

Strategies For Improving Teacher Competence Through Madrasah Head Supervision: A Case Study at MTs Negeri Gunungsitoli

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ABSTRACT

This study aims to investigate how supervision conducted by madrasah principals can contribute to improving teacher competence. The research method used is a qualitative approach with a case study at MTs Negeri Gunungsitoli. Data were collected through classroom observations, interviews with madrasah principals and teachers, and document analysis related to supervision and professional development. In addition, supervision also encourages collaboration between madrasah principals and teachers in designing professional development programs that suit individual needs. Teachers feel supported and valued in their efforts to improve their competencies, which in turn has a positive impact on the quality of education in the madrasah. The conclusion of this study is that madrasah principals' supervision has a crucial role in improving teachers' competencies. Therefore, it is recommended that madrasah principals continue to implement supervision approaches that focus on professional development, collaboration and support for teachers. Further research can also be conducted to explore other factors that may influence the effectiveness of supervision in improving teachers' competencies.

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1. INTRODUCTION

According to Law No. 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.

Education is an important factor in the journey of human life which has a constantly evolving nature (Hasbullah, 20015: 7). Through education, a nation will progress and develop, namely changing various life segments from a low, moderate level to a better level or degree of life (Eva Magfiroh, 2014: 1). If the better the education, the more organized and planned the life it leads. Likewise in the world of education, especially educational institutions, it is necessary to have an organized and properly organized education, both in terms of education, education personnel, infrastructure, and learning success that supports the achievement of quality education. Good management and in accordance with the rules of management of educational institutions, education will develop rapidly.

Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers states that teacher competencies include personality competence, pedagogical competence, professional competence, and social competence. Personality competence is the teacher's ability to present themselves as a steady, stable, mature, wise, and authoritative person. Pedagogic competence is the teacher's ability to understand students, manage learning, and develop students' potential. Professional competence is the teacher's ability to master the subject matter broadly and deeply. Social competence is the teacher's ability to communicate and interact with students, fellow educators, education personnel, parents/guardians of students, and the community.

According to Wahjosumidjo in Ajasan, Usman & Niswanto (2016), madrasah head is a leadership position that cannot be filled by people without being based on considerations. Anyone who will be appointed as a madrasah head must be determined through procedures and certain requirements such as: educational background, experience, age, rank and integrity.

Supervision carried out by the madrasah head is a bridge of communication between teachers and madrasah heads in monitoring teachers' teaching activities by seeing how they explore learning materials, use varied teaching methods, carry

out evaluations and assist teachers in translating the curriculum according to the interests, needs and potential of students.

The madrasah principal as a supervisor has a big role in the success of educational institutions, especially teacher competence. As a supervisor, he has the responsibility to improve the ability of teachers to manage learning activities in madrasah and has a very important role in the development and progress of madrasah. Rachmawati and Daryanto (2013) state that one of the strategic steps in an effort to improve teacher competence can be done by implementing appropriate supervision techniques and in accordance with the skills and desires of teachers in an effort to improve and improve teacher abilities in the learning process. As the direct leader in the madrasah, the madrasah head is certainly very aware of the actual situation and conditions of the madrasah, the madrasah head knows the strengths and weaknesses of the teachers both in the classroom and outside the classroom. This requires the madrasah head to be able to supervise teachers under his leadership on a scheduled and sustainable basis.

Based on several things that have been mentioned above, the researcher wants to describe and analyze the variables in this study regarding:

- 1) Teacher Pedagogical Ability: Includes teaching skills, use of effective learning methods, ability to plan lessons, and adaptation to students' learning styles.
- 2) Teacher Interpersonal Skills: Involves the ability to interact with students, parents, colleagues and other relevant parties. This aspect includes effective communication, the ability to build good relationships and resolve conflicts.
- 3) Teacher Content Proficiency: Includes a deep understanding of the subject matter being taught, proficiency in explaining difficult concepts, and conformity of the material to curriculum standards.
- 4) Use of Learning Technology: Assesses the extent to which teachers utilize technology in the learning process, such as the use of educational software, multimedia, or online platforms.

- 5) **Teacher Professional Development:** Includes participation in trainings, workshops, or other self-development activities aimed at improving teaching quality.
- 6) **Classroom Management Effectiveness:** Involves the teacher's skills in managing student behavior, creating a conducive learning environment, and applying appropriate discipline.
- 7) **Evaluation and Monitoring of the Learning Process:** Covers how teachers assess student understanding, provide feedback, and make adjustments to learning strategies.
- 8) **Teacher Satisfaction with Supervision:** Measures the level of teacher satisfaction with the form of supervision implemented, whether teachers feel helped or burdened.
- 9) **Impact of Supervision on Learning Quality Improvement:** Assess whether academic supervision is able to have a positive impact on improving the quality of learning and student achievement.
- 10) **Teacher Motivation Level:** Examining the extent to which academic supervision can influence teachers' motivation to continue to develop themselves and give their best in the learning process.
- 11) **Teacher Response to Feedback:** Measures how teachers respond to feedback and recommendations provided by supervisors or supervisors.

2. METHODS

This research uses a qualitative approach to describe the problems and research focus. Qualitative methods are social research steps to obtain descriptive data in the form of words and pictures. This is in accordance with what is revealed by Lexy J. Moleong that the data collected in qualitative research are words, pictures, and not numbers (Moleong, 2007: 11). A qualitative research approach is an approach that does not use the basis of statistical work, but is based on qualitative evidence. In other

writings, it is stated that a qualitative approach is an approach based on field reality and what is experienced by respondents is finally sought for theoretical references (Sudjarwo, 2011: 25).

A qualitative approach is research that features assessment procedures that produce descriptive data in the form of written or spoken words from people and observed behavior. In this case, researchers interpret and explain the data obtained by researchers from interviews, observations, documentation, so as to get answers to problems in detail and clearly.

The selection of a qualitative research approach was carried out on the basis of the specifications of the research subject and to obtain in-depth information and cover social reality. According to Nasution, qualitative research is a research procedure that produces descriptive data in the form of written or spoken words, from people and observed behavior. In this study, it is attempted to collect as much descriptive data as possible which will be poured in the form of reports and descriptions (Nasution, 1996: 9). Suharsimi Arikunto also explained that the type of descriptive research is if the researcher wants to know the status of something and so on, then the research is descriptive, namely explaining events and something (Suharsimi Arikunto, 1992: 25).

With a qualitative descriptive approach, the analysis of the data obtained (in the form of words, pictures or behavior), and not poured in the form of numbers or statistical figures, but by providing exposure or description of the situation or condition studied in the form of narrative descriptions. The presentation must be done objectively so that the researcher's subjectivity in making interpretations can be avoided.

The method used in collecting data is an analytical descriptive method designed to obtain information about Strategies for Improving Teacher Competence Through Madrasah Principal Supervision: Case Study at MTs Negeri Gunungsitoli. The purpose of this descriptive analytic research is to make a description, description

or painting systematically, factually and accurately about the facts, characteristics and relationships between the phenomena being investigated (Moh. Nazir, 2003: 5).

In descriptive research, researchers will try to see the events that are the center of attention, and then illustrate them as they are. In relation to this, Nana Sudjana and Ibrahim revealed that descriptive research is research that tries to describe something, events, events that are happening now. In other words, descriptive research takes problems or focuses on actual problems as they are at the time the research is carried out. Given its nature, descriptive research in education serves more to solve practical educational problems (Nana Sudjana and Ibrahim, 2009: 64).

3. FINDINGS AND DISCUSSION

In this section, researchers will describe and explain the data and research results on the problems that have been formulated. The results of this study were obtained using in-depth interview techniques directly to informants as a form of direct search and documentation in the field. Then the researcher also uses observation techniques as a way to complement the data that has been found. This research focuses on matters related to the academic supervision of madrasah principals. Researchers also use a qualitative approach to see the natural conditions of a phenomenon. This approach aims to gain understanding and describe complex reality. Research with a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words based on people or observed behavior (Nasution, 2003: 3).

A. Research Implementation

This study used a sample of all MTs Negeri Gunungsitoli teachers totaling 30 teachers for all subject areas. This study involved four informants related to madrasah head supervision. In accordance with the research objectives, all informants were involved in supervision activities. The following informants were used by researchers in conducting their research:

1. Informant 1.

Informant 1 is the Deputy Head of Curriculum at MTs Negeri Gunungsitoli who acts as the Supervision team. Informant 1 also acts as an assessment team when supervision activities take place related to lesson plans, learning administration, learning activities and assessment of learning outcomes. Data obtained through interviews and observation data conducted during the supervision process.

2. Informant 2

Informant 2 is a Senior teacher who acts as a supervision team. Data was obtained through interviews, documentation and assessment formats from the supervision activities carried out.

3. Informant 3

Informant 3 was a colleague of the teacher concerned. Data was collected through interviews related to the pedagogical competence and academic competence of the teacher concerned.

4. Informant 3

Informant 3 is a student who gets learning from the teacher concerned. Data was collected using interview techniques related to the learning process in the classroom, the teacher's ability to attract students' interest in learning and the teacher's ability to deliver learning materials.

B. Research Results

Based on research conducted using interview techniques, observation and documentation, the following results were obtained:

a. Interview results

1. Strategy for Implementing Classroom Supervision by Madrasah Principals

The results of the interview with the madrasah head revealed several strategies used in implementing classroom supervision:

- **Collaborative approach:** The madrasah head applies a collaborative approach in classroom supervision, where teachers are invited to actively participate in the process and provide input.
- **Constructive Feedback:** The madrasah principal provides constructive feedback to teachers, focusing on reinforcing positive aspects of teaching and providing constructive suggestions for improvement.
- **Joint planning:** Teachers and madrasah heads work together in planning follow-up after classroom supervision, including additional training if needed.

2. Impact on Teacher Competence

The results of interviews with teachers show the positive impact of classroom supervision by the madrasah head:

- **Improved Teaching Skills:** Teachers feel that classroom supervision has helped them improve their teaching skills.
- **Motivation:** Teachers feel motivated to continuously improve the quality of their teaching after experiencing positive classroom supervision.
- **Deeper Understanding:** Teachers gain a deeper understanding of the madrasah principal's expectations for the quality of learning in the madrasah.

b. Observation Results

1. Classroom Supervision Implementation Strategy

- The madrasah principal uses a collaborative and supportive approach during the classroom supervision process.
- The madrasah principal provides constructive feedback to teachers, encourages self-reflection and provides suggestions for improvement.
- Classroom supervision is conducted periodically to ensure continuity of improvement.

2. Impact on Teacher Competence

- Teachers feel more confident after receiving positive feedback from the madrasah head.
- Teachers better understand the needs and expectations of the madrasah head on learning quality.
- Teachers' competence in designing and managing learning improved significantly.

c. Documentation

1. Strategy for Implementing Classroom Supervision by Madrasah Principals

From the analysis of classroom supervision documents, several strategies used by madrasah principals in implementing classroom supervision can be identified:

- Collaborative approach: The madrasah head applies a collaborative approach in classroom supervision. She seeks to work with teachers in evaluating and improving classroom learning.
- Providing Constructive Feedback: The supervision documents reflect that the madrasah head provides constructive feedback to teachers. This feedback focuses on reinforcing positive aspects of teaching and providing constructive suggestions for improvement.
- Follow-up Planning: After the classroom supervision, there are notes on joint follow-up planning between the madrasah head and the teacher. This includes the teacher's self-development plan and learning improvement measures.

2. Impact on Teacher Competence

From the document analysis of learning records and supervision results, there are indications that classroom supervision by madrasah heads has a positive impact on teacher competence:

- Improvement in Teaching Skills: Lesson log documents show improvements in teachers' teaching skills after experiencing classroom supervision.
- Teacher Motivation: There are records of teachers' increased motivation to develop themselves and improve the quality of their teaching after experiencing positive supervision.
- Deeper Understanding: Teachers described that classroom supervision helped them better understand the madrasah head's expectations for learning quality.

C. Discussion

Based on the results of the study, several strategies for improving teacher competence through supervision of madrasah heads at MTs Negeri Gunungsitoli were obtained, namely:

- Development of lesson plans. The madrasah principal provides guidance and direction to teachers in developing lesson plans. This is done to ensure that lesson plans prepared by teachers are in accordance with learning objectives, subject matter and learner characteristics.
- Learning observation. The madrasah head conducts regular learning observations to see the learning process carried out by teachers. Learning observations are conducted to provide feedback to teachers in improving the quality of learning.
- Professional guidance. The madrasah principal provides professional guidance to teachers to improve their competence. Professional mentoring can be done through various activities, such as seminars, workshops, training and internships.
- Giving awards. The madrasah principal gives awards to teachers who have high competence. These awards can be in the form of moral awards, such as

certificates of appreciation, or material awards, such as promotions or allowances.

4. CONCLUSION

The results showed that the madrasah head at MTs Negeri Gunungsitoli has implemented various strategies to improve teacher competence. These strategies have had a positive impact on improving teacher competence.

In an effort to improve teacher competence, classroom supervision strategies carried out by madrasah principals with a collaborative approach and in-depth coaching can be an effective step. Teachers who get positive feedback and support in developing their skills tend to become more competent in carrying out their duties.

The strategy of implementing classroom supervision by madrasah principals that involves teachers in the process, provides constructive feedback and plans joint improvement can be effective in improving teacher competence. This has the potential to contribute to improving the quality of education in madrasahs.

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