

Academic Supervision By The Head of Madrasah To Improve The Performance of Educators

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ABSTRACT. The focus of this research is as follows; 1) How is the planning of the headmaster's academic supervision program to improve the performance of educators at MIS Raden Rahmat Balongbendo Sidoarjo? 2) What is the strategy for implementing the headmaster's academic supervision program to improve the performance of educators at MIS Raden Rahmat Balongbendo Sidoarjo? 3) How is the supervision of the implementation of the headmaster's academic supervision program to improve the performance of educators at MIS Raden Rahmat Balongbendo Sidoarjo? 4) How to evaluate the implementation of the headmaster's academic supervision program to improve the performance of educators at MIS Raden Rahmat Balongbendo Sidoarjo? 5) What is the follow-up plan for the academic supervision of the headmaster to improve the performance of educators at MIS Raden Rahmat Balongbendo Sidoarjo? The type of research used in this research is descriptive with a qualitative approach. This type of descriptive research accommodates all qualitative data information according to different descriptions, not only presenting numerical statements or results in the form of numbers. The approach used in this research is a case study to look carefully for events, activities, processes, and cases limited by time, so that various procedures are used according to a predetermined time. The results of this study are, 1) At the planning stage of the academic supervision program at MIS Raden Rahmat Balongbendo, the head of the madrasa emphasizes identifying the problems faced by educators as well as SWOT analysis to determine strengths, weaknesses, opportunities and threats in the aspects of the learning activities they carry out, 2) the head of the MIS Raden Rahmat Balongbendo madrasa in carrying out the academic supervision program using supervision approaches, techniques and instruments that had been prepared beforehand, 3) The head of the MIS madrasa Raden Rahmat Balongbendo supervised the implementation of academic supervision related to the progress of educators in carrying out the instructions of the head of the madrasa as a supervisor not only looking for teacher mistakes, but also looking for positive things done by educators, for further development, 4) the head of the MIS madrasa Raden Rahmat Balongbendo evaluates academic supervision to find out the success of the strategy for implementing the academic supervision program, 5) the headmaster of the MIS Raden Rahmat Balongbendo carries out follow-up on the academic supervision of the madrasah head to improve the performance of educators in accordance with the results of the evaluation of the academic supervision that has been carried out.

Keywords: *Academic Supervision, Educator Performance, Head of Madrasah.*

INTRODUCTION

Performance is a job that produces something both in the form of products and services carried out by a person or group of people in a certain period and a certain measure based on their abilities, experience, abilities, and knowledge (Imaduddin, 2023; Karim et al., 2021, 2022). Teacher Performance basically covers several aspects as follows; (1) planning learning, (2) implementing learning, (3) assessing learning, and (4) follow-up learning (Alwi & Mumtahana, 2023; Armstrong, 2022; Dian et al., 2022). Theoretically, performance is influenced by several

factors. First, individual factors include; expertise, competence, integrity, motivation, commitment and more. Second, leadership factors include; assistance by the leader, the pattern of coaching by the leader, and the quality of support from the leader. Third, the factor of partners or colleagues (Day et al., 2020).

Academic supervision as one of the important aspects in producing good educator performance, its ideal implementation is an essential job that must be done by the head of the madrasah. Academic supervision is the main task of the head of madrasahs to improve the quality of education in a sustainable manner in schools. By carrying out academic supervision programmatically and continuously, quality learning process services will be achieved. Learning led by qualified educators will increase student achievement (Arifin et al., 2023; Sirojuddin et al., 2021).

Based on the initial information obtained by the author about the supervision carried out in the MIS Raden Rahmat Balongbendo environment, madrasah supervisors also carry out supervision activities. The supervision carried out by madrasah supervisors tends to be administrative supervision related to the number of students, the number of study groups in MIS Raden Rahmat Balongbendo. Short discussions between madrasah supervisors and madrasah heads often touch on the development of school facilities and the progress of the implementation of madrasah programs and the obstacles faced. While supervisory discussions with teachers tend to discuss learning planning programs, and other administrative matters, the process of observing learning in class is very rarely carried out

From the explanation above, the head of the madrasah as a supervisor contributes to improving the performance of educators in the learning process. This improvement in educator performance is assumed to bring an increase in the quality of learning in the classroom. Improving the quality of learning in the classroom will lead to improving the quality of national education. In an effort to improve the performance of educators, the important task of the head of the madrasah lies in the implementation of academic supervision which is basically guidance and coaching to produce teaching and learning activities that are effective, efficient and relevant to what is aspired to (Amelia et al., 2022; Rahayu et al., 2023).

The important role of academic supervision of the head of the madrasah to improve the performance of educators is preceded by program planning then organizing, implementing programs, supervising program implementation, evaluating school program implementation and ending with follow-up plans. Academic supervision of the head of the madrasah to improve the performance of educators so that teaching and learning activities become effective, efficient and relevant to what is aspired to (Sutarno, 2023). The description of academic supervision of the head of the madrasah at the implementation level to improve the performance of educators at MIS Raden Rahmat Balongbendo Sidoarjo is appropriate or not what should be behind this research.

Based on what has been discussed above, it can be assumed that the implementation of academic supervision activities of the head of the madrasah can have an impact on creating a conducive and effective situation in teaching and learning activities. This improvement in the learning process is one of the dominant aspects of improving teacher performance. Furthermore, the focus of this research is based on the line of thinking described above. Researchers examined the implementation of academic supervision of madrasah heads on teacher performance at MIS Raden Rahmat Balongbendo Sidoarjo.

METHOD

The type of research used is qualitative research and uses a case study approach to carefully search for events, activities, processes, and cases with limited time, so that various procedures are used in accordance with the predetermined time. Qualitative research is used for fundamental reasons because researchers want to get real results from the object studied, namely the academic supervision of the head of the madrasah on the performance of educators at MIS Raden Rahmat Balongbendo Sidoarjo holistically and dynamically. In addition, the data presented in this study are in the form of expressions of words and are not intended to test hypotheses, but only describe a symptom or condition under study as it is and directed to explain facts, events systematically and accurately.

The location of this research was carried out at MIS Raden Rahmat Balongbendo Sidoarjo, the researcher chose this educational institution because it was motivated by several objective conditions. The location of this research was carried out at MIS Raden Rahmat Balongbendo Sidoarjo, the researcher chose this educational institution because it was motivated by several objective conditions. Data collection techniques in this study used participant observation techniques (Arikunto: 2002), in-depth interview techniques, and documentation methods. And for data analysis in interactive qualitative research and takes place continuously until it is complete. Activities in data analysis, namely *data reduction*, *data display*, and *conclusion drawing/verification*.

RESULT AND DISCUSSION

Planning for Academic Supervision of Madrasah Head to Improve Educator Performance

Planning an academic supervision program is the first step in a series of academic supervision activities of the head of the madrasah. The plan for the academic supervision program at MIS Raden Rahmat Balongbendo was prepared as a guide in its implementation. This is as revealed by the head of Madrasah Ibtidaiyah Raden Rahmat Balongbendo to researchers as follows:

"At the beginning of the school year, I have prepared a supervision program plan for educators at MIS Raden Rahmat Balongbendo as a reference in the implementation of supervision. With the preparation of the supervision program, the schedule of supervision of educators at MIS Raden Rahmat Balongbendo became clear. In accordance with the supervision program that has been prepared, each semester supervision of educators is carried out. In addition, supervision is also carried out at any time outside the schedule that has been arranged if it is needed."

According to him, supervision is a programmatic and continuous coaching process carried out by the head of the madrasah to assist educators and education staff in carrying out their *tupoksinya* effectively. More specifically, academic supervision is an assessment and coaching for educators so that they can improve their quality in the learning process, so that student competencies can be achieved optimally as expected. This statement is as conveyed by the head of the madrasa to the researcher through an interview:

"In my opinion, supervision is planned, programmatic and continuous coaching to assist educators and education staff in carrying out their *tupoksinya* effectively. Meanwhile, academic supervision is an assessment and coaching for educators so that they can improve their quality in the learning process, so that student competencies can be achieved optimally as expected."

Furthermore, the head of the madrasah revealed the steps he took in planning the academic supervision program at MIS Raden Rahmat Balongbendo, namely; collect data, process data, classify data according to problems, draw conclusions, and determine appropriate techniques to improve the professionalism of educators, as stated by the head of the madrasah revealed to researchers through interviews:

"There are a number of steps I take in planning the academic supervision program, namely; (1) collect data through class visits, personal meetings, meetings with educators, and information on various sources; (2) processing the data collected; (3) group data according to problematic areas; (4) draw conclusions about target problems according to facts on the ground; and (5) determine appropriate techniques for professional improvement of educators.

After taking these steps, the head of the madrasah conducts socialization and communicates the plan of the academic supervision program carried out to educators who will be targeted regarding the preparations they need to do and the schedule for implementing academic supervision. The head of the madrasah provides direction and opportunity for educators to express opinions regarding the timing of academic supervision, so that the implementation schedule can be mutually agreed upon within the planned time frame before being determined.

"Before the academic supervision program is implemented, I convey the plan of the academic supervision program to the educators who are targeted for supervision regarding the preparations they need to do and the time span for implementing supervision. In addition to providing direction, I also give them the opportunity to convey input on the time of their supervision implementation within the planned supervision implementation time frame, so that the implementation schedule can be mutually agreed upon according to the implementation time frame before it is determined."

This is confirmed by Pamungkas Adi Prasetyo, an educator at MIS Raden Rahmat Balongbendo who teaches English lessons. He conveyed through interviews to researchers as follows:

"The Head of the madrasah conveyed to us about the plan for the academic supervision program to be held at MIS Raden Rahmat Balongbendo and gave directions on what we need to prepare during the implementation of the academic supervision. We were also given the opportunity to choose a date for the supervision within the time frame he set before the official schedule was set."

Implementation Strategy for Academic Supervision of Madrasah Head to Improve Educator Performance at MIS Raden Rahmat Balongbendo

The academic supervision program of madrasah heads to improve the performance of educators at MIS Raden Rahmat Balongbendo can succeed with the right implementation strategy. Moreover, the educators at MIS Raden Rahmat Balongbendo have diverse academic competencies and personal characters. Thus, the head of the madrasah as a supervisor is required to have an accurate strategy in implementing academic supervision programs to improve the performance of educators in the institutions he manages.

Head of MIS madrasah Raden Rahmat Balongbendo carries out the academic supervision program with supervision instruments that have been prepared as a guide before. This is as revealed by the head of Madrasah Ibtidaiyah Raden Rahmat Balongbendo to researchers as follows:

"I am assisted by the education coordinator to compile and prepare instruments and rubrics in advance as a guide in the implementation of the academic supervision program. I

was able to document the implementation of the academic supervision program that I conducted on MIS educator Raden Rahmat Balongbendo who was subjected to supervision with that instrument. I can use documented supervision data as a basis for consideration to determine attitudes or actions towards educators in accordance with the findings during the academic supervision implementation process".

The approach used by the head of the madrasah in the implementation of academic supervision is to prioritize psychological principles that pay attention to the characteristics of educators. First, the direct approach (directive), which is a way of approaching problems that are direct. The head of the madrasah gives direct direction to the educator. Second, an indirect (non-directive) approach, which is a way of approaching problems that use intermediary media. Third, a collaborative approach, namely a supervision approach carried out by fellow educators that emphasizes the principle that fellow teachers are responsible for their professional development, learning cooperatively and collegially, and working together.

"The approach I use in implementing academic supervision is an approach that prioritizes psychological principles that pay attention to the characteristics of educators. First, a direct approach (directive) by providing direct direction to educators when supervision is implemented. Second, an indirect (non-directive) approach using intermediary media. Third, a collaborative approach that emphasizes the principle that fellow educators have responsibility for their professional development, learning cooperatively and collegially, and working together.

Furthermore, MIS madrasah head Raden Rahmat Balongbendo uses individual and group techniques in the implementation of academic supervision programs to improve the performance of MIS educator Raden Rahmat Balongbendo. Individual techniques include; 1) class visits, 2) class observations, 3) personal conversations, 4) visiting each other's classes, 5) assessing yourself. Meanwhile, group techniques include; 1) orientation meetings for new teachers, 2) teacher meetings, 3) studies between teacher groups, and 4) discussions.

Supervision of the Implementation of Academic Supervision of the Head of Madrasah to Improve the Performance of Educators at MIS Raden Rahmat Balongbendo

Supervision of the implementation of academic supervision of the head of the madrasah is to supervise whether the educators who are targeted for academic supervision carry out what has been instructed by the head of the madrasah as a supervisor. Supervision is not only looking for mistakes of supervised educators, but also looking for positive things that educators have done, to be further developed. This is as revealed by the head of Madrasah Ibtidaiyah Raden Rahmat Balongbendo to researchers as follows:

"Regarding the supervision of the implementation of academic supervision, I as a supervisor supervise and monitor whether the educators who are targeted by academic supervision carry out what I have instructed. Supervision here is not only looking for mistakes of educators who are targeted by supervision, but also looking for positive things that educators have done, to be developed further."

Supervision of the implementation of academic supervision of the head of the madrasah is an aid in solving the problems of educators in carrying out their duties. This supervision is part of coaching and improving madrasah heads related to aspects of learning tools compiled by educators ranging from syllabus, lesson plans, learning models, learning methods, and skills in compiling assessments consisting of assessments of spiritual attitudes, social attitudes, knowledge, and skills. Supervision is also intended as a process of providing guidance, assistance, and direction to educators on an ongoing basis, encouraging them to develop their abilities and potential, and being able to understand their conditions to adjust to the learning environment.

This is as revealed by the head of Madrasah Ibtidaiyah Raden Rahmat Balongbendo to researchers as follows:

"I supervise the implementation of academic supervision so that they can find out the problems they face in carrying out their duties as educators at MIS Raden Rahmat Balongbendo. Thus, I can help them solve these problems, as well as this is part of coaching and improving aspects of learning tools compiled by educators ranging from syllabus, lesson plans, learning models, learning methods, and skills in compiling assessments consisting of assessments of spiritual attitudes, social attitudes, knowledge, and skills. This supervision is also intended as a process of providing guidance, assistance, and direction to MIS Raden Rahmat Balongbendo educators on an ongoing basis, encouraging them to develop their abilities and potential, and understanding their conditions to adapt to the learning environment."

Based on the supervision of the implementation of academic supervision that has been carried out by the head of the madrasah, educators find it helpful in solving problems in carrying out their duties as educators, as stated by one teacher as follows: "*The academic supervision carried out by the head of the madrasah really helped us in overcoming the problems we faced in teaching and learning activities.*"

Evaluation of the Implementation of Academic Supervision by the head of the madrasah to improve the performance of educators

Evaluation is part of the assessment step and determination of the quality of an activity based on certain instruments in order to make a decision. In the academic supervision activities of the head of the madrasah, evaluation is a series of assessment steps and determination of the effectiveness of the strategy for implementing the academic supervision program of the head of the madrasah to then become a matter of consideration and decision that must be followed up on an ongoing basis.

This is as revealed by the head of Madrasah Ibtidaiyah Raden Rahmat Balongbendo to researchers as follows:

"In academic supervision activities at MIS Raden Rahmat Balongbendo, evaluation in academic supervision is part of the assessment step and determination of the effectiveness of the strategy for implementing academic supervision as well as consideration and decision that must be followed up on an ongoing basis."

Evaluation of the implementation of the academic supervision program of the head of the madrasah is needed to determine the success rate of academic supervision. This success can be seen from the improvement of the quality of learning and the performance of educators who have been supervised. If the supervised educator improves and meets the expected targets, then the implementation strategy applied in academic supervision can be said to be successful.

This is as stated by the head of the madrasah to the researcher during the interview as follows:

"Through the evaluation of the implementation of the academic supervision program, the success rate of academic supervision can be known. Improvement in the quality of learning and the performance of educators who have been supervised will certainly be seen if academic supervision is successful. In other words, the strategy of implementing academic supervision at MIS Raden Rahmat Balongbendo is said to be successful if the supervised educators improve and meet the expected targets."

The evaluation of the academic supervision of the head of the madrasah is carried out at the end of the semester. This is as stated by the head of the madrasah as follows:

"After a series of supervision steps, I conducted an academic supervision evaluation at the end of the semester, both at the end of the odd semester and the end of the even semester. In my opinion, this evaluation of academic supervision is important as a reference for me to formulate a follow-up plan for academic supervision for MIS educators Raden Rahmat Balongbendo.

Follow-up Plan Academic supervision by the head of madrasah to improve the performance of educators at MIS Raden Rahmat Balongbendo

After a series of stages of academic supervision were carried out, the head of the MIS madrasah Raden Rahmat Balongbendo formulated a follow-up plan for academic supervision for the next academic year. This is as stated by the head of the madrasah in an interview with the researcher as follows: "*I formulated a follow-up plan for academic supervision for the next academic year after all the series of stages of academic supervision were carried out. It is hoped that there will be an increase in the quality of educator performance and learning at MIS Eaden Rahmat Balongbendo.*"

The academic problems experienced by MIS educators Raden Rahmat Balongbendo were followed up in a madrasah development team, which is a special team chaired by the education coordinator. If these academic problems can be overcome by the madrasah development team, it involves madrasah supervisors or educational consultants.

MIS educator Raden Rahmat Balongbendo who is still experiencing problems is coached assisted by the education coordinator and madrasah development team consisting of educators who are considered more capable and experienced by the head of the madrasah to help other educators through peer tutors in solving the difficulties faced. This is done, so that there is no awkwardness and in anticipation if the head of the madrasah does not have enough time to do it himself because it coincides with the schedule of official activities outside. This is as expressed by the head of the madrasah: "*The problems that occur related to academic supervision are not always me who do the coaching myself, because I have formed a madrasah development team chaired by an education coordinator which was formed among others to help other educator friends in solving academic problems they face.*"

Discussion

Program Planning Academic supervision by the head of the madrasah to improve the performance of educators at MIS Raden Rahmat Balongbendo.

MIS madrasah head Raden Rahmat Balongbendo involves the education coordinator, and pays attention to the advice of madrasah supervisors in preparing plans for academic supervision programs carried out at the beginning of the academic year for odd semesters and even semesters. Head of MIS madrasah Raden Rahmat Balongbendo involves the education coordinator in planning the academic supervision program in order to synchronize the planned instruments and the timing of the implementation of academic supervision.

The plan for the academic supervision program at MIS Raden Rahmat Balongbendo was prepared as a guide in its implementation. At the planning stage of the academic supervision program at MIS Raden Rahmat Balongbendo, the head of the madrasah emphasized on identifying problems faced by educators and SWOT analysis to find out the advantages, weaknesses, opportunities and threats in aspects of the learning activities they carry out. The steps for planning the academic supervision program at MIS Raden Rahmat Balongbendo are; collect data, process data, classify data according to problems, draw conclusions, and determine the right techniques to improve the professionalism of educators. The head of the madrasah conducts socialization and communicates the plan of the academic supervision program carried out to educators regarding the preparations they need to do and the schedule for implementing academic supervision (Donni Juni Priansa, 2014; Tazkiah et al., 2022).

The head of the madrasah provides an opportunity for educators to express opinions regarding the timing of academic supervision, so that the implementation schedule can be mutually agreed upon within the planned time frame before being determined

Strategy for Implementing Academic Supervision by the head of madrasah to improve the performance of educators at MIS Raden Rahmat Balongbendo

Head of MIS madrasah Raden Rahmat Balongbendo in carrying out academic supervision programs using supervision instruments that have been prepared beforehand. The approach uses three kinds of approaches in the implementation of academic supervision, namely; direct approach (directive), indirect approach (non-directive), as well as collaborative approach. MIS madrasah head Raden Rahmat Balongbendo formed a madrasah development team chaired by the madrasah coordinator to help the academic supervision program succeed. MIS madrasah head Raden Rahmat Balongbendo uses individual and group techniques in the implementation of academic supervision programs to improve the performance of MIS educators Raden Rahmat Balongbendo.

Supervision of the implementation of academic supervision by the head of the madrasah to improve the performance of educators at MIS Raden Rahmat Balongbendo

Head of MIS madrasah Raden Rahmat Balongbendo supervises the implementation of academic supervision related to the progress of educators in carrying out the instructions of the head of the madrasah as a supervisor. Supervision is not only looking for mistakes of educators, but also looking for positive things that educators do, to be developed further. Head of MIS madrasah Raden Rahmat Balongbendo supervises the implementation of academic supervision to help solve problems faced by educators in carrying out their duties.

Supervision of the implementation of academic supervision of the head of the MIS madrasah Raden Rahmat Balongbendo as part of the guidance and improvement of the head of the madrasah related to aspects of learning tools compiled by educators. With the supervision of the implementation of academic supervision carried out by the head of the madrasah, MIS educators Raden Rahmat Balongbendo felt helped in solving problems in carrying out their duties as educators.

Evaluation of the Implementation of Academic Supervision by the head of the madrasah to improve the performance of educators at MIS Raden Rahmat Balongbendo

Head of MIS madrasah Raden Rahmat Balongbendo conducted an academic supervision evaluation to determine the success of the academic supervision program implementation strategy. MIS madrasah head Raden Rahmat Balongbendo evaluates the academic supervision of the head of the madrasah at the end of the semester, both at the end of odd semesters and the end of even semesters. Head of MIS madrasah Raden Rahmat Balongbendo conducted an evaluation for the results as a reference in formulating a follow-up plan for academic supervision

Follow-up Plan Academic supervision by the head of madrasah to improve the performance of educators at MIS Raden Rahmat Balongbendo

MIS madrasah head Raden Rahmat Balongbendo formulated a follow-up plan after all the previous series of academic supervision stages were carried out. The academic problems experienced by MIS educators Raden Rahmat Balongbendo were followed up in a madrasah development team,

The madrasah development team chaired by the education coordinator consists of educators who are considered capable and experienced by the head of the MIS madrasah Raden Rahmat Balongbendo. Academic problems experienced by educators if they cannot be overcome by the madrasah development team, then involve madrasah supervisors or educational consultants.

The follow-up obtained is in the form of feedback after the implementation of supervision by the head of the madrasah and timmya, namely; 1) educators try to prepare learning tools and processes, b) educators try to improve their competence by participating in KKG activities, higher education, and various trainings in accordance with their profession as educators.

CONCLUSION

At the planning stage of the academic supervision program at mis raden rahmat balongbendo, the head of the madrasah emphasized identifying problems faced by educators and SWOT analysis to find out the advantages, weaknesses, opportunities and threats in aspects of the learning activities they carry out. Head of madrasah mis raden rahmat balongbendo in implementing academic supervision programs using approaches, techniques, and supervision instruments that have been prepared beforehand.

The head of the madrasah mis raden rahmat balongbendo supervises the implementation of academic supervision related to the progress of educators in carrying out the instructions of the head of the madrasah as a supervisor not only looking for mistakes of educators, but also looking for positive things done by educators, to be developed further. Head of madrasah mis raden rahmat balongbendo conducted an academic supervision evaluation to determine the success of the strategy for implementing the academic supervision program. The head of the madrasah mis raden rahmat balongbendo followed up the academic supervision of the head of the madrasah to improve the performance of educators in accordance with the results of the academic supervision evaluation that has been carried out

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