

EFFORTS TO IMPROVE TEACHER PERFORMANCE THROUGH ACADEMIC SUPERVISION OF MADRASAH PRINCIPALS

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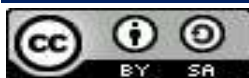
ABSTRACT

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The goal to be achieved from the results of this study is to describe the development of teacher performance at MI Al-Kadariah Congko Kab. Bone as well as to describe the implementation of academic supervision activities at MI Al-Kadariah Conko Kab. Bone. This research was conducted at MI Al-Kadariah Conko Kab. Bones. The research time is planned from January to April 2019. This research focuses on implementation, so it is not intended to test hypotheses or experiments. Therefore, the appropriate research method to examine these problems is a qualitative method. Based on the results of the research conducted, it can be concluded that teacher performance development through the academic supervision of the madrasah principal at MI Al-Kadariah Congko is teacher performance development at MI Al-Kadariah Conko carried out through several activities that are carried out regularly and have been planned. Routine coaching includes tahsin training and English language training.

KEYWORDS

Improve Teacher, Performance, Supervision



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INTRODUCTION

Today the need for education is increasing. This is indicated by the rapid development of education in Indonesia (Shaturaev, 2021). The challenge of improving the

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quality of education is in line with improving the quality of teachers (Irmayani, Wardiah, & Kristiawan, 2018). Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. Teachers not only teach students but also educate students towards a better direction in accordance with the educational goals that have been set.

Teachers play a very important role in of education, especially in determining the success of students (Aliyyah et al., 2020). Because of this, teachers are required to be more optimal in their duties as educators. Teachers are the most influential component in the creation of quality educational processes and outcomes (Fitria, 2018). The demands for improving the quality of teachers are increasing in order to maximize their performance in educating (Baharin, Kamarudin, & Manaf, 2018). Improving the quality of teachers will also be in line with improving teacher performance (Irmayani et al., 2018).

Improving teacher performance is not an easy thing to do. Planning, implementation, training, evaluation, and supervision are really needed to improve teacher performance (Utaminingsih & Pratama, 2022). The criteria for teacher professionalism include the ability to master materials, manage teaching and learning activities, manage classes, manage media, master the educational foundation, recognize teaching and learning interactions, assess student achievement, recognize the functions and programs of guidance and counseling services, and know madrasa administration. All of that will have an impact on teacher performance if it is not based on the competence of a teacher, namely pedagogic, personality, professional, and social competencies, all of which will make students less understand what the teacher has conveyed in class.

Improving teacher performance is very important in an effort to improve the quality of learning which will have an effect on the quality of graduates and will affect the achievement of national education goals (Dewi & Primayana, 2019). Therefore, the government continues to seek various things to boost and improve teacher competence so that teachers have good performance. Among them are by providing opportunities to pursue higher education, requiring teachers to take at least a bachelor's degree education, providing training and seminars, and providing certification allowances (Kurniawati, Suryadarma, Bima, & Yusrina, 2018).

Many factors contribute to the low quality of Indonesian teachers. The low salaries of teachers, especially private teachers, make them have to work outside of teaching hours to meet their daily needs (Sulistiyo, 2016). As a result, his obligations as a teacher have been neglected. Teachers feel enough with a degree and a certificate that certifies professional teachers without being accompanied by continuous learning efforts and performance improvement (Tanang & Abu, 2014). The low intensity of educational supervisors also affects academic supervision activities. Even if supervisors come to the madrasa they only come to the headmaster's room without seeing the classrooms. There are still very few principals who understand their role as supervisors. So it is difficult to find madrasa principals who want to come from class to class to carry out class visits in order to carry out their role as academic supervisors. The current government has never periodically conducted coaching and training for teachers. In fact, coaching and training should be carried out periodically to improve the ability and competence of teachers (Singh, Aggarwal, Tahir, Pucher, & Darzi, 2015).

Thus, coaching and training on teacher performance is a must that must be carried out by the head of the madrasa. In an effort to improve teacher performance in madrasas, a well-planned coaching program is needed, so that with this coaching it is expected that teacher performance will also increase.

Such a reality occurs in many madrasas, one of which is at MI Al-Kadariah Conko Kab. Bone. The institution that was founded in 1962 has 11 teachers, both permanent and contract teachers. However, after 4 years ago the teacher quota was still fulfilled, the madrasah personnel only opened the recruitment of educators/teachers for contract teacher status, which was held at least once. once a year according to the needs of the madrasa. The problem found at MI Al-Kadariah Conko for teacher development is the handling of each teacher, especially the different characters. This requires the executor of coaching to apply a different style for each of these teachers. However, for instructional coaching, the executor applies 1 style to all teachers. This problem affects teacher performance because the abilities possessed by teachers must always be developed and must be competent in their fields so that later it will lead to an optimal teacher in the teaching process. Supervision is important for the head of the madrasa because the head of the madrasa has the responsibility for the performance of the teacher.

Based on the formulation of the problem, the goal to be achieved from the results of this study is to describe the development of teacher performance at MI Al-Kadariah Congko Kab. Bone as well as to describe the implementation of academic supervision activities at MI Al-Kadariah Conko Kab. Bone.

RESEARCH METHOD

This research was conducted at MI Al-Kadariah Conko Kab. Bone. The research time is planned from January to April 2019. This research focuses on implementation, so it is not intended to test hypotheses or experiments. Therefore, the appropriate research method to examine these problems is a qualitative method. There are two data analysis techniques used in qualitative research, such as the Miles and Huberman model and the Spradley model. Analysis of data collection was carried out during and after the research took place. Miles and Huberman data analysis model in Sugiyono states that there are three steps that can be used in this model: data reduction, data presentation, and drawing conclusions.

RESULT AND DISCUSSION

a. Research Data Description and Analysis

Based on the information that has been obtained through interviews, observations, and documentation, it is obtained that the development of teacher performance through academic and educational supervision activities and training is related to the things needed by teachers in developing their profession.

1. Academic Supervision Activities for Madrasah Principals

One of the principal's duties is to plan academic supervision. In order for the head of the madrasa to carry out his duties properly, the head of the madrasa must have the competence to make plans for academic supervision programs.

Supervision planning is a guideline for the Head of Madrasah to provide direction for the implementation of supervision which contains the goals and objectives of supervision, namely the teacher. The purpose of holding supervision is so that teachers are able to carry out their duties and become professional teachers. Research conducted at MI Al-Kadariah Conko discusses the implementation, supervision techniques, and follow-up academic supervision. Based on the research findings, it is known that the purpose of academic supervision at MI Al-Kadariah Conko is to provide assistance to

teachers who need guidance, follow-up or to improve the implementation of the learning process in the classroom.

Based on the results of an interview with the Head of Madrasah (Indah, S.Pd.I, March 11, 2019) said that the implementation of academic supervision was carried out at least twice a year, namely in odd semesters and even semesters, usually in the middle of each semester.

The results show that the implementation of supervision at MI Al-Kadariah Conko has been going well, based on the existing theoretical study a supervisor must meet the principles of academic supervision, namely supervision activities are carried out systematically, planned and continuously.

In addition to the implementation of academic supervision, a Madrasah principal must understand and understand the techniques in academic supervision, both individual techniques, namely techniques carried out by a teacher individually and group techniques, namely techniques carried out to serve more than one person.

a. Class Visit

Supervision is a coaching activity carried out by the principal of the madrasa to the teacher to help improve the learning situation so that students can learn more effectively with increased learning achievement. Supervision of class visits is one of the supervision techniques carried out by the head of the madrasa by visiting the class to observe directly how the teacher's performance in learning and helping to improve the learning process so that student learning outcomes are getting better. The learning process (instruction) is an activity carried out by the teacher to help students learn. In the learning process in class students are considered to have learned if the formulated lesson objectives (TPK) have been mastered by students. Teachers are very big in the learning process because they are in charge and as managers of the learning process in the classroom. Teacher performance is the result of work carried out in accordance with the demands of the teacher's profession, which is indicated by high work productivity which is getting better and better and quality.

Class visits activities held by the Head of MI Al-Kadariah Conko are carried out routinely every month, this is done to monitor the performance of each teacher and communicate to the teacher concerned if in the learning process there are obstacles or obstacles. So far the class visit activities are considered quite effective, this was conveyed by one of the teachers, namely Mrs. Syaheriani as a 5th grade teacher. He said that this class visit was quite helpful, because if he found obstacles in the learning process the head of the madrasa would provide solutions to the problems he faced.

Based on the results of an interview with the Head of Madrasah MI Al-Kadariah Conko, he said that the usual supervision technique started with making an annual program, syllabus, lesson plans, then checked and assessed one of these items. Then there is the class visit technique, where the teacher is monitored directly while teaching, and there are many points that are assessed and after that the teacher is given input so that during the next supervision the teacher can carry out according to the previous directions.

The results showed that the Head of Madrasah MI Al-Kadariah Conko had done an individual technique, namely by conducting class visits as a supervisor, namely by observing or observing the way the teacher taught in the classroom with the aim of obtaining data about the actual situation while the teacher was teaching. This class visit is also very helpful for teachers to improve the quality of teaching and student learning. When the supervisor finds deficiencies in the teacher, there will be input given by a

supervisor so that in the future learning and teaching activities will be even better. In addition to class visits, the Head of Madrasah MI Al-Kadariah Conko also conducts a private discussion method, this is in accordance with the existing theoretical study, namely a supervisor and teacher hold a meeting to discuss the problems faced by the teacher with the aim of providing the possibility of teacher growth through solving difficulties encountered, accumulate and impose better ways of teaching.

b. Teacher Meeting Activities

As for the individual technique, the headmaster of MI Al-Kadariah Congko also performs one of the group techniques, namely teacher meetings, where the implementation and development of curriculum, coaching or management of madrasas are used as meeting material in the context of supervision activities with the aim of providing assistance to all teachers in general.

In addition to the class visit technique, the direct conversation technique is also used where the head of the madrasa communicates with the teacher what obstacles are often experienced by the teacher when carrying out their duties, then the head of the madrasa provides solutions to the problems faced. The last technique is the principal of the madrasa involving or involving the teacher in teacher meeting activities.

However, to produce better supervision results, a madrasah principal does not only carry out group teacher meeting techniques, but by holding group discussions, holding good trainings for teachers in certain fields of study, teaching methodologies, as well as training on education administration, all of which can support the success of teachers and principals. madrasas in creating superior and competitive madrasas.

The teacher meeting activities at MI Al-Kadariah Conko are carried out regularly every month which is led directly by the head of the madrasa. In addition, it provides opportunities for teachers to interact with each other, as well as exchange ideas in overcoming and managing difficulties in the classroom. As well as this meeting activity is used as an announcement of the results of the evaluation of teacher performance in the last month as well as motivating and announcing the expected performance in the coming month. Teacher meetings are also held regularly every semester and every year before the new school year of the madrasa. Based on the results of the interviews I did, almost all the teachers at MI Al-Kadariah Conko participated in this meeting. One of the teachers, Mrs. Nurhayati as a Class Teacher, said that she regularly attended meetings held at MI Al-Kadariah Conko. With these regular meeting activities, it is hoped that they can increase their professionalism as teachers and as evaluation material to improve their performance or performance. Meanwhile, based on the results of closed interviews with MI Al-Kadariah Conko teachers related to the Academic Supervision of the madrasah principal by taking a sample of 5 teachers who were interviewed with the following results:

Table 6 Data from Closed Interviews for MI teacher Al-Kadariah Conko

No	Academic Supervision of the Head of Madrasah			
		L	R	P
1	The head of the madrasa together with the teacher sets a time/schedule for supervision activities			
2	The Head of Madrasah is willing to reschedule academic supervision activities when the teacher cannot carry out according to what is set			

No	Academic Supervision of the Head of Madrasah	L	R	P
3	I feel comfortable when the madrasa principal makes class visits			
4	The head of Madrasah brings instruments when conducting academic supervision			
5	The Head of Madrasa fills out the instrument when conducting academic supervision			
6	The Head of Madrasah makes a written record of important events that occur during academic supervision			
7	The Head of Madrasah conducts an analysis of the results of academic supervision			
8	The head of the madrasa asked the teacher's impression of the learning that had been carried out during supervision			
9	I feel that I have benefited from the results of the Madrasah Principal's academic supervision			
10	The head of the Madrasah conveys the results of his supervision to the teacher about what has been supervised			
11	The Head of Madrasah provides suggestions for improvement/improvement of learning as a follow-up to supervision			

Based on the results of closed interviews, the data obtained as attached in the table above, namely the Head of Madrasah together with the teacher set the time/schedule of supervision activities with the highest score of 4 (Always) this means that the head of the madrasa always involves teachers in planning academic supervision. This is reinforced by Permendiknas no.39 in 2009 which states that the scope of academic supervision includes: a) fostering teachers in planning, implementing and assessing the learning process, b) monitoring the implementation of content standards, c) monitoring the implementation of process standards, d) monitoring the implementation of graduation competency standards, e) monitoring the implementation of standards teaching staff and f) monitoring the implementation of assessment standards. Meanwhile, the head of the madrasa is willing to reschedule academic supervision activities when the teacher cannot carry out according to what is set to get 4 (always) and 1 (often) results in the sense that the madrasah principal always provides an opportunity for every teacher who is unable to carry out academic supervision by the principal. Madrasahs are used to correct teacher shortages found during academic supervision, at the next point the teacher feels comfortable when the Madrasa Head visits class, namely with the highest results of 4 (always), 1 (often), 1 (sometimes) in the sense that many of the teachers feel comfortable for the arrival of the Head of the Madrasah on a visit to the class, while there are also teachers who feel uncomfortable when the Head of the Madrasah comes to visit their class.

This is based on a theoretical study of individual technical assessments, namely supervisors come to class to see or observe how teachers teach in class. This can strengthen that the Head of Madrasah conducts Academic Supervision through individual techniques. In addition to feeling comfortable, the principal also brings instruments when conducting academic supervision. Madrasahs fill out instruments when conducting academic supervision. Madrasah heads make written recordings of important events that occur when conducting academic supervision, and madrasah principals analyze the results of academic supervision from these 4 points to get the highest score of 4 (always), 2 (often) it states that The Head of Madrasah MI Al-Kadariah Conko has carried out academic supervision in accordance with the objectives and principles of academic supervision, namely academic supervision is carried out to monitor or monitor the teaching and learning process in this madrasah. This can be achieved by conducting class visits during study hours, communicating personally with the teacher or colleagues, or communicating with several students. In addition, the Head of MI Al-Kadariah Conko has carried out academic assessments in accordance with what is in the existing theory, namely by bringing an assessment instrument as a measuring tool as a reference for assessing teacher performance.

2. Teacher Performance Coaching

By analyzing the answers that have been given by several sources, starting from the head of madrasah and teachers, it turns out that teacher performance coaching has positive benefits and impacts. Some teachers, the existence of teacher performance coaching is very useful for teacher professional development. This is felt by one of the teachers at MI Al-Kadariah Conko, namely Mrs. Imy Pasya, who is an English teacher. As we know, teacher development means a series of assistance efforts to teachers, especially assistance in the form of professional services carried out by madrasah principals, madrasah owners and supervisors and other coaches, to improve student learning processes and outcomes. So with the guidance of teacher performance, there is an increase in the quality of teachers in the process of teaching and learning activities.

In addition, with this kind of coaching, teachers can apply what they have learned during the training in each learning process in order to achieve the expected learning objectives. This training provides benefits for their professional development as teachers. The training organized by the Head of MI Al-Kadariah Conko in order to improve teacher performance included English language training, Tahsin training, and being included in teacher meeting activities.

Based on the results of my interview with the Head of MI Al-Kadariah Conko, there are several coaching activities carried out in order to improve teacher performance:

There are several coaching programs that have been running or that will be carried out regularly that have been planned, for example, such as supervision that has been carried out for all teachers, teacher training such as English language training, tahsin training, then there is the HOTS (High Order Thinking Skill) program which where this training is intended for teachers to make questions, while There are also other routine activities such as teacher meetings which are held once a month, as well as seminars in madrasahs and outside madrasahs which are tailored to the needs of the teachers who will be trained. Performance coaching is also viewed from the teacher's discipline in the form of class attendance and preparation, because here the teacher not only has the task of teaching, but also how the teacher can make students interested and imitate what the teacher has taught.

From the results of the presentation, we can see that the training held is carried out regularly and in a planned manner. This is intended solely to develop the professionalism of teachers in the process of teaching and learning activities. One of the teachers who felt the training activity was Mrs. Asnidar as a grade 2 teacher, where she felt the benefits of the training activities organized by the madrasa. Mrs. Asnidar explained that she participated in every training activity, including English language training, tahsin training, as well as other training and seminars held. However, there are teachers who are less enthusiastic about the existing training, this can be seen from the lack of enthusiasm felt. From this explanation, it can be seen that the head of the madrasa here uses strategies and methods that are tailored to the needs of the teacher himself. The selection of these strategies and methods is necessary for the guidance that is carried out on target and in accordance with the expected goals. If there are things that are not in accordance with the teacher concerned, communication between the head of the madrasa and the teacher himself is needed, in order to know what obstacles are felt during the training.

Coaching here does not focus on the teacher himself, but on how the head of the madrasa can carry out coaching on target and run according to what is expected (Hendra, Sridana, & Muntari, 2022). The head of the madrasa here carries out clinical supervision, namely the head of the madrasa as the supervisor conducts direct observations of the way teachers teach and carries out feedback discussions between the teacher and the head of the madrasa. This is done to obtain feedback related to what the teacher feels during the process, so that if problems are found, solutions can be found to fix them, and if there are positive things that are felt, they can be shared with other teachers who find difficulties.

Based on the results of interviews, several teachers felt the impact of clinical supervision activities carried out by the Madrasah Head on the sidelines of these coaching activities (Chikutuma, 2013). One of the teachers who felt the benefits was Mrs. Darmanarty as a subject teacher at MI Al-Kadariah Congko, she said that she and the head of the madrasa always communicated when they encountered obstacles in the process of learning activities. In addition, the head of the madrasa also asked about the progress/progress that had been achieved in carrying out professional duties as a teacher (Muhayat, 2019). This is done so that the head of the madrasa can get feedback regarding the coaching process that is being held, and can be used as material for further evaluation so that it is much better (Zaini & Syafaruddin, 2020).

In conducting teacher performance coaching, there are certainly obstacles or obstacles during its implementation. This was stated by the Head of MI Al-Kadariah Conko:

So far, there are almost no significant obstacles, teachers can follow and understand the coaching programs that have been set from the start. The problem that is usually found is only a matter of time or the presence of the teacher when there is a coaching schedule, the teacher in question cannot attend. Then the solution that we can provide is rescheduling to be retrained.

From his presentation, it can be seen that the perceived obstacles are related to the scheduling of the coaching activities themselves, be it training or seminars held outside or inside the madrasa. What can be done by the head of the madrasa as a supervisor is to reschedule with each of these teachers. The rescheduling here is seen from the coaching activities carried out. If it is organized by the madrasa (intra) it can be scheduled at any time, but if it is done by an outside party, it will be confirmed first to the

party concerned regarding the teacher who cannot attend. Here the head of the madrasa is certainly looking for the best way so that all teachers can benefit from the coaching activities that are held.

To maximize teacher performance coaching activities, the Head of MI Al-Kadariah Conko facilitates teachers by holding training in order to improve their performance or performance in the process of learning activities. The following are some of the training activities held.

a. Tahsin Training

As one of the Islamic educational institutions, it is appropriate for human resources, especially educators, to be provided with Islamic knowledge or insight. One form of coaching activity provided by MI Al-Kadariah Conko is tahsin training. Tahsin itself is a method of perfecting the pronunciation of the letters of the Qur'an. The purpose of this tahsin training is so that teachers can perfect the reading of the Qur'an in accordance with the rules of reciting tajwid and to avoid errors in reading the Qur'an. In addition, if the teacher is considered good in implementing this tahsin method, it is hoped that they can teach other participants who do not understand, so that there is a transfer of knowledge between one teacher and another, and the knowledge gained is much more useful.

This tahsin training is held every 2 times a month and the teacher is from MI Al-Kadariah Conko itself, and the implementation time alternates with English language training. The teaching methods applied are lectures and question and answer. During the learning process, the teacher is accompanied by a trainer during the practice of reading one by one. Usually after the training is held, on the same day an evaluation of the activity is also carried out. The evaluation held was the teacher trying to read the verses in the Qur'an one by one. The determination of the verse is usually adjusted to the material being discussed, so that there is a correlation between the material and the reading that is read. Teachers are also given a separate material module, this is intended so that they can learn it continuously and make it easier when the training is in progress.

With this tahsin training, many teachers have benefited from this training. One of the teachers who felt the benefits was Mr. Supardi as an Islamic Religious Education Teacher (PAI) at MI Al-Kadariah Conko. He felt the benefits of this training, even though he was indeed a teaching teacher for Islamic Religious Education but with this training, his insight was growing and he was able to improve and hone his ability in reciting the Qur'an.

The tahsin training at MI Al-Kadariah Conko was considered successful for the teachers due to their great enthusiasm and positive response. It is hoped that this tahsin training can continue to be held on an ongoing basis and not only held twice a month. Because this tahsin training is one of the most sought after trainings by teachers at MI Al-Kadariah Conko. In addition, it is good that this tahsin training invites teachers from outside parties, because the ongoing training is still being taught by teachers who teach at MI Al-Kadariah Conko. It would be nice for teachers to feel a new learning atmosphere, from time to time they could invite teachers from outside the madrasa.

b. English Training

As a new civilization grows in the development of knowledge and technology, it should be emphasized that communication is the most basic of all things.

Of course, in providing understanding and understanding, we are required to be able to keep up with the changing times without relying on habits. We are required to clean up and change intelligently in the sense that we can interpret ourselves by continuing to learn, especially English. In accordance with the mission of MI Al-Kadariah Conko which is to provide reliable human resources with high quality that leads to world class performance, quality in their fields, strong character, and able to communicate in international languages, the madrasah also provides coaching for teachers in the form of English language training. English is a language that has been agreed as an international language that is almost used throughout the world. Learning English in the current era of globalization is important in order to be able to pass the tough challenges in the current era of education.

The time for the English language training held at MI Al-Kadariah Conko is the same as the tahsin training, which is 2 times per month and the duration of each meeting is 2 hours. Teachers who train teachers in English language training are teachers from MI Al-Kadariah Conko themselves who already have the ability in their fields. The methods used in the training itself are lectures, questions and answers, and group discussions. This method is used so that teachers understand and understand the use of English much more, especially so that teachers can communicate properly and correctly. At the end of each lesson, the trainer evaluates what has been learned by reviewing the material that has been given. Similar to tahsin training, teachers are also provided with learning modules so that they can learn more easily.

However, unlike tahsin training, this English language training, although it was felt that the benefits were really great, but there were some teachers who did not feel the same way. Mrs. Satya as an Al-Qur'an teacher at MI Al-Kadariah Conko explained that she did not feel the benefits of English language training. This could be due to the lack of implementation time and the delivery of material that is difficult to digest. Therefore, it is necessary to carry the material as attractive as possible from the trainer himself, so that it is easier for teachers to win English learning materials.

Overall, English language training is considered less effective. There needs to be an evaluation of English training, maybe in terms of the methods taught should be more varied so that teachers do not experience boredom during the learning process. In addition, the madrasa may be able to invite parties from outside the madrasa or at any time may invite native speakers so that teachers can directly practice communicating directly with foreigners and teachers are more enthusiastic about learning English. as well as efforts to improve teacher competence and professionalism.

CONCLUSION

Based on the results of the research conducted, it can be concluded that teacher performance development through the academic supervision of the madrasah principal at MI Al-Kadariah Congko is teacher performance development at MI Al-Kadariah Conko carried out through several activities that are carried out regularly and have been planned. Routine coaching includes tahsin training and English language training. Madrasah principals' academic supervision activities carried out in the context of fostering teacher performance include class visits and teacher meetings. In carrying out academic supervision activities, the madrasa principal determines the supervision schedule, makes visits to teachers who want to be supervised, conducts analysis, fills out instruments, and

receives input from teachers on the supervision activities carried out. From the conclusions above, a theory can be formulated that the development of teacher performance through the academic supervision of the madrasah principal at MI Al-Kadariah Conko was successfully carried out with several activities and training carried out routinely by the madrasah. In addition, building cooperation as well as Communication between the teacher and the head of the madrasa is the thing that supports teacher performance development activities to run effectively.

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