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Principal Supervision Management to Improve Teacher Professionalism

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ABSTRACT

This research is a field research through a descriptive qualitative approach. The data was obtained from the head of the madrasah, along with the curriculum waka and teachers. The method used in collecting data through interviews, documentation and observation of the results obtained through supervision used by the head of the madrasah by the principal can run in reality, for teachers to be more serious to carry out their duties as teachers and full of responsibility. The results are very good, teachers have received input from the head of the madrasah before teaching, they have prepared methods, media and strategies so that learning is successful, so that teachers can become professionals. Teachers are given guidance through trainings that are carried out at least twice in two semesters, whether it is through a trainer, then MGMP will also receive rewards in the form of awards.

Keywords: supervision, madrasah head, teacher coaching, training

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INTRODUCTION

Education in life is a demand to equip oneself to become a dignified human being to take the next step for the progress of the country (Rahmat, 2016). Education is the spearhead to achieve a success, do supervision (T. Rahman & Pd, 2018). Therefore, education is very important to achieve everything that the community wants, because the community really has to participate in providing input through the surrounding educational institutions involved in the supervision of education providers,

Supervision etymologically comes from the language "to supervision" or supervising. From some opinions that say that the head of the madrasah is described as a *Expert* and superior, while the teacher is the person who treats the head of the madrasah (A. Rahman, 2021).

In law no. 20 of 2003, it is explained that the national education system states "National education The function of national education is to develop and shape the character and civilization of the nation with dignity in order to educate the life of the nation, with the aim of developing the potential of students to become human beings who believe in and devote themselves to God Almighty, behave well, be healthy, knowledgeable, capable, creative, independence, and become democratic and responsible citizens". At first, the supervision was carried out inseparable from management science with the presence of supervisors who found a shortage of teachers in the learning process, so this will be used as a way in the future to improve the fate of education (Sabandi, 2013). The concept in modern supervision, according to Kimball, is to provide assistance in the development of a better learning environment (Hadi, 2019). The main function of the

supervision of the head of the madrasah is to improve the teaching situation in the classroom to make it better. Supervision is a learning process, it is a form of activity that is planned, of course, to help teachers in carrying out their duties so that they are more directed (Suryani, 2015).

The supervision approach carried out is not perfect, because it only comes to checking the learning plan and learning process, in fact what is done is to ensure quality or quality education that is biased from the learning achievement of students. Good education is the right of every human being, education starts with the smallest things that parents and teachers do and cooperate with the community, then education will advance (Month, 2021). The appearance of a conversation shows great concern. something very important for the future of our children. With education, humans are able to play a role in the future of human beings for the better.

Functions in supervision include: all school efforts are coordinated, madrasah heads must equip needs, teachers must expand experience, creative efforts must be stimulated, continuous assessment and provide complete facilities, the learning atmosphere must be analyzed, each member or staff must be given skills and knowledge, teaching ability is improved, insights are expanded, to encourage that expertise, school leaders really provide knowledge and motivation for teachers, and other school communities (Yulia, 2019).

School leaders, as well as teachers can carry out what is no less important than the head of the madrasah because teachers have a very decisive role as educators. A teacher has the duty to guide and nurture students to become capable, active, innovative and independent moral human beings. Therefore, this heavy task of a teacher can basically only be carried out by teachers who have high professional competence.

There are three elements that need to be considered in relation to educational supervision, namely: 1) Elements of the process of direction, assistance or assistance from superiors or someone more, 2) Teachers and their personalities related to the learning process for students who need guidance, 3) Learning elements as objects to be improved (Suryani, 2015).

The Qur'an also talks about this supervision explained in surah Al-Ashr, that is, in goodness. To build expert teachers, there are two things that need to be observed, including conducting management coaching and completing learning needs and conducting coaching in the academic field.

The teacher's duty is a very noble task In essence, a teacher is someone who is noticed by every individual for example of having expertise (Guarantee, 2018). The implementation will be implemented through steps to determine the objectives, ensure how the learning that are taught to students, and choose strategies in the solution. Teachers only provide subject matter and do not want to bother to find methods, media and strategies that are used, let alone teachers who are elderly, so the success of learning from the lesson plan used, is good at making media and making learning.

Coordination must be carried out by the head of the madrasah such as stimulating teachers to come up with ideas, conducting programs and conceptualizing goals, as well as motivating teachers to also be diligent in reading books, knowing the methods that in learning conduct training, workshops, seminars.

The key to success in the educational institution is the head of the madrasah who really implements the four functions, if it can be carried out there is no reason not to succeed (Mulyasa, 2022). The unsuccess in an institution is because the head of the madrasah does not want to be tired and lazy. An effective form of all parties can work and involve the community in conducting always intensive supervision.

The purpose of supervision, according to Efriani, is to control the quality of teacher quality development, the head of the madrasah as the person in charge always visits classes and consult with teachers so that students are well educated (Efriani, 2017).

Good supervision is able to reflect the objectives, not only improving the learning process but also being able to foster teachers to be truly qualified, inseparable from all the facilities that must exist as well as the services of leaders and collaborating with related parties (Ilham, 2017). In this case, according to Clickman, there are four approaches to developing supervision, namely directives, nondire colluberative styles, informational directive styles, collaborative behaviors styles, and nondirective behaviors styles (Supit et al., 2021).

This study aims to complement the shortcomings of previous studies that ignore supervision that is considered not so important to be carried out in improving teacher professionalism which has not been maximized so far to bring murit to a higher level of achievement which is in line with the questions answered with this question (1) How is the supervision of madrasah heads to improve teacher professionalism in Jambi Province (2) How is the implementation of supervision for increasing teacher professionalism (3) What are the results achieved in the implementation of increasing supervision to increase teacher professionalism in Jambi Province. The answers to the three questions not only provide a deep understanding of the shortcomings that occur in the implementation process carried out to improve the professionalism of teachers, but also the formulation of a new step in influencing supervision to improve the professionalism of teachers in Indonesia.

This research is based on the argument that supervision is not important for teachers, where there is doubt among the heads of madrassas to carry out supervision, with various reasons put forward, such as wasting time, while teachers are busy teaching every day. So the head of the madrasah explained to the teacher to give the child sweat to manage the time so that the teacher could take part in this supervision event, because the head of the madrasah realized how important this supervision was for teachers.

RESEARCH METHODS

The approach used is qualitative descriptive, the research will reveal about the supervision of the head of the madrasah to increase the professionalism of teachers, the techniques used are observation, interviews, and documentation, the data obtained will be analyzed using interactive analysis of an event that occurs.

This study uses qualitative descriptive with an empirical approach to uncover facts, data obtained from the results of interviews with educators, administrative staff and refer to the research carried out related to supervision as a model of improvement for students, research steps by conducting observations, interviews, comments also analyze several studies that discuss supervision, then this data is displayed, and in reduction, and the most subtle is to make intellectual conclusions about controlling emotional intelligence for students

RESULTS AND DISCUSSION

Supervision of Madrasah Heads to Improve the Provinciality of Jambi Province Teachers in Indonesia

The concept of modern supervision by Kimball Wiles says modern supervision "*Suverfision is assistance in the devolepment of a better teaching learning situation*" (Walker, 1952). Supervision is a help, in developing a better learning situation. This formulation implies that supervision services cover the whole of teaching and learning (*goal, material, method, teacher,*

student, and envirovment). Learning situations to improve and improve through supervision services (Hamid, 2017).

What happens in the future we cannot know, the atmosphere of technology is getting more advanced, of course we will prepare ourselves in the fields of economy, education, culture, social, so the head of the madrasah must think and be able to make adjustments, especially for educators with effective results (Jailani, 2016).

Supervision provides a very broad understanding of the assistance of school leaders who aim to improve student learning achievement and also educators who are required to be able and biased to see developments and adjust to those developments, of course, the methodology tools and good assessment strategies and systems will bring good results.

Supervision is a program that has been planned to organize the learning system whose essence is to improve learning and teaching (Maria & Sediyono, 2017), then it is said by Basic, in *Dictionary of Education Good Carter* that supervision be efforts of school officials in leading teachers and other officers in improving teaching, including stimulating, selecting job growth and development of teachers and revising educational objectives, teaching materials and methods as well as teaching evaluation, as well as decision-making, with the intention of ensuring that a program that is being implemented is biased to run objectively, efficiently according to the plan.

Given the importance of supervision being implemented for teachers to improve professionalism in this day and age in the 21st century, starting with the attention of madrasah heads to teachers so that they can follow the developments stated by a large number of studies. These encounters highlight the value or outcomes of all types of learning for further development of supervision.

There is a way for supervision to conduct training for teachers (Efendi & Sholeh, 2023):

1. Quality improvement.
2. Increased motivation, efficiency to succeed.
3. Implementing new methods and technologies.
4. To improve strategies and innovations.
5. To maintain the image of the institution

Supervision is a systematic and sustainable process in data collection, analysis, and use of information to control management.

Suverpesi Head of Madrasah

The implementation of educational supervision by madrasah heads must be able to supervise and control. Supervision is a control so that education is really directed towards the goals and so that teachers do not deviate and are careful in carrying out their duties.

The supervision program at Madrasah Tsanawiyah Raudhatul Mujawwidin refers to the management function as stated by experts or management experts, namely:

1. Planning The head of the madrasah and the deputy head of curriculum make a design of supervision activities: determining the supervision schedule, the objectives of supervision activities, the goals or objects of supervision, the supervision team, supervision instruments and methods, steps and not to continue supervision activities.
2. Organizing Form a small team to succeed in supervision activities consisting of the head of the madrasah, the deputy head of the curriculum, and the administrative staff where the deputy curriculum officer is in charge.
3. Actuating Supervision activities are carried out by the head of the madrasah and waka in the curriculum field according to the schedule that has been made, while the staff helps to prepare the necessary instruments and help teachers to complete the learning administration.

4. The Control Evaluation is carried out by the person in charge of the small team by evaluating whether the planned program can be implemented, what obstacles are faced and finding solutions for the madrasah head to achieve that has been formulated.

According to Bafadhal quoted by Kompri stated that there are three objectives of supervision, namely: a) monitoring the quality of teachers through monitoring classroom visits, private conversations or asking questions with fellow teachers and students, b) developing teacher professionalism, c) motivating teachers (Hidayani, 2021). Meanwhile, the main function of supervision as stated by Haris Chester is to foster and improve learning in improving the quality of education (Shaifudin, 2020).

Similarly to Madrasah Tsanawiyah Raudhatul Mujawwidin Tebo, supervision activities are carried out with the purpose and function of motivating teachers so that there is an increase in professionalism through monitoring by the head of the madrasah.

We carry out supervision activities with the aim of carrying out one of our duties, namely supervision, in addition to that so that there is professional development for teachers. I think that with the supervision of teachers, they will better understand the duties of an educator so that teachers will be more motivated to make various changes towards improvement. At the beginning, this may feel difficult, but I believe that we can achieve an increase in the quality of both teachers and students in accordance with the goals and functions of supervision itself. For supervision, we conduct a direct review in the classroom and ask students how the teacher is when teaching in class

The goals and supervisory functions of the head of the madrasah can be achieved by good cooperation between the supervisor and the supervised teacher. Teachers must really feel and get services and coaching for improvement in the learning process.

With this supervision, I am even more motivated to further improve my abilities, develop more and care about students. Even when I have difficulties, the head of the madrasah or deputy head provides assistance and direction through briefings or personally. And I also asked if there were indeed obstacles that I experienced, which can also be seen from the more orderly way to enter the classroom to carry out learning activities, complete the learning administration. Thus, the purpose and function of supervision activities carried out by the head of the madrasah can run.

There are three principles in supervision as quoted by Risnawati which the researcher explained in the chapter on theoretical foundations, namely scientific, democratic and cooperative. In the implementation of the supervision of madrasah heads at Madrasah Tsanawiyah Raudhatul Mujawwidin, the three principles are a reference for madrasah heads or wakacurriculum in supervising teachers. Namely supervision activities run in a planned and continuous manner, supervisors build two-way relationships and collaborate with teachers to improve the effective teaching process.

Thus, supervision activities are not to patronize or find faults, but a strong collaboration between teachers and madrasah heads in an effort to develop abilities, improve personal and institutional quality. Teachers do not feel burdened because they work in supervision, the head of the madrasah will also find it easier to realize the school's ideals when there is a strong bond and a common vision and mission among the school residents.

With this supervision, science is increasingly developing because a lot of knowledge and knowledge are obtained. When I was supervised by the head of the madrasah or curriculum waka, I felt happy, because they were not rigid, but we communicated with each other and I was able to convey ideas that I thought were good for the progress of our school. For example, supervision in the classroom is carried out before the second break to be more optimal because teachers and

students are still in good condition, not too tired. And thank God the input from me was accepted (Interview, March 1, 2023).

Teacher Professionalism

Teacher activities are asked to collect learning administration which will then discuss the supervision program implemented by the head of the madrasah will involve several partners in the school such as the deputy head of the madrasah, the curriculum waka and teachers, the head of the madrasah said that the preparation of the supervision program is carried out at the beginning of the school year so that supervision can be applied to school activities. This supervision activity certainly has an evaluation that is carried out, especially at the end of every semester, whether it is even or odd, to find out about the successes and shortcomings of what has been done (Interview, March 1, 2023).

The target of supervision of madrasah heads is more precisely to subject teachers, homeroom teachers, administrative staff, and library managers so that they are always active in working to form an outstanding school

The results of research in the field that the supervision carried out by the head of the madrasah to the teachers to improve learning is very great with good effort and cooperation can solve the problems faced by teachers in order to create quality education both in this world and the hereafter.

Activity in the learning process that always involves emotional abilities that emphasize to teachers to be able to improve their abilities will certainly give rise to creative students who are able to master concepts. There are a lot of activities that involve teachers to always be active so that students are able to actively participate in carrying out learning activities that are carried out face-to-face (1) students play an active role in assignments, (2) actively ask questions if they do not understand, (3) participate in carrying out discussions, (4) participate in solving problems that are being faced in the meter, (5) participate in finding information to solve the problems that are being discussed, (6) Students are able to assess themselves (Naziah et al., 2020).

Table 1. Teacher Provinciality.

Information	Interview	Coding
R.1	Supervision applied to teachers also requires the head of the madrasah in the implementation so that teachers can more easily understand the implementation of supervision and prepare time for the preparation	Intervention of Madrasah Heads
R.II	The supervision applied to teachers is increasingly creative, because teachers have understood because of the encouragement of the head of the madrasah to the teacher, so that learning at school is increasing as a result	Generate creative ideas
R.III	By carrying out this supervision, the teacher's skills are increasingly visible, and he feels that the success in teaching the nursery has increased and the imagination is increasingly open, because this supervision encourages the enthusiasm for teachers to always be serious in	Programs and objectives are becoming clearer

	carrying out their duties and appear to be noticed, so that the goal is achieved	
R.IV	This supervision is always carried out, because with this supervision the teacher prepares the meter meter given in learning, so that his imagination is open	Explore

Table 1. From the results of the interview, it can be seen that the teacher has learned with encouragement and direction that is very useful, it can be seen that the teacher is very enthusiastic about carrying out tasks with the intervention of the head of the madrasah, creative ideas, programs and goals and is able to explore.

First, this supervision can be seen from the intervention of the head of the madrasah, where the school is very much needed in providing enthusiasm and teaching guidance to teachers in carrying out supervision, this is in accordance with the teacher's responsibility which is still low so that supervision is needed, if supervision is not carried out It seems that teachers are not able to develop their potential properly. This is in accordance with the interview it was found that supervision must exist (Interview, March 7, 2023)

Second, this supervision can be seen from the idea of Creative, where the head of the madrasah tries to provoke with several questions so that it will cause stimulation for teachers to try to explore the ideas from the results of the questions. This is like what the head of the madrasah did with the teacher to provoke questions that received responses with various answers to creative ideas (Interview, March 7, 2023)

Third, it can be seen that the supervisor must have a clear program and goals. With a program that has been created automatically, it will be able to achieve the goals stated in the program to the maximum. So it is important to have an early head of a madrasah to make a program in supervising.

From these three tendencies, it can be seen that supervisors have several continuous series that require the intervention of madrasah heads and provide freedom to teachers as program designers and clear goals in learning.

Table 2. The Implementation of Supervision Can Improve Learning

Informant	Findings	Coding
Archives Vol 1 No 2 (2021) : Volume 1, Number 2, December 2021. (Increasing Teacher Innovation in Mathematics Learning through Suverpis)	Academic supervision in model innovation learning as a learning resource to improve the quality of teacher teaching in Jambi Province	New innovations in supervision
Samsul Alam, Archives/vol 11 No. 4 (2022) Didaktika November 2022	The form of implementation of supervision in teachers is a form of guidance for teachers that aims to improve the professionalism of teachers starting from initial meetings, observations, and meetings that are carefully analyzed to	Supervision can also be done with an online or offline system.

	obtain changes in teaching behavior.	
Opi Rohmawati, Journal of Education and Teacher Training Vol. 1 No.3. May 2023 p.108-119	The form of activity supervision is to ensure that everything is done correctly, safely to implement any work that has been carried out correctly, namely activity planning, planning, evaluation, and not continuing.	Involving teachers to collaborate and think critically
Erika , Education: Journal of Educational Theory and Practice Volume 3, No.1.Jan 2018	The integration of supervision connects clinical supervision and lesson study in Education in order to improve teachers' propositional ability to realize effective and efficient learning	This integration is able to increase capabilities effectively and efficiently proponently.
Guiding Faculty to Excelleence, Brown (2008)	The coaching concept integration supervision presents a more personalized, adaptive, and mentoring approach that can improve individual performance and overall improve the quality of the educator unit	Coaching supervisors are able to improve the performance of individuals on the quality of education
Piet A. Sahertian Basic Concepts $Teknik Educational Supervision, Jakarta: Rincka Cipta, (2008), p.18	Teaching supervision of everything carried out by the head of the madrasah by directly influencing the teaching and learning process in an effort to improve the student learning process	Supervision can have a direct impact on the improvement of student learning
Journal of Basic Education, ISSN:2715 V0l 1, No.2 (2015), p.1 Supervision of madrasah heads on professional competence	The supervision of the head of the madrasah on professional competence and being able to solve the difficulties faced by teachers in schools well and running smoothly and can increase according to expectations	Learning will increase with the professionalism of the head of the madrasah

Table 2. In this section, several writings are collected that have a close relationship with the supervision of the head of the madrasah can improve student learning outcomes. This can be seen in the tendency, first, academic supervision, second, supervision of the integration of coaching concepts, and third, supervision of education. Fourth, implementation supervision. What involves

teachers will see several forms of learning through supervision that are able to improve creative thinking and mathematical criticality.

First, the implementation of supervision can be seen as a new innovation in learning. For this supervision, it is necessary to be applied by the head of the madrasah, because learning through student supervision has progressed and can increase maximum learning.

Second This head supervision can really improve learning outcomes, in this case it was found in research that supervision will produce students who can improve good learning because of the cooperation between the head of the madrasah and the teacher in the learning planning and implementation process. The supervision carried out is to improve teaching and stimulate, prevent the growth of positions and the development of teachers as well as revise learning objectives, teaching materials, methods, and evaluations. Teacher supervision can help teachers to learn and understand their duties as a teacher (Lalupanda, 2019).

Third, the implementation of supervision can be used to improve the implementation of learning. This is in accordance with the research conducted that the supervision carried out by the head of the madrasah to the teacher will provide convenience and also students, (Journal of Education, 2016)

From these three tendencies, the supervision of madrasah heads to improve professionalism in improving student learning through new innovations for students can cause creativity, critical thinking and intelligence as well as make it easier for teachers and students to apply learning. For this reason, supervision must be carried out on teachers.

This research is about the implementation of supervision of madrasah heads to improve teacher professionalism, finding the complexity of methods and models used by teachers when dealing with students. Complexity was found to make it easier for students to explore effective, cognitive, and pscomotor skills in critical thinking. Three forms of tendencies have been found in this study: First, in the form of models used such as teacher intervention,

Second, having a clear program and goals, third, supervision raises intelligence not only in terms of critical thinking skills, but also being able to develop emotional intelligence learning. The development of this concept is based on the traits that children naturally have. Teachers receive supervision so that children are able to recognize the concepts that occur around them, and can explore the process of the consequences of these phenomena.

CONCLUSION

Research on the implementation of supervision of madrasah heads to improve teacher professionalism found the complexity of the model used by a teacher when dealing with students. This complexity was found to make it easier for teachers to explore cognitive and motor abilities in thinking critically, the form of tendency was found in this study: First, in the form of implementation, there was the intervention of the head of the madrasah

Second, having a clear program and clear goals, the three implementations give rise to teachers' creativity to improve the quality of student education, from this picture the role of the head of the madrasah in carrying out supervision must be carried out to loyal teachers to produce quality education.

This research can find new perspectives in new supervision and the benefits obtained by teachers not only improve teachers' intellect but also in terms of emotional intelligence which is very decisive compared to intellectuals. It can be concluded that supervision is to provide help and services by the head of the madrasah to the teachers so that their knowledge and abilities increase systematically and measurably so that the services carried out provide very encouraging results.

From the results of this study conducted by the researcher, a conclusion can be drawn that: The educational supervision program carried out by the head of the madrasah for teachers in the classroom has not been running properly and will be improved through training for teachers which is carried out three times in two semesters to improve the professionalism of teachers. The advantage of this study is that by supervising, it will make it easier for the head of the madrasah to see the performance of teachers in the field, besides that the researcher realizes that this paper has limitations, does not examine in detail, all the components of the existing supervision, for that with this paper can continue the next research on things that are not discussed in this study.

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