

Implementation of Learning Supervision in Improving Educator Performance: Case Study at Madrasah Aliyah Banat Kudus, Central Java, Indonesia

Siti Nafisatun

(Akademi Komunitas NU Banat [AKNUBA] Kudus, Pajetan,
Damaran, Kudus, Central Java, 59316, Indonesia)
nafisyahya078@gmail.com

Abstract: *This study aims to describe the learning supervision activities carried out at Madrasah 'Aliyah Nahdlatul 'Ulama (MA NU) Banat. The research method used is descriptive qualitative, with the resource persons being the head of the madrasa and the teacher. In addition, researchers also made direct observations to explore data related to supervision carried out at MA NU Banat. The results of this study indicate that the implementation of supervision at MA NU Banat is carried out in 2 (two) models, namely academic supervision and clinical supervision. The steps in clinical supervision are divided into planning supervision, implementation of supervision and evaluation of supervision. The implementation of supervision is carried out in 4 (four) stages, namely interviews with supervisees, supervisees prepare and conduct clinical supervision, supervisors make observations and make assessment notes, feedback from the implementation of clinical supervision.*

Keywords: *Clinical supervision, academic supervision, educator performance.*

Introduction

The development of science and technology is able to have a very large influence on the development of educational institutions both in terms of the quality of education, improving human resources and the learning process, but also vice versa if the development of science and knowledge is not managed properly, it will have an impact on the quality of education it self (Ikhwan et al., 2021). In this regard, the principal of the madrasa/school has an important role to supervise and

monitor the implementation of appropriate management of the needs of the education process (Ikhwan, 2019).

Supervision of the implementation of education is able to provide a very large influence on the development of educational institutions both in terms of the quality of education, improvement of human resources and the learning process (Ikhwan & Yuniana, 2022); (Ikhwan, 2018b). In this regard, the principal of the madrasah has an important role to supervise and monitor the implementation of appropriate management of the needs of the education process.

Supervision or supervision is one of the efforts to improve the quality or quality of education in a good, essential and quality manner carried out by the supervisor in this case the head of the madrasa as a leader in the management process and implementation of education in madrasah (Ikhwan & Qomariyah, 2022). Regarding supervision, it is explained in the law that school supervisors are basically strategic positions in the administration of national education which are tasked with conducting assessments and coaching by carrying out supervisory functions, both managerial supervision and academic supervision (UUD Sisdiknas, 2003).

Supervision or educational supervision has basic concepts that are interconnected in the context of carrying out tasks, both as educational staff or educators. Educational supervision is carried out in order to improve the process of carrying out the duties of each component of education starting from staff, education personnel and educators starting from management tasks, program planning, learning implementation, and evaluation in order to improve the quality of educators' performance in a professional manner .

Therefore, education must be supervised or supervised by a supervisor who in this case is the head of the madrasa and other supervisors in the education department. Supervision here is supervision that aims to improve the performance of educators and other school employees by providing good directions and guidance and input on good and professional ways or methods of educating (Arikuntoro, 2006). Seeing the strategic position of the head of the madrasa in realizing the goals of the school, the head of the madrasa should have the value of good *relations* with all citizens in the school, so that the school's goals and educational goals succeed optimally.

Educational supervision is not a complement in the process of implementing administrative education, but is very important in the implementation of education (Ikhwan et al., 2019). It is undeniable that

there are some educators who have minimal abilities from various aspects of learning, and their low educational values have resulted in a loss of self-confidence, authority and lack of skill of educators in delivering lessons (Ika Trisnawati, 2021); (Abu Bakar & Che Noh, 2022); (Putra, 2021). Therefore, that supervision as a coach for educators and madrasah principals requires him to have the readiness to provide solutions to the problems they face. He can rely on experience, both himself and others, take theory from books, or even rely on intuition. This of course is not always satisfactory, because what is required of him is *professional judgment* that can be used as a reference (Depdiknas, 2008).

Thus the role of educators is very important and has great potential in advancing or improving the quality of Islamic education and vice versa. Therefore, educators must always improve their abilities both pedagogically, professionally, socially and personally (Ikhwan, 2018a), so that in carrying out their duties they can improve the quality of education, student achievement and the progress of Islamic educational institutions. In addition, educators must always be monitored, evaluated so that they are always consistent in carrying out their duties. Supervision can be carried out by the head of the madrasa or other appointed supervisory team (Afiful Ikhwan, 2019).

Educational supervision is an overall activity that aims to assist the management of educational institutions and to improve the ability of educators and employees in managing school institutions (Bafadal, 2004). The task of educational supervision is to create a warm school atmosphere so that everyone can be himself (Sahertian, 2000). A supervisor in carrying out his responsibilities must be able to develop the creative potential of the person being fostered by involving other people to participate together.

The importance of "supervision" today is based on the tendency of *unhealthy* treatment of educators as human beings or form of *abuse of human resources*, or more accurately *human resource depletion*. That is, educators are too treated as objects not subjects. For example, educators must teach according to curriculum targets, create lesson units, make student worksheets, carry out various tests and take notes, carry out lessons, become homeroom teachers, become pickets, while the time available is only a little until the dream of educators is also in a teaching condition.

MA NU Banat Kudus is one of the Madrasah Aliyah (MA) at the high school level (SMA) which has unique characteristics. With specificity for female students. The existence of MA NU Banat Kudus

as an effort to realize the ideals of the pioneers and founders who wanted to raise the status of women through education. It is hoped that a generation that has intellectual and moral character will be created. Head of MA NU Banat Kudus Shohibul Huda, M.Pd explained, MA NU Banat's learning system includes intracurricular activities, extracurricular activities, and development of foreign languages (English and Arabic) (Interview, 2022).

Learning that is carried out for 1 (one) semester always gets an evaluation, either from the head of the madrasa or from the service that oversees it. Internally, learning evaluation activities are carried out directly or indirectly through learning supervision (Iwantoro & Wachyudi Ahmad, 2022); (Interview, 2022). Based on the description above, the researcher wants to describe the learning supervision process that has been carried out in the even semester of 2021/2022 at MA NU Banat Kudus.

Method

This research was conducted at MA NU Banat Kudus in the even semester of 2021/2022. The type of research used is descriptive qualitative, by describing the findings related to the implementation of learning supervision at the location. Sources of data used are person, place and paper (Arikuntoro, 2002). Data collection techniques using interviews, observation and documentation. The resource persons in this study were the head of the madrasa, educators and education staff at MA NU Banat, Kudus. In addition to interviews with resource persons, researchers also collect data through observation and study of data documentation related to information on the implementation of learning supervision. The data analysis technique uses Miles and Hubberman analysis, namely interactive data analysis consisting of three flow of activities that occur simultaneously, namely: (a) data reduction, (b) data presentation, and (c) conclusion drawing/verification (Ikhwan, 2020).

Results and Discussion

Supervision of Learning at MA NU Banat Kudus

Based on the results of the research that has been done, it was found that 2 (two) types of learning supervision were carried out at MA NU Banat, namely clinical supervision and academic supervision. Clinical supervision carried out at MA NU Banat focused on improving

teaching by going through a systematic cycle from the planning, implementation, and evaluation stages of the actual teaching performance with the aim of making rational modifications. While academic supervision focuses on observing the principal of the madrasa on academic problems, namely things that are directly in the learning activity environment when students are in the process of learning something.

The existence of academic supervision at MA NU Banat is part of clinical supervision, so in this discussion the researcher only discusses the implementation of clinical supervision. Clinical supervision is carried out at MA NU Banat Kudus, through 3 stages, namely planning, implementation and evaluation.

Clinical Supervision Planning

Researchers found that clinical supervision planning at MA NU Banat was carried out by observing the implementation of learning, listening to suggestions and criticisms from students, and the results of academic supervision (Interview, 2022). Supervision planning is carried out by the head of the madrasa, to determine exactly who will be supervised and the handling steps taken.

The head of MA NU Banat made direct observations when educators were teaching, without any preparation from the educators being observed. So that the Head of MA will know the pure ability of the educator, without any manipulation (Observation, 2022). In this case, the Head of the Supreme Court made observations individually and unplanned. As explained by Utami et al, that one of the techniques in supervision is individual supervision, namely the supervisor here only deals with a teacher so that from the results of this supervision the quality of learning will be known (Utami, 2021).

This individual observation technique adopts from individual supervision techniques, which according to Arikunto what is meant by individual techniques in supervision activities is assistance that is carried out independently by supervisory officers, both inside and outside the classroom. The point is to provide individual or individual guidance (Arikuntoro, 2004). In conducting individual observations, the principal only observes without any direct guidance, because the purpose of this observation is to collect initial data, before clinical supervision is carried out.

The second way to get authentic data related to the ability of educators to carry out teaching and learning activities is to listen to the opinions of students. This method is done by asking questions directly

to students or by making a suggestion box for the implementation of learning that has already taken place. As well as the impression of students on the attitudes and behavior of educators both when teaching and outside the classroom (Ava Swastika Fahriana, 2018).

Sutikno said to provide opportunities or create conditions that could allow questions from students. Because teachers are deemed necessary to encourage and involve students in the teaching and learning process. Therefore, the teacher always listens to the opinions of students, both opinions about learning materials and opinions when answering questions from teachers or groups (Sutikno, 2007). Lestari said that in acting objectively, sociology teachers have been wise and fair to students, appreciate every suggestion or opinion from students and always apply moral values when learning (Bahari, 2018).

Another method used to determine the ability of educators in learning activities is to conduct academic supervision. With academic supervision it will be known, educators who do learning well or not well. Good academic supervision results will only be given motivation to continue, but for poor results, follow-up in the form of improvement will be given.

Implementation of Clinical Supervision

The head of MA NU Banat conducts clinical supervision of educators who are considered unfavorable in terms of the implementation of learning. The implementation of clinical supervision is carried out in the following order

First , call the educator in question to conduct an interview related to the implementation of the learning. Arikunto explained that individual interviews are conducted if the supervisor believes that he or she wants answers from certain individuals. This can be done, if there are special problems with individual teachers or other school staff, the resolution of which should not be heard by others. In addition, if the supervisor wants to check the correctness of the data that has been collected from other people. In this case, individual interviews are the right technique so that the interviewee is not influenced by the opinions of others (Ikhwan, 2020).

Private conversation is one of the individual supervision techniques that allows a supervisor to directly personally ask everything related to the performance process of a teacher by interviewing him. That way the supervisor can provide coaching assistance to the teacher personally without having to be known by others.

Second, educators as supervisees prepare learning tools, in the form of materials, methods and learning media as well as suggestions and input from the head of the madrasa. The head of the Madrasah provides direction regarding the learning that will be carried out, based on the results of observations to previous educators and based on the results of interviews (Ikhwan, 2021). After all the preparations have been done, the next step is learning activities by practicing all the steps that have been prepared to completion.

Third, after completing the planned learning activities, the supervisor makes small notes on the appearance of the learning activities (Interview, 2022). These notes will be the subject of discussion between supervisors and supervisees, to improve learning in the future. Mardiana in her research mentions that supervisors make observations, make notes and recordings about the learning process carried out by educators and fill out monitoring instrument forms that have been prepared to assess the teaching and learning process carried out by teachers. This matter was also emphasized by supervisors and other teachers who have been supervised (Mardiyana, 2016).

Fourth, the final step in the implementation of clinical supervision is that the supervisor draws conclusions from the assessment results, then conducts discussions with the supervisee regarding the teaching and learning activities (Interview, 2022). Tanama said, as an effort to provide feedback on the implementation of clinical supervision, supervisors and teachers discussed steps to strengthen further performance. Supervisors and teachers make conclusions from the results of observations, form the same perception or agreement in good and positive learning activities to be followed up with implementation (Burhanuddin, 2016).

Clinical Supervision Evaluation

The last stage of clinical supervision is an evaluation of the overall process of clinical supervision, not just an evaluation of the implementation of learning carried out by the teacher when he was a supervisor. According to Nurbaya, evaluation of supervision is carried out to determine the quality of teaching, and evaluation of teachers can be a catalyst in improving teaching and performance of school teachers, so the role of supervisors is like a mirror that allows supervisees to re-examine their teaching practices without evaluative or judgmental tones (Nurbaya, 2017); (Ikhwan, 2022). Chusniyah say evaluation is carried out to find programs for teachers that can reduce their weaknesses in teaching (Subkhan, 2021).

Conclusion

Based on the discussion above, the researcher concludes that the implementation of supervision at MA NU Banat is carried out in 2 (two) models, namely academic supervision and clinical supervision. The steps in clinical supervision are divided into planning supervision, implementation of supervision and evaluation of supervision. The implementation of supervision is carried out in 4 (four) stages, namely interviews/interviews with supervisees, supervisees prepare and conduct clinical supervision, supervisors make observations and make assessment notes, feedback from the implementation of clinical supervision.

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