of the teachers which are the objectives of the coaching; If it turns out that the goal has not been achieved, start redesigning the teacher's academic supervision program for the next term; Creating the next academic supervision action plan; Implementing the action plan at a later date. The follow-up to the results of the academic supervision of the principal of madrasah to teachers can be in the form of oral and / or written, this activity can be in the form of: Strengthening and reward given to teachers who meet standards; An educational reprimand is given to teachers who do not meet the standards; Provide opportunities for teachers to take part in further training or refresher courses.

CONLUSSION

Academic supervision is an effort to assist teachers in developing their ability to achieve learning objectives as targets for achieving objective instructional goals. The essence of academic supervision is not at all to assess the performance of teachers in managing the learning process that is planned for their students, but rather to help teachers develop their professional abilities. Academic supervision that must be carried out by the principal of madrasah includes: planning an academic supervision program, carrying out academic supervision, following up on the results of academic supervision aimed at increasing the professionalism of teachers as professional educators.

REFERENCES

- Asnawan, A. (2021). Enhancement Integrated Quality Management in Islamic Education Institutions. *Bulletin of Science Education*, 1(1), 42-49.
- Ayvaz-Tuncel, Z., & Çobanoğlu, F. (2018). In-service teacher training: Problems of the teachers as learners.
- E. Mulya, Menjadi Kepala Sekolah Profesional, Bandung: Remaja Rosdakarya, 2011.
- Irianisyah, S., Harapan, E., & Houtman, H. (2020). Supervisi Kepala Sekolah Dalam Penggunaan Media Pembelajaran di Sekolah Dasar. *Attractive: Innovative Education Journal*, 2(3), 1-7.
- Miller, R. J., Goddard, R. D., Kim, M., Jacob, R., Goddard, Y., & Schroeder, P. (2016). Can professional development improve school leadership? Results from a randomized control trial assessing the impact of McREL's balanced leadership program on principals in rural Michigan schools. *Educational Administration Quarterly*, 52(4), 531-566.
- Muwahid Shulhan, Kepemimpinan Kepala Madrasah Dalam Meningkatkan Kinerja Guru, Cet-1, Yogyakarta: Teras, 2013.
- Ngalim Purwanto, Administrasi dan Supervisi Pendidikan, Bandung: Rosda Karya, 2012
- Naidoo, P. (2019). Perceptions of teachers and school management teams of the leadership roles of public school principals. *South African Journal of Education*, 39(2).
- Parvin, A. (2019). Leadership and management in quality assurance: insights from the context of Khulna University, Bangladesh. *Higher Education*, 77(4), 739-756.
- Pupuh Fathurohman dan AA Suryana, Supervisi Pendidikan Dalam Pengembangan Proses Pengajaran, Cet-1, Bandung: Refika Aditama, 2011.
- Pusat Pengembangan Tenaga Kependidikan Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjamin Mutu, Pengembangan Keprofesional Berkelanjutan Kepala Sekolah/Madrasah Bahan Pembelajaran Utama Supervisi Akademik, Jakarta: Kementerian Pendidikan dan Kebudayaan, 2014
- Roberts, M. B., & Guerra, F. R. (2017). Principals perceptions of their knowledge in special education. *Current Issues in Education*, 20(1).
- Romlah, O. Y., & Latief, S. (2021). Empowering the Quality of School Resources in Improving the Quality of Education. *Bulletin of Science Education*, 1(1), 37-41.
- Shahadan, A., & Oliver, R. (2016). Elementary School Leaders' Perceptions of Their Roles in Managing School Curriculum: A Case Study. *Educational Research and Reviews*, 11(18), 1785-1789.
- Sumarsono, S., Subandi, S., & Imam, S. I. (2021). The Role of School Principal in Learning Islamic Religious Education in SD Negeri 01 Kayu Batugunung Labuhan Way Kanan. *Bulletin of Pedagogical Research*, 1(1), 54-69.
- Sun, A. Q., & Xin, J. F. (2020). School principals' opinions about special education services. *Preventing School Failure: Alternative Education for Children and Youth*, 64(2), 106-115.
- Sullivan, S., & Glanz, J. (2013). *Supervision that improves teaching and learning: Strategies and techniques*. Corwin Press.
- Jennings, P. A., Brown, J. L., Frank, J. L., Doyle, S., Oh, Y., Davis, R., ... & Greenberg, M. T. (2017). Impacts of the CARE for Teachers program on teachers' social and emotional competence and classroom interactions. *Journal of Educational Psychology*, 109(7), 1010.
- Yasin, A. (2020). Kebijakan Kepala Madrasah Dalam Mendukung Pendidikan Kepramukaan di MTS NU Aswaja Tengaran Kab. Semarang. *Attractive: Innovative Education Journal*, 2(1), 61-80.

Zepeda, S. J., Bengtson, E., & Parylo, O. (2012). Examining the planning and management of principal succession. *Journal of Educational Administration*.

Copyright holder :

© Riyono, Normuslim, Muslimah (2021)

First Publication Right :

International Journal of Community Engagement Payungi

This article is licensed under:

CC-BY-SA

