

Educational Supervision of The Efforts Made Madrasah Family in Mts Al-Ihsan in Increasing The Professionalism of Teachers Teacher Professionalism

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Abstract

This study aims to describe all the efforts made by the principal as a supervisor in supervising teachers at MTs Al-Ihsan, Tanah Grogot. This research method uses qualitative research. The research data were obtained from an interview with the principal of MTs Al-Ihsan, Tanah Grogot. Interviews were conducted in order to obtain information regarding how and what the principal of the school did in supervising teachers for the realization of professional teachers. The results of this interview obtained regarding the program carried out by the principal in carrying out supervision, the stages of carrying out supervision, the types of supervision that have been carried out, the time of supervision, the supporting factors for carrying out supervision, the inhibiting factors for carrying out supervision, phased evaluation actions for teachers, evaluation results that are still not optimal, teacher competencies to be achieved, supervision program planning to improve teacher professionalism, solutions from the school principal if the program does not go well, as well as matters that determine the success of the implementation of supervision.

Keywords: Educational Supervision; Principal; Professional Teacher

1. INTRODUCTION

The learning process in educational institutions, like schools, is essentially what determines the quality of education (Lumban Gaol, 2017). The primary influences on how the student learning process is implemented in the school setting are the school principals and teachers (Nasib Tua Lumban Gaol & Paningkat Siburian, 2018: 67). It is very challenging to raise the standard of teacher performance without the role of role in school management. Enhance the standard of teacher performance so that failing instructors ultimately have a detrimental effect on children. Students suffer when teacher performance is deteriorating. Given that everything is based on the digital world, educators should establish educational standards that lead to digital proficiency (Ahmadi & Syahrani, 2022). Because anything that is internet-based feels superior (Syahrani, 2022). Everything that is internet-based seems better (Syahrani, 2021) and inept teachers will undoubtedly make learning more challenging. Make the learning process challenging, making it crucial in this era of teachers who are more proficient in

technology than the students themselves.

The role of supervisors (school supervisors and school principals) within an educational institution, must be able to develop the potential of the staff or teachers in the school and also to help, encourage, and provide guidance to the teachers. or teachers in the school and also to help, encourage, and give confidence to teachers that the teaching and learning process can be improved. Confidence to teachers that the teaching and learning process can be improved. Because, supervision is not only to facilitate teaching and learning activities but also to bring about changes to improve teaching and learning. Teaching activities but also brings changes to improve efficiency and effectiveness (Nurul Zahriani, et al,2006).

Since the principal's leadership is generally responsible for the success or failure of the teaching program in schools, one effort to enhance learning in schools is the role of the school in supervising learning. Leader, Teacher psychology will benefit from principal supervision. Psychology of the instructor. Teachers' passion for performing their duties will be sparked by the satisfaction they have from the principal's oversight of them. Obligations, the teacher's excitement for doing their duties will be sparked by the principal, ensuring that learning proceeds smoothly.

The success of the school is a direct result of how well the principal manages his staff. The principal must be able to organize all activities at the school, including those of the instructors as they prepare lessons starting with lesson plans, lesson plans, and more lesson plans. Schools are complicated organizations. lessons, starting with lesson plans, media, and teaching tools, and teacher preparation exercises. The principal, the teachers, and the students themselves all have a significant impact on how well the learning process goes (Harmalis, 2019).

Education is one of the most important things to implemented. This needs to be considered because education has a very important role very important for life and also the quality of a nation (Sepriyanti, 2012: 66-73). The principal as a leader must have a strong influence in in giving advice, suggestions and if necessary, his orders are followed by teachers (Didi Pianda, 2018). Madrasah leaders must be able to mobilize teachers effectively, foster good relations between Madrasah residents in order to create a conducive, comfortable, productive and compact environment, independence, intelligent and able to mobilize teachers effectively. Conducive, comfortable, productive and compact environment, independence, intelligent and able to plan, implement and evaluate various policies (Mulyasa, 2012). Planning, implementing, and evaluating various policies (Mulyasa, 2006: 89). As a supervisor, the principal has the obligation to supervise and direct teachers to achieve the learning objectives that should be (Adiyono, 2022).

2. LITERATURE REVIEW

2.1 Definition of Education Supervision

Supervision is an effort made by the principal in leading teachers and others in improving teaching, including stimulating, selecting the growth and development of

teachers and revising educational objectives, teaching materials and methods and teacher evaluation (Rahmah Yulian, 2019: 1).

The definition of Supervision according to several experts as follows:

- a) Adam and Dickley in his book "basic principles of supervision", define supervision as a program that plans to improve teaching. improve teaching. The teaching in question is the learning process teaching process.
- b) Mc Nerney menjelaskan bahwa supervisi adalah suatu langkah yang memberikan arah dan bimbingan dalam proses pengajaran.
- c) Burton dan Bruckner, memberikan pandangannya atau pendapatnya mengenai supervisi dimana mereka menjelaskan bahwa supervisi ini merupakan suatu pelayanan yang diberikan kepada guru dalam memperbaiki perkembangan guru.
- d) Boardman dalam bukunya "democratic supervision in secondary school" bahwa supervisi merupakan suatu usaha yang mengorganisir, mendorong dan mengarahkan guru-guruyang ada di sekolah agar lebih mengerti dalam menjalankan seluruh fungsi pengajaran baik secara individu maupun secara bersama (Muwahid, 2004).

In the evaluation process in the field of educational supervision, a supervisor can consider doing it alone (single - process) or together with his staff (cooperative process) (Sergiovanni, 1988), (Sahertian, Mataheru, 1988). Given that educational supervision is not the personal responsibility of the supervisor (Purwanto, 1991), but is a joint work and responsibility (A, Imron, 2007), evaluation as an essential part of assessing the success of the educational supervision program must be carried out cooperatively based on democratic educational principles where all staff and interested parties are included or their representative representatives and mobilized for the evaluation process in a "deliberation" forum (Hariwung, 1990).

2.2 Definition of Madrasah Principal

The process of evaluating educational supervision programs (Wiles, 1986) is basically a procedure, stages, or steps that need to be taken by supervisors in evaluating the success of educational supervision programs (Sutisna, 1990). The steps that can be taken include formulating evaluation objectives, selecting evaluation tools, compiling evaluation tools, applying evaluation tools, processing evaluation results, concluding evaluation results, and as the final step is follow-up (Burhanuddin, 2005).

The principal is the key to the school's success in making changes (Made Pidarta, 1990:75). The principal is also referred to as the key person (the main responsible person or key factor) in mobilizing the potential of the school to make changes (Made Pidarta, 1990: 75). Person (the main person or key factor) in mobilizing the potential of the school and has full authority in managing the school including school and has full authority in managing the school including managing and developing teacher professionalism (Rika Ariyani, 2017:108).

The definition of principal can be interpreted as "Head or "Leader" in an organization or institution. Meanwhile, a school is an institution where a place to receive and give lessons (Sitti Aisyah & Soltan Takdir, 2017: 121). Thus, the notion of principal

can be defined: "a professional teacher who is given the task of leading a school where the teaching and learning process is organized" (Wahjosumidjo, 2013: 83). Teaching and learning process is organized (Wahjosumidjo, 2013: 83). From the various definitions above, it can be concluded that principal's leadership is the ability to mobilize the resources resources that exist in a school and are used optimally to achieve the desired goals (Sitti Ais, 2013: 83). Desired goals (Sitti Aisyah & Soltan Takdir, 2017: 121). The role of the madrasah principal as a teacher and staff leader includes three main responsibilities: (1) communicating the madrasah's vision and mission to all teachers and staffs; (2) coordinating teachers and staffs in the execution of all plans; and (3) encouraging teamwork among teachers and staffs in the development of the madrasah (Sardiman, 2007).

2.3 Definition of Professional Teacher

Teachers are the real educators in the Indonesian law number 14 of 2005 concerning teachers and lecturers article 1 states that teachers are professional educators with the main task of educating teaching guiding is a professional educator with the main task of educating teaching guiding directing training assessing and evaluating students in early childhood education Early childhood education pathways formal primary education and secondary education (Dewi Safitri, 2019: 75) (A, Majid, 2007).

Professional is a job or activity carried out by someone (S, Danim, 2010) and becomes a source of life income that requires expertise, expertise, proficiency (Gumelar & Dayat, 2002), or skills that meet certain quality standards or norms and require an education profession and requires an education profession (E, Mulyasa, 2007), (Dewi Safitri, 2019: 79).

John M. Tichenor and Mercedes S. Tichenor 90 The Professional Educator outlines the fundamental characteristics of professional educators and what traits of professionalism ideal educators display. Effectiveness of Teachers as Professionals The term of "professional teacher" at its most basic level relates to the position of a person who is compensated for teaching. On a more advanced level, it can also be used to describe educators who set the bar for excellence in their field. For instance, Wise (1989) defines professional instructors as those who are loyal to the intellectual demands of their fields and [who] have a firm knowledge of the subjects they teach. They are able to assess the requirements of the students they are in charge of. They are aware of the ethical guidelines of their profession. They know that they are accountable for meeting the needs of their students (p. 304-305).

3. RESEACRCH METHOD

In this study the authors used qualitative methods and library methods. In collecting data conducted by interview/interview, observation and documentation. Interviews are used to collect data on educational supervision of efforts made by the school / madrasah coconut at MTs Al Ihsan in improving teacher professionalism. reading materials specifically related to the object of research being studied. References that are

the basis of a study that answers theoretically about the problems of a research main idea. The method in this study collects various kinds of study sources such as journals, books, newspapers or magazines, and the internet that are in accordance with this research, after reviewing and analyzing the sources related to the research and drawing conclusions from the research.

This research was conducted at MTs Al-Ihsan, Tanah Grogot and the time of the research was on Tuesday, 27th January, 2019. Research on Tuesday, December 27, 2022. The interview was conducted for approximately 1 day. The subject of this research is the Principal who is named Mr. Ahmad Syafi'i Badar S.Pd.I. This research material uses a cellphone, notebook and pen. This research material uses cellphones, notebooks and pens to interview and record the voices of recording the voice of the Principal Mr. Ahmad Syafi'i Badar S.Pd.I. Then, the subject of this research is the Principal Mr. Ahmad Syafi'i Badar. Then from this research the researcher gets data and explanations. Before conducting interview, the researcher made an appointment with Mr. Ahmad Syafi'i Badar S.Pd.I.

4. RESULT AND DISCUSSION



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1. The coaching process of the madrasah head in managerial supervision

Table 1. The name of table here

Question	Answer
1. What kind of supervision have you carried out at school?	Supervision that has been carried out academic (learning), administration, library and laboratory.
2. What are the stages of implementation of supervision that you do?	a) Checking teacher completeness, commonly called academic supervision, such as the annual program, semester program, syllabus, lesson plans, education calendar, learning schedule, daily agenda/record, score list, minimum grades, minimum completeness criteria, achievement/attendance list of students, teacher handbook teacher's handbook, textbooks/UKBM
3. Whether the implementation of	On a scaled and sustainable basis, usually one teacher 2

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<p>supervision is carried out periodically? Or when is the supervision?</p>	<p>times a year, and must be accompanied by improvements that may be made to the teacher's learning tools and teaching methods are lacking, so there must be a process of continuous improvement. continuous improvement</p>
<p>4. According to you, the factors -what factors support the implementation of supervision can run maximally?</p>	<p>Teacher readiness factor, then preparation assessment file from the madrasah coconut, The administrative completeness factor of the teacher must be complete, because if it is incomplete then the supervision will be postpone the implementation of supervision, because usually there are teachers who are nervous, embarrassed, afraid when they want to be supervised, even though the supervision is supervision even though the supervision is in the form of only periodic coaching for teachers, so that when they do learning can be guided in using methods, strategies Learning</p>
<p>5. What factors do you think inhibit the implementation of supervision?</p>	<p>Teacher unpreparedness is often become one of the factors that hinder implementation of supervision</p>
<p>6. Any action gradual evaluation of the teachers you supervise? you supervise?</p>	<p>For those who do not use the method then will be told to attend seminars or training, both offline and online, both following methods, the latest curriculum and learning strategies. learning strategies,</p>

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besides that it is also common to follow up looking for references to reinforce the material both from books and searching the internet. Maybe there are teachers who do not understand the assessment system for students will usually also be told to attend seminars, training and usually there are changes from the teacher.

7. Based on the results your evaluation are there things that are deemed lacking and not maximized in the implementation of supervision?

There must be something that is not optimal because sometimes, the teacher is less prepared or the teacher does not follow what I suggest, such as adding references, attending seminars on methods, learning strategies, and preparing completeness of learning tools, the point is teachers do not follow the suggestions and the obstacles there usually, the teacher lacks One of them is a senior teacher who is senior teachers are lazy to look for information and still using their own methods, there are also teachers who are who are gaptek, although not the whole maybe out of 100% there are 5% of teachers who are still clueless.

8. Teacher competencies such as what to achieve in the planning supervision planning that is made?

The teacher competencies to be achieved are usually, teachers who can master all their fields, master the material, control students with a fun way of teaching and use polite language and can objectively assess students'

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	abilities and students and how students can interact with their friends and teachers, methods, then understand the administration administration, because there are also teachers who do not understand with their own administration.
9. What do you do you as the school in implementing supervision program academic supervision program in order to improve teacher professionalism?	Usually I tell the teacher to participate in MGMP activities (subject subject) and add insight, then send teachers to training on curriculum, learning methods and strategies, then on assessment, learning learning methods and strategies, then about assessment, then usually there is a discussion with fellow subject teachers.
10. What solutions do you do as principal school as a supervisor if supervision program is not carried out well? well?	If it is not done well we usually evaluate what is lacking, later from the evaluation there are indications cause of the failure of the supervision, so that there is an improvement in supervision for the future and there is a new concept for supervision
11. Why supervision still needs to be done by the teacher even though the teacher is already professional?	Because they really need guidance, even though they are professional still needs to be guided
12. What determines the success of supervision?	What determines it is the individual in terms of readiness, methods and strategies and cooperative or cooperation is usually what determine.

Based on the table of interview results above, it can be seen that:

1. Supervision that has been carried out by the principal is academic supervision (learning), administration, library and lab.
2. The stages of implementing supervision according to him include:
 - a) Checking the completeness of the teacher, as listed in the table
 - b) Checking the implementation of learning supervision
 - c) Checking the core activities,
 - d) Closing, the teacher ends the lesson effectively
3. The time of supervision that he conducts is scaled and continuous, usually one teacher twice a year, and must be accompanied by continuous, usually one teacher twice a year, and must be accompanied by improvements.
4. Factors that support the implementation of supervision can run According to him, the factors that support the implementation of supervision can run optimally include:
 - a) teacher readiness factor,
 - b) then the preparation of the assessment file from the madrasah coconut,
 - c) the administrative completeness factor of the teacher must be complete,
5. The inhibiting factor, according to him, comes from the teacher's unpreparedness for supervision. in the implementation of supervision.
6. The actions that he evaluates gradually for teachers who are supervised are supervision, namely for those who do not use the method, they will be told to attend seminars or training, both offline and online, both offline and online. To take part in seminars or training, both offline and online, either following methods, the latest curriculum and learning strategies, besides that also usually follow up to look for references to reinforcing material both from books and searching the internet. From books and searching the internet. Teachers who do not understand the assessment system for students will also be told to attend seminars & training.
7. Deficiencies & obstacles according to him in the implementation of supervision the teacher is less prepared or the teacher does not follow what he/she suggests, such as adding references, attending seminars on methods, and training. suggestion, such as adding references, attending seminars on methods, learning strategies, and preparing the completeness of learning tools, as well as teachers who are still clueless.
8. The teacher competencies that he wants to achieve are teachers who can master all of their fields, master the material, control students by teaching by teaching in a fun way and using polite and can assess students objectively from students' abilities and how students can interact with friends and how students can interact with their friends and teachers, a teacher who chooses the right methods, then understands who chooses

the right method, then understands the administration of the teacher himself.

9. Usually the program that he does is that teachers are told to take part in *MGMP* activities (subject teacher deliberations) and add to their insights, then send teachers to trainings on the curriculum, learning methods and strategies, then on assessment, and training on curriculum, learning methods and strategies, then on assessment, then discussions with fellow subject teachers.
10. He also explained that the solutions that he did if the supervision program is not carried out properly, namely usually he evaluates what is lacking, from this evaluation it is seen there are indications of the causes of the failure of the supervision, so that there is an improvement in supervision for the future and a new concept for supervision.
11. He also explained that teachers really need guidance, even though he is a professional, he still needs to be guided.
12. He also explained that what determines the success of supervision is from individual the success of supervision, namely from the individual in terms of readiness, the methods and strategies and competitive or cooperation is usually what determines

5. CONCLUSION

Based on the research conducted by researchers to describe all efforts made by the principal as a supervisor in supervising teachers at MTs Al-Ihsan, Tanah Grogot. Supervising teachers at MTs Al-Ihsan, Tanah Grogot. This research method using qualitative research. Research data obtained from interviews the principal of MTs Al-Ihsan, Tanah Grogot. The interview was conducted in order to obtain information related to how and what the principal does in supervising teachers for the realization of professional teachers. The realization of professional teachers. The results of this interview obtained about the program carried out by the principal in implementing supervision, the stages of implementing supervision, the types of supervision that have been carried out, the time of supervision, the supporting factors for the implementation of supervision. Supervision time, factors supporting the implementation of supervision, factors inhibiting the implementation of supervision, evaluation actions inhibiting factors in the implementation of supervision, gradual evaluation actions on teachers, the results of the evaluation that are still not maximized, the results of the evaluation that are still not maximized. Evaluation results that are still not optimal, teacher competence to be achieved, supervision program planning to improve teacher professionalism performance, solutions from the principal if the program does not run well and the things that determine the success of supervision implementation. That determine the success of supervision implementation.

Supervision in education is very important because it affects teacher performance and teaching results. Affects teacher performance and teaching results, therefore the

principal needs to know what and how supervision is carried out. need to know what and how the supervision of education is so that implementation of supervision can run well and smoothly. Principal as a leader must be able to provide guidance in order to improve and improve the performance of teachers in carrying out their duties. Teachers can be said to be professional if they are able to carry out their duties, namely educating, channel their knowledge, train, guide and develop the potential of each student.

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