

The Supervision Role of Madrasah Heads in Supporting Teacher Competency Improvement (Multi Case Study at MTSN 1 Makassar and SMPI Athirah Bukit Baruga)

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The Supervision Role of Madrasah Heads in Supporting Teacher Competency Improvement

(Multi Case Study at MTSN 1 Makassar and SMPI Athirah Bukit Baruga)

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Abstract— This research was conducted with the aim of: To examine the planning, implementation, follow-up and effectiveness of the supervision of the madrasah principal at Madrasah Tsanawiyah Negeri 1 Makassar and the Islamic Junior High School (SMP) Athirah. This study uses a qualitative method with a multi-case approach. This research was conducted at Madrasah Tsanawiyah Negeri 1 Makassar and Islamic Junior High School Athirah Bukit Baruga. The results of this study indicate that: Planning for the supervision of the head of MTSN 1 Makassar begins with the formation of a supervisory team for the head of the madrasah, this is also true at SMPI Athirah Bukit Baruga. Planning for the supervision of the head of the madrasah is carried out at the beginning of the semester through a meeting with the teacher, namely the initial meeting with the teacher who will be supervised, class observation and the final meeting with the principal of SMPI Athirah Bukit Baruga conducting administrative supervision with learning tools made by the teacher and making corrections. Follow-up supervision of the head of MTSN 1 Makassar on teachers who still have deficiencies in terms of competence which is carried out by coaching through MGMP, while at SMPI Athirah Bukit Baruga for teachers who have weaknesses, self development is immediately carried out (competence as a teacher). The effectiveness of the supervision of the Head of MTSN 1 Makassar and SMPI Athirah Bukit Baruga in developing teacher competencies has been effective, but there are also several obstacles. Recommendations for this research: it is necessary to realize the importance of supervision and not view supervision as a reference just to find fault with the teacher but as to improve competence so that it is even better than apply a scientific supervision model, because this model is carried out in a planned and continuous manner, using instruments as data collection, and the existence of objective data in accordance with real conditions.

Keywords:- Supervision of Madrasah Principal, Teacher Competency.

I. INTRODUCTION

The Program for International Study Assessment (PISA) in 2012 placed Indonesia as one of the countries with the lowest ranking in achieving the quality of education. UNESCO in 2012 presented a report that Indonesia was ranked 64th out of 120 countries based on the Educational Development Index (EDI) assessment. Based on the Global League report published by the Pearson Education Firm, it is stated that the education system in Indonesia is still not optimal in supporting the improvement of the quality of education in Indonesia. The results of the study state that Indonesia is in the lowest position along with Mexico and Brazil. Likewise, the study of Political and Economic Risk Consultancy (PERC) Indonesia is ranked 12th out of 12 countries in Asia. Indonesia is in the most distended position under Malaysia, Singapore, Brunei, Thailand, and the Philippines (Donni and Rismi, 2014:2-3).

Hamza et al. (2013) in Kuala Lumpur, Malaysia and He Fei, China mentioned that supervision practices positively affect teacher competence in Kuala Lumpur, while there is a positive and strong relationship between them in He Fei. Then Saani (2013) in Ghana, West Africa, also mentions that supervision is positively related to teacher competence.

According to Donni and Risma (2014), one of the causes of the low quality of education in Indonesia is the low quality of teachers. Many teachers still consider their profession as an ordinary work routine, so they cannot instil educational values for students.

The Ministry of Education and Culture (Kemendikbud) mentions three main problems faced by teachers and education personnel in Indonesia: distribution, competence, and welfare. This is in line with what the Minister of National Education (Nadiem Makarim) said about teachers. The competence of teachers on a national scale still has a myriad of problems. As evidence of the achievement figures for the national teacher competency test (UKG) from 2015-2017 (scale 0-100) as follows; 43.74; 65.82; 68.23 (kindergarten teacher); 45.38; 65.33; 62.22 (elementary school teacher); 44.16; 65.33; 67.76 (Junior High School Teacher); and 45.38; 66.66; 69.55 (High School Teacher) (Geotimes.co.id, Jakarta 25 October 2019, by Satriwan Salim, accessed 15 August 2020, 08.51 WITA).

Based on some of the problems above regarding the low competence of teachers nationally, it is necessary to take a step to deal with this or a solution to the low competence of teachers. It is hoped that this step will increase teachers' competence and systemically improve the quality of our education. Increasing teacher competence will have an impact on increasing the quality of learning and the quality of education and assuming the better the educational process, the better the output of educational product. Meanwhile, a good learning process is a synergy of various components, including a quality teacher component.

The achievement of educational goals is very dependent on the skills and policies of the principal as a leader. The principal is a professional office in the school organization whose task is to manage all school resources and collaborate with teachers, staff, and other employees in educating students to achieve educational goals (Euis Karwati and Donni Juni Priansa, 2013). :82).

Madrasa as educational institutions grows and process continuously naturally. In addition to the advantages it has, it also has weaknesses that become problems for madrasas. Among the problems that become madrasa problems are; management issues, curriculum implementation, human resources, students and funds (budget) (Yusuf Umar, 2016:116). Mulyasa (2006:89) said that the professional madrasa principal in the new paradigm of education management would positively impact a fairly basic change in the renewal of the education system in schools. These impacts include education, strong madrasa leadership, effective management of educational staff, quality culture, compact, intelligent, dynamic teamwork, independence, participation of madrasa residents and the community, management transparency, and willingness to change (psychological and physical), evaluation and continuous improvement, responsive and anticipatory to needs, accountability and sustainability.

Madrasah Tsanawiyah Negeri 1 Makassar is one of two state madrasas in Makassar City. Initially, this madrasa was named PGAN 4 Tahun Ujung Pandang, then it metamorphosed according to the dynamics of changing times, the needs of society and politics in Indonesia, becoming Madrasah Tsanawiyah Negeri 404 Ujungpandang, then becoming Madrasah Tsanawiyah Negeri Makassar Model and now becoming Madrasah Tsanawiyah Negeri 1 Makassar.

Athirah Islamic Junior High School (SMP) is an educational institution under the auspices of the Makassar City Government, which the Athirah Makassar Foundation fosters. In the writer's opinion, this research is very important in responding to the challenges of the times and the demands that develop in society. The substance of education is a reflection of the actual problems faced in real life in society.

In response to this, the authors are interested in raising the title of the research in the context of writing a dissertation, namely "The Supervision Role of Madrasah Heads in Supporting Teacher Competency Improvement (Multi Case Study at MTSN 1 Makassar and SMPI Athirah Bukit Baruga).

II. THEORETICAL REVIEW

A. Supervision

According to Mulyasa (2009:77) supervision is an activity to determine the important conditions that will ensure educational goals. Supervision orientation can be regarded as mentoring in developing teaching and learning situations to get better conditions. Supervision is the principal's effort in assisting the development of teachers and other school personnel to achieve educational goals.

The concept of Supervision in the words of Moorar in Kochhar (2005), supervision includes those activities that are primarily and directly related to studying and improving the conditions surrounding learning and growth. Supervision is what helps improve the teaching function (Igbo, 2012). According to Nwaogu (1980), supervision is a process of helping, guiding, advising and stimulating the growth of subordinates to improve the quality of their work. Supervision is therefore any program that helps teachers achieve both qualitative and quantitative instructional delivery. From the description above, it can easily be concluded that supervision is a crucial variable in the teaching and learning process and the goals of schools and education as a whole. Supervision involves supervising the teaching of classroom activities as well as the teacher.

The head of the madrasa in the implementation of supervision puts himself in a position to create a good atmosphere and climate. The implementation of supervision can run effectively and the learning process runs conducive. The implementation of supervision carried out by the head of the madrasa can run well and produce optimal results if the supervision of the head of the madrasa is carried out effectively (Mulyasa, 2014). The continuous and consistent efforts of the madrasa principal's supervision will produce an excellent academic culture in the madrasa. It becomes an academic climate towards a quality learning process.

A good madrasa principal is constructive to the current situation, an atmosphere that is both annoying and pleasant, worrying and frightening, prejudice, revenge. The ability to listen to other people and respect other people's opinions and give confidence to education personnel will provide educational staff with opportunities to develop and provide opportunities for madrasa principals to solve the problems they face (Mulyasa, 2004). The principal's approach in influencing educators, making the atmosphere conducive and providing clinical treatment is a strategic step in the implementation of academic supervision. Various situations that arise before and after carrying out supervision must be predictable and separate treatment for each educator is made.

B. Teacher Competence

The discussion about competence is directed at assessing the influence of teacher competence on discipline attitudes and learning outcomes. Husdarta (2011: 111) explains "competence is the possession of knowledge, skills, and abilities required by work". Competence can also be interpreted as a person's capacity to work. Furthermore, Abin Syamsuddin 1996 in Husdarta (2011: 111-112) explains,

"Competence is a rational appearance that can achieve the desired goals with full pleasure". From these limitations, competence is a specific rational performance as a harmony and selection of knowledge, skills and abilities required by job tasks to achieve the goals that have been set successfully.

A person is called competent in his/her field if his/her knowledge, skills and attitudes, and the results of his/her work are following the standards (measured) set and recognized by the institution/government. In the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, it is explained that: "competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and controlled by teachers or lecturers in carrying out professional duties.

Based on some of these opinions, it can be concluded that the notion of teacher competence is the knowledge, skills and abilities that a teacher should be able to do in carrying out his work.

Law on Teachers and Lecturers No.14/2005 Article 10 paragraph 1 and Government Regulation No.19/2005 article 28 paragraph 3 which Jamil follows in his book states that teacher competence includes pedagogic competence, personality competence, social competence and professional competence.

1. Pedagogic Competence

Suryana (2016) Pedagogic competence is an essential and fundamental educative instructional competence (teaching and educating) for teachers in carrying out their professional duties, especially the task of educating and teaching, guiding, directing, training, assessing and evaluating students. In PP RI Number 19 of 2005 concerning national standards education, the explanation of article 28 paragraph 1 (3 points (a) says that pedagogical competence is the ability to manage student learning which includes understanding of students' design, implementation of learning evaluation of learning outcomes, development of students to actualize various competencies they have Pedagogic competence is the ability to teachers about theoretical mastery and the process of its application in learning.

Pedagogic competence is technical ability in carrying out duties as educators, teachers and mentors. Pedagogic competence is the ability of teachers about understanding students and managing educational and dialogical learning. Substantively, this competency includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials.

2. Personal Competence

The teacher's personality will determine the effectiveness of the teacher in carrying out his duties. The personality of the teacher, especially the teacher of Islamic religious education, will not only be the basis for the teacher to behave, but will also be an exemplary model for his students in their development. According to Mulyasa (2009), personality competence is a strong personality, has noble

character, is wise and authoritative and is a role model for students. In the National Education Standards it is stated that what is meant by personality competence is the ability to be stable, mature, wise and authoritative, to be a role model for students and have noble character. Kunandar (2007: 55) states that: "Personality competence is a set of behaviors related to the individual's ability to manifest himself as an independent person to carry out self-transformation, self-identity and self-understanding.

Personality competence is a personal ability that reflects a steady, stable, mature, wise and authoritative personality, becomes an example for students, and has noble character. The teacher's personality has a powerful influence on his duties as educators. The authority of the teacher is in his personality. It is difficult for teachers to educate students to be disciplined if the teacher concerned is not disciplined. Students will disturb and imitate the teacher so that what the teacher says should be the same as his actions. Teachers who are honest and sincere in carrying out their duties as educators are different from teachers who teach because there is no other job. Students can easily read it.

3. Social Competence

Social competence relates to the ability of educators as part of the community to communicate and interact effectively with students, fellow educators, education staff, parents/guardians of students, and the surrounding community. Furthermore, another understanding, there are other criteria of competence that must be possessed by every teacher, interested in school. Social competence has been stated in the Regulation of the Minister of National Education No. 16 of 2007 concerning Teacher competency standards covering the core competencies of teachers, namely: Being inclusive, acting objectively and not discriminating, due to considerations of gender, religion, race, physical condition, family background and social status economy; Communicate effectively, sympathetically, and politely with fellow educators, education staff, parents and the community; Adapt to the place of duty throughout the territory of the Republic of Indonesia; and Communicating with their own professional community and other professions orally and in writing or in other forms.

4. Professional Competence

Suyanto and Asep Jihad (2013, p.39) say that the term professional competence is actually an "umbrella" because it includes all other competencies, while mastery of teaching materials broadly and deeply is more accurately referred to as mastery of teaching materials sources or often called fields of study expertise. Professional competence is an ability related to mastery of learning material in the field of study in a broad and deep way, which includes mastery of the substance of the content of the curriculum material in school subjects and the scientific substance that overshadows the curriculum material, as well as increasing scientific insight as a teacher.

The teacher is a professional educator, because he has implicitly volunteered himself to accept and bear some of the educational responsibilities that fall on the shoulders of parents. Syaiful Bahri Djamarah (2005: 31-32). To make

professional teachers not only improve their competence either through improving, training, or having the opportunity to learn again but also needs to pay attention to teachers from other aspects such as increasing discipline, motivation, optimal teacher competence, supervision, providing incentives, decent salaries and professionalism allows teachers to feel satisfied working as educators (Dalyono, 2010:32).

III. RESEARCH METHODS

A. Research Approach

This research is a field research using qualitative methods with a multi-case approach. The multi-case approach is an approach in scientific research that has characteristics to describe the object under study from the empirical aspect and includes various phenomena that deviate from the perception, thought, will. Belief of the subject about something outside the subject, an attempt to understand reality. should be based on people's experiences of that social reality.

In this case, what is meant by phenomena outside the subject are data that reveal and formulate the original reality for later analysis. The reason for choosing a qualitative research method is because the research problem is still unclear or has not been able to provide data about the problem under study. Therefore, researchers need to go directly to the field to explore the object of research. With a multi-case approach, this research is expected to provide a comprehensive and holistic picture related to the concept of the Supervision Role of Madrasah Heads in Supporting Improving Teacher Competence at MTSN 1 Makassar and SMPI Athirah Bukit Baruga.

B. Data source

In this study, the primary data was oriented to obtain comprehensive and holistic data related to the role of madrasa head supervision in supporting teacher competency improvement at MTSN 1 Makassar and SMPI Athirah Bukit Baruga). Meanwhile, secondary data is data obtained from various secondary sources such as various documents and references such as research results, journals, articles, documents, and the like that have relevance to the research theme raised.

In essence, qualitative research is more likely to discuss the term "population", as mentioned by Spradley, with social situations which include places, actors, and activities that interact synergistically (Sugiyono, 2015). In relation to this research, the places are MTSN 1 Makassar and SMPI Athirah Bukit Baruga.

Meanwhile, the term "samples" in qualitative research is more aimed at selecting certain individuals or cases to be the focus of research or commonly referred to as regular informants and key informants (Patton, 2002). can even increase or change along with the development of research data needs. Therefore, the determination of informants in the initial step of this study was aimed at the head of madrasah, teachers and other education personnel by using a purposive sampling technique.

C. Data Analysis Techniques

The data that has been collected is then processed through several stages to conclude into an appropriate analysis. The stages of data processing that researchers did were as follows:

1. Editing

As the first step that the researcher did in the data processing process, the researcher re-examined the search results data about the role of madrasah head supervision in supporting the improvement of teacher competence at MTSN 1 Makassar and SMPI Athirah Bukit Baruga. This stage the researcher does to find out whether the data that has been collected by the researcher is complete or not and to find out whether or not there are things that the researcher does not understand from the data.

2. Classifying

In the classifying stage, the data that the researchers obtained, especially those related to the supervisory role of the madrasah principal in supporting the improvement of teacher competence at MTSN 1 Makassar and SMPI Athirah Bukit Baruga, were classified based on certain categories so that the data actually contained the existing problems. Furthermore, in this process, the researcher grouped the data obtained from the various literatures based on the formulation of the research problem that had been made.

3. Analyzing

In this context, the researcher describes issues related to the supervisory role of madrasah principals in supporting teacher competency improvement at MTSN 1 Makassar and SMPI Athirah Bukit Baruga.

4. Concluding

As the last stage of this research, where the researcher finds answers from the problem formulations that have been made previously, the researcher draws conclusions which then produces a comprehensive picture of the role of madrasa head supervision in supporting teacher competency improvement at MTSN 1 Makassar and SMPI Athirah Bukit Baruga

IV. RESULT AND DISCUSSION

A. Supervision of the Head of Madrasah Tsanawiyah Negeri 1 Makassar

1. Planning for Supervision of the Head of Madrasah Tsanawiyah Negeri 1 Makassar

The head of the Madrasah plans an academic supervision program starting with setting up a supervision team. The supervision team consists of the head of the madrasa and the waka of the curriculum given a letter of assignment to help carry out academic supervision. The supervision team that is formed then formulates the objectives of academic supervision, determines the goals of academic supervision and makes a supervision schedule.

In connection with this, as stated by the Head of Madrasa at Madrasah Tsanawiyah, Mr. Mtuhahir said that: "Before doing the supervision, there is a preparation of plans

about when, who and how the technique for implementing the supervision will be carried out and the planning for the supervision is prepared per semester". (Interview with Mr. Mtuahahir 24 April 2021).

From the results of interviews that have been carried out, it can be concluded that in the planning process for academic supervision, the head of the madrasah forms a supervision team in a leadership meeting consisting of senior teachers in the subject or subject family. Supervision Team that helps the candidate to carry out supervision. The team will assist the head of the madrasah in carrying out supervision of teachers. After the supervision team was formed, then the head of the madrasa, assisted by the waka of the curriculum, made an academic supervision schedule for teachers. The supervision schedule is prepared at the beginning of the new school year. Then the principal and the team studied the supervision instruments that would be used in the implementation of academic supervision.

In conducting academic supervision there is an assessment instrument carried out by the head of the madrasa, Hj. Darmawati, S.Ag, M.Pd revealed that: "Yes, there is an assessment instrument, from the center so when conducting supervision it is only necessary to give an assessment, the aspects assessed are the development of the syllabus and the components contained in it, then the preparation of the lesson plans and components. - the components contained therein. (Interview with the Head of MTSN 1 Makassar, Hj. Darmawati, S.Ag, M.Pd, 25 April 2021).

The basis for the preparation of academic supervision by the head of the madrasa is based on efforts to increase competence and the teaching profession. The head of the madrasa, apart from being a teacher, has the additional task of fostering teachers, namely supervision. Because in the supervision of teachers, they are guided so that they can develop their competence and profession, so that they can implement, improve and improve the learning process.

A madrasa principal certainly has duties and responsibilities that must be done as well as possible. Among these duties and responsibilities is as a supervisor. Supervision of teachers is very important, because the teacher is the most important component that is directly related in every learning with students. Therefore, madrasah principals are required to be able to carry out these duties and responsibilities optimally, and in the end can improve teacher performance which can later increase the quality of students from the guidance of professional teachers.

2. Implementation of the supervision of the madrasah head at Madrasah Tsanawiyah Negeri 1 Makassar.

To find out the extent to which teachers are able to carry out learning activities, the principal periodically needs to carry out supervision, which can be done through class visits and class observations to observe the learning process directly. "During this pandemic period, supervision will continue to be carried out according to the original plan at the beginning of the semester, the supervision I do is through online supervision or online with the Zoom application, when the

teacher teaches with the Zoom application, I join the link while making notes on the teaching and learning process that. (Interview with Ms. Musdalifah, 25 April 2021). From the results of the interview, it can be concluded that before the head of the madrasah conducts class observations, the head of the madrasa holds a meeting with the teachers who will be supervised. The things discussed relate to the tools that must be prepared by teachers when supervision is carried out.

During class observations, the principal assesses the teacher in the teaching process, as stated by Drs. H. Hafiduddin, M.Pd that: "In conducting class observations, the madrasah principal visits the classes, how is the condition of the class, then he will ask the homeroom teacher how his children are in condition he always makes observations, at first he observes how the class is, then assesses how teacher performance in teaching the class. (Interview with Drs. H. Hafiduddin, M.Pd 25 April 2021).

And the same thing was conveyed by Mrs. Dra. Nurjawahirah, that: "During class observations, the principal observes when the teacher teaches and assesses it according to existing research instruments" (Interview with Dra Nurjawahirah, April 25, 2021).

From the results of the interviews above, it can be concluded that at the time of observation the head of the madrasa assessed the skills of teachers in teaching and the devices used in the learning process in the classroom.

After observing the class, the head of the madrasah recapitulates the value of the results of the supervision that has been carried out. As stated by Mrs. Nurkhalida: "Yes, after the class observation I did a recap of the value of the supervision I did starting from how the teacher looked in teaching in class then the things that were judged according to the existing instruments and what were the obstacles faced by the teacher in teaching so that in the future it can be better again, (Interview with Nurkhalida's mother, 26 April 2021).

3. Follow-up supervision of the Madrasah Head at Madrasah Tsanawiyah Negeri 1 Makassar

From the results of the supervision carried out, it can be seen the weaknesses and strengths of the teacher in carrying out learning, the level of mastery of the competence of the teacher concerned, then pursued solutions, coaching and certain follow-ups so that teachers can correct existing deficiencies while maintaining their superiority in carrying out learning.

After supervising the madrasah principal, he gives an assessment of the supervised teacher. As stated by Mr. Muhammad Tahir, S. Ag., M.Pd, that: "After supervision is carried out there is an assessment of the supervised teacher, this value can be used as an evaluation of the teacher's performance in carrying out the teaching process. (Interview with Mr. Muhammad Tahir, S. Ag., M.Pd, 26 April 2021). The results of the assessment that have been carried out by the head of the madrasa are then discussed with the teacher concerned. As stated by Mrs. Hj. Darmawati, S.Ag., M.Pd, that:

"The supervision that has been carried out is then discussed with the teacher concerned, also given the task to apply his competence independently, namely pedagogic competence in student learning by reading or studying various kinds of learning resources to improve their competence or overcome the problems they face related to the next lesson plan, and provide moral encouragement that teachers are able to correct their shortcomings. (Interview with Ms. Hj. Darmawati, S.Ag., M.Pd, 24 April 2021).

The same thing was conveyed by Mrs. Rosdiati that: "Yes, the head of the madrasa discussed the results of the observations that had been made and what were the shortcomings in the supervision that had been done. (Interview with the Head of the Makassar City Ministry of Religion, Ms. Rosdiati, 24 April 2021).

After supervision, there are some teachers who may not have achieved the appropriate value in teaching, so coaching will be carried out. As stated by Mrs. Hj. Darmawati, S.Ag., M.Pd, as the head of the madrasa that: "After supervision, there are several teachers whose grades are not as expected, then coaching is carried out through MGMP by sending them to attend training or orientation carried out by the Makassar Religious Education and Training Center or the Regional Office of the Ministry of Religion of South Sulawesi Province, according to the type carried out. the two organizers. (Interview with Ms. Hj. Darmawati, S.Ag., M.Pd, 24 April 2021).

From the results of the interviews above, it can be concluded that after academic supervision by the principal of the madrasah on the teachers, the principal summarizes the values of the teacher. Then for teachers who have not reached the assessment standard, training is included as needed.

4. The effectiveness of the supervision of the Madrasah Head in developing teacher competencies at Madrasah Tsanawiyah Negeri 1 Makassar

The effectiveness of the implementation of the academic supervision of the Madrasah Head at Madrasah Tsanawiyah Negeri 1 Makassar has been running effectively in terms of input, conversion and output. Input in the form of teachers, schedule, time, goals and equipment, conversion in the form of the ability of the Head of Madrasah in carrying out academic supervision. The output produced in the implementation of academic supervision activities is an increase in teacher professionalism in learning planning, implementation in the classroom and evaluation of student learning outcomes.

According to Jones, (Imelda, 2016) that the achievement of effectiveness results carried out by an organization consists of three stages, namely input (input), conversion (change), and output (result). Inputs include all available resources, information and knowledge, raw materials and capital. At the input stage, the level of efficiency of the available resources will determine the capabilities possessed. The conversion stage is determined by the organization's ability to utilize its resources, management and use of technology in order to generate value. At this stage, the level of expertise of human

resources and the responsiveness of the organization to environmental changes will determine the level of productivity. Meanwhile, in the output stage, the services provided are the result of the use of technology and human resource expertise.

The implementation of such academic supervision shows that the Head of Madrasah in conducting supervision seeks to improve teacher competence in learning, not to find fault with the teacher. The results of the observations of the Madrasah Principal's supervision were then discussed with the teacher to formulate some of the weaknesses, although it was not carried out to all teachers. In addition, information on the results of supervision is also conveyed to the Head of Madrasah in order to provide guidance to the teacher concerned.

According to Kurniawan (2005:109), "Effectiveness is the ability to carry out tasks, functions (operations, program activities or missions) than an organization or the like in which there is no pressure or tension between its implementation".

Based on the above, the supervision carried out by the Head of Madrasah is an activity that is a moral responsibility as the head because it is his duty and responsibility, as a teacher and must be able to carry out his duties properly. So that with the supervision of teachers, they are able to overcome these shortcomings and weaknesses with the services provided by the head of the madrasa in the form of instructions and directions on how to carry out good learning in the classroom.

B. Supervision of the Principal of the Islamic Junior High School (SMP) Athirah

1. Planning Supervision of the Principal of the Islamic Junior High School (SMP) Athirah

The head of the Athirah Islamic Junior High School (SMP), Suriana, always makes a supervision plan at the beginning of the semester. This plan is realized in the principal's supervision program. Supervision is more emphasized to all teachers, both class teachers and subject teachers.

The following are the results of research in the field regarding the planning of school principals' academic supervision. As stated in the interview that: "Supervision planning is carried out at the beginning of the semester through meetings with teachers, about when supervision is carried out and who will be supervised and who will be supervised, and how the supervision technique will be. (Interview with Ms. Suriana, Principal of the Athirah Islamic Junior High School, 28 April 2021).

The factors that influence the preparation of supervision plans are considering the number of target schools, teacher conditions, school conditions and the approach to be applied in the implementation of supervision. In the preparation of supervision plans, supervisors have adjusted to national education standards and adapted to the conditions of teachers and schools and made teachers as partners in preparing supervision planning activities.

Supervision planning is a form of collaboration between supervisors and teachers to improve the quality of education. The collaboration in question is that the supervisor submits a plan for supervision activities and the teacher responds to the plan. At the stage of implementing supervision activities, things that must be prepared by teachers in the form of administration and implementation of learning activities are evaluated by supervisors and supervisors provide suggestions and input for improving further learning activities.

Prior to supervising the school principal, he made a supervision schedule for the teachers to be supervised. As the results of the interview with Mrs. Suriana said that: "The activity to be carried out is holding a meeting with the teacher who will be supervised to discuss matters related to the implementation of learning and competencies that will be carried out. teachers want to achieve" (Interview with Mrs. Suriana, Principal of the Athirah Islamic Junior High School, 28 April 2021). Furthermore, in conducting academic supervision there is an assessment instrument carried out by the Principal, as the results of an interview with Mrs. Suriana. that: "I brought a supervision instrument in the form of notes or recording learning activities that took place (developing religious attitudes, building student motivation (Interview with Mrs. Suriana, Principal of the Athirah Islamic Junior High School (SMP), 28 April 2021). Mrs. Darmiati also said the same thing, that: "Supervision instruments are provided by the principal." (Interview with Mrs. Darmiati April 28, 2021).

From the results of the interviews above, it can be concluded that in the implementation of academic supervision there is an assessment instrument in the form of notes or recording learning activities that take place. The principal's routine activities are in accordance with his competence, one of which is carrying out academic supervision (Permendiknas number 13 of 2007 competition number 3) reinforced by Permendikbud number 6 of 2018 concerning school principals. The Permendikbud explains that the principal's duties are managerial, supervising teachers and education and entrepreneurship staff.

2. Implementation of the supervision of the Principal of the Islamic Junior High School (SMP) Athirah

The technique of implementing the academic supervision of the principal at the Athirah Islamic Junior High School (SMP) is carried out in three techniques, namely (1) class visits and, (2) class observation. And (3) feedback, the principal monitors the teacher in opening the lesson, presents material that is adapted to the method and media used, builds communication with students through question and answer and discussion, involves students in learning activities in class and prepares the questions used to assess the ability of students to master the material and at the end of the lesson the principal gives an example to the teacher about learning techniques that are fun for students. Encouraging teachers to be more creative and innovative in carrying out the learning process.

The principal holds an initial meeting with the teachers before carrying out supervision. As said by Mrs. Suriana, that: "Giving directions to teachers to prepare the tools, in the form

of syllabus and lesson plans. (Interview with Ms. Suriana, Principal of the Athirah Islamic Junior High School, 28 April 2021). Then, during class observations the principal assessed the teacher in the teaching process, as said by Mr. Muhammad Ridwan, S.Ag., M.Pd.i, that: "Yes, the principal enters the class as a supervisor to carry out supervision of the implementation of teaching and learning activities, by checking the learning tools made by the teacher". (Interview with Muhammad Ridwan, S.Ag., M.Pd.i, 28 April 2021).

As the results of interviews obtained from Mrs. Suriana that: "The teaching and learning activities I do are administrative supervision and supervision of the implementation of teaching and learning activities, administrative supervision I do by checking the learning tools made by the teacher and making corrections while I supervise teaching and learning activities by using class observation instruments to assess teacher competence in KBM. (Interview with Ms. Suriana, Principal of the Athirah Islamic Junior High School, 28 April 2021).

From the results of the interviews above, it can be concluded that at the time of observation the madrasah principal assessed the skills of teachers in teaching and the tools used in PBM. After observing the class, the principal will recap the value of the results of the supervision that has been carried out. As stated by Mrs. Imelda that: "Yes, after the class observation, I did a recap of the value of the supervision I did starting from the implementation of the learning carried out, what media was used, (Interview with Mrs. Imelda, April 28, 2021). And also what was conveyed by Mrs. Darmiati, that: "Yes, there is feedback from the head of the madrasa in the form of an assessment of the teacher's skills in teaching in the classroom. (Interview with Mrs. Darmiati, 28 April 2021).

From the results of the interviews above, it can be concluded that the feedback from class observations made by the principal is in the form of an assessment of the teacher and what deficiencies may be found.

Based on the description above, the implementation of academic supervision of the Islamic Athirah Junior High School (SMP) that the supervision of teachers is carried out by the principal with the aim of being able to develop professional teachers in carrying out the learning process. The quality of learning by teachers is determined by several indicators, and one of them is the If this device is not designed by the teacher properly, it will affect the implementation of undirected learning and the evaluation of student learning outcomes will decrease. In addition, the ability of teachers to teach and use media also plays a role in learning achievement. Thus, lesson plans, the ability of teachers to teach and the media play an important role in the learning process.

3. Follow-up supervision of the Principal of the Islamic Junior High School (SMP) Athirah

The follow-up to the implementation of the academic supervision of the Principal of the Islamic Athirah Junior High School (SMP) was carried out by training and self-development. Sutisna (2006: 224), that coaching assistance to teachers can be provided through various activities such as:

class visits, group discussions, workshops, seminars, teaching demonstrations, professional readings, visits between classes, or through staff participation in curriculum development and instructional or other professional activities. Suhardan (2010: 178), states that basically the principal's professional supervision aims to create a better learning situation, especially helping teachers as implementing staff of teaching activities that affect the learning process.

The follow-up to the implementation of the academic supervision of the Islamic Athirah Junior High School Principal, that the form of guidance provided is a form of solving problems found during the implementation of academic supervision carried out by the principal. There are some teachers who have not achieved the appropriate value in teaching, coaching will be carried out. As stated by Mrs. Suriana as the Principal of the Athirah Islamic Junior High School (SMP) that:

"As a follow-up to the results of my supervision, if I individually provide evaluation and guidance to the teacher in question, when it is found that there are teachers who lack competence, I invite the teacher and we share discussions to find the best solution to increase their competence, basically all teachers try to improve their weaknesses and shortcomings or carry out self-development (competence as a teacher), because they will be given a report card on the achievement of the level of implementation of their teaching task, because increasing the results of obtaining a report card will have an impact on improving welfare. (Interview with Ms. Suriana, Principal of the Athirah Islamic Junior High School, 28 April 2021).

In connection with this, Mrs. Nur Hafsa, S.Pd also stated that: "The follow-up supervision between one teacher and another is different because of course they have different competencies, but if there is progress from the teacher concerned, it is considered that the teacher has been able to understand and carry out teaching tasks well. (Interview with Mrs. Nur Hafsa, S.Pd, 28 April 2021).

Thus, coaching activities must be carried out continuously and systematically. With a theme related to the problems experienced by the teacher. Development is very important to do because there are still many teachers who have not been able to apply some media in their learning, mainly technology media, at least teachers are provided with laboratory facilities and teachers are given training on how to make interesting power points, use videos or films in learning so that learning will be effective, innovative and fun.

4. Effective supervision of the Principal of the Islamic Junior High School (SMP) Athirah

The implementation of such academic supervision shows that the principal in conducting supervision seeks to improve teachers' ability in learning, not to find fault with teachers. The observations of the principal's supervision were then discussed together with the teacher to formulate some of the weaknesses, although it was not done to all teachers. In addition,

information on the supervision results is also conveyed to the principal to provide guidance to the teacher concerned.

As the results of the interview with Mrs. Suriana, that: "The teacher's response to the supervision carried out is positive because supervision is the duty and obligation of the principal to improve his competence because in our school every teacher teaches report cards, so that in carrying out their duties as teachers, they need input as an effort to improve their competence" (Interview with Mrs. Suriana, Principal of the Islamic Athirah Junior High School (SMP), 28 April 2021).

Moreover, conveyed by Mrs. Darmiati obstacles in the implementation of supervision of teacher competence after being supervised, that: "The evaluation results from planning, implementing and evaluating supervision, of course, have not gone 100% well because we have supervision guidelines from the foundation, while in implementation there are still obstacles as stated at the implementation stage. (Interview with Mrs. Darmiati, 28 April 2021).

As the results of the interview with Mrs. Nurhafsa, S.Pd that: "During this pandemic, supervision was carried out online or offline, but the obstacle in its implementation was the unfriendly network so that supervision was less effective. (Interview with Mrs. Nurhafsa, S.Pd, 28 April 2021).

Furthermore, regarding the results of supervision activities carried out by supervisors from the data revealed based on the results of interviews, it is known that supervision activities in general are able to improve teacher competence. These abilities include mastery of teaching materials, lesson planning, implementation of learning and learning methods.

V. CONCLUSION AND SUGGESTION

Based on research on the supervision of the head of MTSN 1 Makassar and SMPI Athirah Bukit Baruga, it can be concluded from this study that first, planning for the supervision of the head of MTSN 1 Makassar begins with the formation of a supervision team by the head of the madrasa. The team consists of the principal and senior teachers who assist the principal in carrying out academic supervision. Then proceed with preparing a supervision schedule for teachers and developing a supervision instrument that will be used in the assessment process. This also applies to SMPI Athirah Bukit Baruga. Supervision planning for the head of the supervising madrasa is carried out at the beginning of the semester through a meeting with the teacher.

Second, the implementation of the supervision of the head of MTSN 1 Makassar consists of 3 stages. First, the head of the Madrasah conducts an initial meeting with the teacher to be supervised, then conducts class observations where the head of the madrasa and the team assess the teacher's appearance when teaching in class. Furthermore, the final meeting/feedback from the observations made by the madrasah principal by recapitulating the existing values after the supervision was carried out, while the principal of SMPI Athirah Bukit Baruga conducted administrative supervision with the learning tools made by the teacher and made

corrections while the supervision of learning activities was carried out using observation instruments class to assess teacher competence in teaching and learning.

Furthermore, the follow-up to the supervision of the head of MTSN 1 Makassar for teachers who still have shortcomings in terms of competence is carried out through MGMP by sending them to attend training or orientation carried out by the Makassar Religious Education and Training Center or the Regional Office of the Ministry of Religion of South Sulawesi Province. In contrast, at SMPI Athirah Bukit Baruga, self-development (competence as a teacher) is immediately carried out for teachers who have weaknesses and shortcomings. They will be given a report card on achieving the level of implementation of their teaching duties. After all, the increase in the results of the report card acquisition will have an impact on improving welfare.

Finally, the effectiveness of the supervision of the Head of MTSN 1 Makassar in teacher competency development has been effective because, with supervision, teachers will know the weaknesses in PBM, as well as at SMPI Athirah Bukit Baruga, teachers respond positively to the supervision carried out by school principals after carrying out their duties as teachers, they need input as an effort to improve their competence.

Recommendations for this research: it is necessary to realize the importance of supervision and not view supervision as an activity that only looks for teacher mistakes but as a reference to improve competence so that it is even better than apply a scientific supervision model, because this model is carried out in a planned and continuous manner, using instruments as data collection, and the existence of objective data by actual conditions.

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