

Academic Supervision Of Madrasah Heads In Improving Teacher Performance In Karawang State Madrasah Aliyah

Siti Jenab^{1*}, Sutaryat Trisnamansyah², Sofyan Sauri³, Hanafiah⁴

^{1,2,3,4}Nusantara Islamic University, Bandung, Indonesia

*Corresponding Author:

Email: SitiJenab.s3.23@gmail.com

Abstract.

Teacher performance is an important aspect of improving the quality of education in Indonesia. Academic supervision of madrasah principals is one of the functions of education management that will help teachers improve their performance on an ongoing basis. This study aims to investigate and provide an overview of improving teacher performance through the academic supervision of the madrasah principal at Madrasah Aliyah Negeri Karawang. This research is a qualitative descriptive study involving the principal, teachers, and stakeholders in data collection. Data was collected through observation, interviews, and written document studies. Data analysis uses data reduction, presentation, and leverage techniques. The results of this study indicate that the academic supervision of the head of Madrasah Aliyah Negeri Karawang is effective in improving teacher performance. The principal of the madrasah does good and systematic planning, good communication between the madrasah principal, the supervision team and the teachers so as to support harmony in achieving the goals of supervision and changes in the expected performance improvement. The example of the madrasa principal in providing instructions, motivation and coaching is a factor supporting the success of academic supervision. still teachers with performance that requires improvement, but follow-up supervision can continue to be carried out by providing opportunities for teachers to continue to improve their performance through direct coaching by the principal, being included in the evaluation of KTSP learning training, and instructed to conduct competency improvement learning through the Subject Teacher Consultation.

Keywords: Academic Supervision, Teacher Performance.

I. INTRODUCTION

The performance of madrasa teachers is still a concern of the government in improving the quality of education in Indonesia (Mu'Alimin et al., 2020). Although there is dualism in education policy, namely between the Ministry of Religion and the Ministry of Education in Indonesia, equity and equality in improving teacher competencies, careers and performance, of course, should not be discriminated against because essentially teachers are the main actors in the intellectual life of the nation's children through education in classes both at school. as well as madrasahs (Sulisworo et al., 2016). In order to improve the quality of education, teachers are not merely "teachers" who transfer knowledge, but also as "educators" who transfer values and at the same time act as "supervisors" who provide direction and guide students in learning. (Wahyudin & Morning Star, 2022). Thus, it is necessary to master the competence and optimal performance of teachers in carrying out their main duties and functions as professional educators. Teacher performance cannot be separated from the learning process, considering that the learning process is the core of the educational process (Sutarjo, 2014). Mulyasa (2013) defines performance as work performance or work results. Performance refers to the process in the context of achieving an outcome. Performance is an achievement achieved by a person in carrying out his duties or work during a certain period with the standards and criteria set for the job. Shukri et al (2015) explains that performance is a person's performance in carrying out the tasks that have been entrusted to him in accordance with his function and position. The government through Government Regulation Number 19 of 2005 concerning the standard of the learning process confirms that teacher performance includes 3 activities, namely: 1) preparing learning plans, 2) presenting / implementing learning, and 3) carrying out learning evaluations. (Addin et al., 2020).

Currently, along with the advancement of science and technology, teachers as professional educators are required to have technical competencies and skills, especially activities to manage and carry out teaching and learning interactions. (Hali et al., 2021). Teachers as the spearhead of education are required to have teaching performance that is able to realize the goals of national education. The quality of teacher performance will greatly determine the quality of educational outcomes because teachers are the party most in direct contact with students in the education/teaching process at school/madrasah educational

institutions.(Employees & Kejora, 2022).The demand for increasing the professionalism of teacher performance seems to be accompanied by increasing demands for teaching innovation, administration, busy teaching schedules, plus other educational programs at the various education unit levels so that teachers often experience obstacles in improving optimal performance.(Laal et al., 2014). As a result, teachers need to be encouraged, directed, and supported to be involved in improving their performance, and this task is usually entrusted to the principal as a supervisor who will supervise and develop through academic supervision (Camelia et al., 2015).Academic supervision is an effort by the principal to help teachers develop their abilities to achieve learning goals(Supardi, 2013). So that the essence of academic supervision is not at all to assess teacher performance in managing the learning process, but to help teachers develop their professional abilities. However, academic supervision cannot be separated from the assessment of teacher performance in managing learning(Fatturohman & Suryana, 2015).

With the action of the principal's academic supervision, teachers are continuously able to improve, foster and improve the teaching performance of teachers.In a preliminary study, the head of Madrasah Aliyah Negeri Karawang actively supervised by fostering the competence and performance of teachers with various approaches, both individually, in class, supervision of learning administration, to supervision of teaching in the classroom. However, the supervision activities were carried out without systematic planning, suddenly and without notification to the teachers. As a result, the teachers of Madrasah Aliyah Negeri Karawang are still not optimal in meeting the demands of their performance standards. There are still teachers with the same lesson plans from year to year that do not even match the learning needs of students. There are also teachers who plagiarize teaching plans from other fellow teachers. In the aspect of learning implementation, teachers' understanding of learning strategies is still low, the lack of skills of teachers in managing the classroom, the use of media that has not been maximized, lack of discipline, the low commitment of teachers to the profession, and the low ability of teachers in time management. In the aspect of learning evaluation, teachers in making questions are still fixated on even plagiarism from textbooks and the internet. Some teachers in making questions have not mastered the cognitive level and operational verbs. Teachers still have difficulty analyzing student learning outcomes so there are still teachers who give subjective values without prioritizing scientific assessment. Some teachers in making questions have not mastered the cognitive level and operational verbs. Teachers still have difficulty analyzing student learning outcomes, so there are still teachers who give subjective scores without prioritizing scientific assessment. Some teachers in making questions have not mastered the cognitive level and operational verbs.

Teachers still have difficulty analyzing student learning outcomes, so there are still teachers who give subjective scores without prioritizing scientific assessment.StudyEfendi (2021)shows that academic supervision has a positive impact on teachers both in terms of learning administration, learning processes, improving teacher performance, and on student learning outcomes. StudyVictorynie et al (20212)shows that academic supervision is one way to maintain the quality of teacher instruction.This requires the role of the principal. During the planning process, the principal identifies the objectives of academic supervision, makes a schedule for academic supervision, and prepares the necessary forms for the administration of academic supervision. The process then begins by forming a supervisory team following the specified criteria. After that, the implementation of online academic supervision, online supervision techniques, and even the pandemic version of RPP. Powered by researchTaufik (2018)which confirms that the supervision of the principal has a positive influence of 49.7% on improving the performance of madrasa teachers.Several research results show that the supervision of the principal is an important factor in realizing optimal teacher performance so that it is able to boost the improvement of the quality of learning and the quality of education.(Hoque et al., 2020:Haryaka, 2021;Wardani et al., 2021). Therefore, based on preliminary studies and literature studies that have been carried out, this study aims to analyze the planning, implementation, evaluation and follow-up of the supervision of madrasah principals in improving the performance of Madrasah Aliyah teachers in Karawang. This research is expected to be an inspiration and solution for education implementers in solving problems, especially in the field of academic supervision of madrasah principals in improving teacher performance to be better and of higher quality.

II. METHODS

This research is a qualitative research or naturalistic inquiry (Moleong, 2018). The use of qualitative methods in this study is based on several considerations. First, qualitative methods more easily adapt to research needs when dealing with multiple realities. Second, it can directly present the relationship between researchers and informants. Third, this method is more sensitive and can adapt to the conditions and characteristics encountered (Muhammad Taufik, 2020; Sitika et al., 2021). The object of this research is Madrasah Aliyah Negeri Karawang. In this study, the main instrument in the main research is the researcher himself. Data were collected using observation techniques, in-depth interviews and studies from various written documents and relevant documentation (Bagnall et al., 2021).

Observations were carried out for one year in which researchers participated in the observations made. Interviews were conducted with principals, teachers, deputy heads of curriculum, academic supervision teams and education supervisors. The collected data is then analyzed inductively through data reduction, namely: summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. Then the data is displayed in the form of tables, graphs, and pictograms that are made according to the needs and types. And lastly, drawing conclusions and verification. (Suharsaputra, 2012).

III. RESULTS AND DISCUSSION

The discussion of the results of this study will be attempted to interpret the results of research findings in the field that have been obtained. Furthermore, a systematic discussion of the results of this research will be presented as follows:

1. Supervision Planning in Improving the Performance of Karawang State Madrasah Aliyah Teachers

Supervision is one of the important tasks and functions carried out by the principal (Haryaka, 2021). As a management activity, planning is the initial stage that must be carried out in a supervision activity. Good planning will help the principal in carrying out academic supervision activities properly, effectively and efficiently (Suharsaputra, 2013). Planning for good academic supervision will help carry out academic supervision in a meaningful and sustainable manner to encourage teachers to continuously improve their competencies so that the learning process and student learning outcomes increase. (Hidayat & Patras, 2013). Planning for academic supervision at Madrasah Aliyah Negeri Karawang is structured with a series of systematic actions as follows: 1) identifying/determining the objectives of academic supervision, 2) making an academic supervision schedule, 3) determining the approach/technique of academic supervision, and 4) determining the instrument to be used.

In the early stages of supervision, the head of the madrasah determines the objectives of academic supervision. The head of the madrasah prepares an academic supervision program that aims to improve the quality of the learning process, among others, by providing input, guidance, and developing teacher abilities so that teacher competence increases. Academic supervision is intended to help teachers learn how to actually learn and improve their own abilities to achieve the learning goals that have been set for their students.

Based on the plans and objectives that have been prepared, the academic supervision carried out by the head of the Karawang State Madrasah Aliyah includes the following:

1. Understand the concepts, principles, basic theories, characteristics, and development trends of each field of creative, innovative learning development, problem solving, critical thinking and entrepreneurial instincts.
2. Guiding teachers in compiling syllabus for each field of development in schools or, subjects in schools based on content standards, competency standards, and competencies, and the principles of KTSP development.
3. Guiding teachers in choosing and using strategies/methods/learning techniques/guidance that can develop various potentials of students.
4. Guiding teachers in carrying out learning/coaching activities to develop student potential.

5. Guiding teachers in managing, caring for, developing and using educational media and learning facilities.
6. Motivate teachers to use information technology in learning.

The purpose of the madrasa principal's supervision is in line with the Erpidawati et al (2019) which explains that supervision must be planned and programmed in accordance with the purpose of supervision, namely professional assistance. Next Rusdiman AB et al (2022) stated that the preparation of supervision should ideally be carried out in a management pattern starting from planning the need for academic supervision related to the qualifications and qualities that must be met, how to develop teacher abilities, forms of continuous coaching, and what factors must be taken to maximize the supervisor's function so that it is optimal in carrying out its duties. Its function is to provide assistance, guidance and improvement of teacher performance for quality learning. To facilitate the implementation of supervision, the principal as the person in charge of supervision forms an academic supervision team led by the deputy head of the madrasa in the field of curriculum that involves competent teachers. The principal together with the supervision team conducts meetings and coordinates the preparation of supervision objectives, organizes supervision, prepares schedules including supervision mechanisms and prepares supervision instruments. Academic supervision scheduling is arranged and adjusted based on the teaching schedule of the teachers in the class. Supervision was carried out for two weeks. The supervision schedule is compiled into a supervision implementation agenda that includes the name of the teacher, the subjects taught, the class/program of expertise, the time of supervision, and the observer or assessment team who conducts the assessment in class.

In planning for academic supervision, the head of the madrasa together with the supervision team identifies approaches and techniques for academic supervision. Identification and selection of appropriate approaches and techniques in planning academic supervision is important, because basically not all approaches and techniques can be used in the case of academic supervision. The selection of academic supervision approaches and techniques is based on the development needs of teachers. In planning, individual supervision techniques will be applied in the form of class visits, observations, individual meetings, and self-evaluations. The clinical supervision model will be provided for teachers who really need more intensive assistance. The consideration of clinical supervision is for teachers to get assistance in overcoming problems in carrying out the learning process. With clinical supervision, supervisors and teachers agreed to focus on improving learning by carrying out a systematic cycle from the planning, observation and intensive analysis stages of the learning process. The next stage is to develop an academic supervision instrument. At the planning stage, the head of the madrasah holds a coordination meeting with the supervision team for the preparation of the necessary instruments. The supervision instruments are arranged as in the academic supervision manual for school principals including: 1) learning instrument administration review instruments, 2) learning planning review instruments, 3) learning implementation observation instruments, and 4) learning evaluation evaluation assessment sheets.

Sabrina et al (2020) explained that planning is a very basic thing. Without good planning, it is not expected that educational goals will be achieved. For this reason, various knowledge and skills are needed in the preparation of effective and efficient supervision plans. The head of the madrasa must be aware of his position as a supervisory supervisor, so the head of the madrasa must be able to determine what factors are appropriate to the situation and the goals to be achieved. Based on the findings and data analysis, planning for academic supervision at the Karawang State Aliyah Madrasah is carried out in a programmatic and systematic manner by forming a supervision team and involving teachers in program preparation. This will certainly make it easier for the principal in conducting planning analysis so that a plan will be arranged that supports the achievement of the goals of academic supervision, namely increasing teacher performance and increasing the quality of student learning in the classroom.

2. Implementation of Supervision in Improving Teacher Performance in Karawang State Madrasah Aliyah

Carrying out academic supervision in order to improve teacher performance to produce learning improvements is the task of the principal (Saleh, 2017). To be able to carry out academic supervision effectively, there are several important points to be mastered by the principal, namely preparation,

supervision of learning planning, supervision of learning implementation, and supervision of learning evaluation.

a. Preparation

The academic supervision of the madrasah principal at the Karawang State Madrasah Aliyah is carried out with systematic preparation. The head of the madrasah coordinates with the academic supervision team to schedule academic supervision and confirm the teacher concerned 3 days before supervision. Documents such as attendance formats, assessment formats and interview sheets have been prepared as well as possible. Although the planning has been carefully and systematically prepared, at the implementation stage, careful technical preparation is needed so that the things that have been planned can be carried out according to the expectations and goals to be achieved. With careful preparation, it will be able to minimize failures during the implementation of supervision activities (Kejora et al., 2021). Based on the results of the study, at the beginning of the school year a curriculum meeting was held and socialization related to the holding of academic supervision was carried out to all teachers.

The head of the madrasa communicates and instructs all teachers to prepare lesson plans, implementation and evaluation of learning needed for supervision. Likewise, teachers who get the opportunity to be supervised are given a letter of assignment for the implementation of supervision according to the schedule specified and instructed to prepare learning as well as possible in terms of planning, teaching implementation, and learning evaluation. In the preparation stage, the head of the Karawang State Aliyah Elementary School prioritizes good communication between the principal as a supervisor and the teachers who will be supervised. Supervision is an effort to change teacher performance towards a better improvement, it must be supported by constructive communication (Aisyah et al., 2021). This is as expressed by Cumming and Worley (2005) and Jones (2007) organizational leaders and communication play an important role in every stage of change and become the main key to the success or failure of organizational changes carried out. (Romadona & Setiawan, 2020).

b. Supervision of lesson planning

Teacher performance in making lesson plans is closely related to professional competence as well as other aspects of competence. Pedagogic competence can be seen from the method the teacher plans to teach and the application of the method. The teacher will plan and implement a method that adapts to the characteristics of students (Kusumaningtyas & Setyawati, 2015). Personality competencies will appear in the lesson plan, an example that will be given to students about the material to be studied. Teacher discipline in making plans is part of personality competence (Dahlan et al., 2020). Meanwhile, social competence can also be seen from the planning made by the teacher that is adaptive to the student's learning environment. Adaptive one of which can be seen from the materials and learning resources that are close to the students. Furthermore, social competence will be seen from how the teacher communicates the material in the lesson plans that are made (Sulisworo et al., 2016). Learning planning that is realized in the learning process reflects the competence and performance of teachers (Sufiati & Afifah, 2019).

Based on the results of the study, supervision of learning planning at Madrasah Aliyah Negeri Karawang is carried out every new school year, so that before the teaching and learning process the teacher has prepared a lesson plan that will be carried out in that semester. This lesson plan is made as a guide for a teacher to teach. The making of this lesson plan is required by the Head of Madrasah Aliyah Negeri Karawang every new academic year before the teaching and learning process is carried out. If there is a teacher who does not make it, then the Head of Madrasah Aliyah Negeri 2 Karawang will give a warning and order to make it immediately. For teachers who do not collect / long to collect the administration of lesson plans, coaching will be carried out for them.

“The head of Madrasah always checks the completeness of learning administration before teaching which includes Syllabus, Annual Program, Semester Program, Lesson Plan, and Minimum Completeness Criteria. If there are deficiencies in the administration, the Head of Madrasah will provide guidance to us. Coaching includes providing good planning methods, how to choose good learning methods according to the conditions of students, how to make appropriate teaching aids and

providing opportunities to discuss with colleagues through MGMP. In planning we are weak in scientific insight in making lesson plans, weak in science and technology”

Based on the results of the study, the principal of the madrasah conducted an examination of lesson plans for all teachers. It is targeted that two weeks after the teaching assignment letter is socialized, the learning tools must be completely collected. The head of the madrasah instructs the deputy head of the curriculum to coordinate for the principal and the supervision team to evaluate the learning planning performance. The madrasa principal applies discipline and is firm for teachers who do not fulfill their supervision obligations by giving warnings, instructions, and coaching. Even for teachers who are identified as having difficulties in preparing lesson plans, they will be given guidance in making good learning plans to making good plans. Through the supervision of learning planning, the principal is able to identify problems related to the teacher's ability to plan. This also helps in making decisions regarding the solution efforts to be taken.

Supervision of learning planning in Madrasah Aliyah Negeri Karawang is effective in improving teacher performance in preparing lesson plans. This can be seen from the increasing number of teachers who make and collect lesson planning documents from year to year. Although there are still some teachers who have difficulty or are late in collecting, 95% of teachers show an increase in learning planning performance well. Supervision of lesson planning is very important, because the success of a lesson is at least 50% determined by how well the planning designed by the teacher is. No matter how good the curriculum set by the government is, if teachers cannot plan learning well, the results will not be optimal. Learning planning is very important because it becomes a guideline and standard in achieving goals (Widyanto & Wahyuni, 2020). Teachers with good and programmed planning will have clear and measurable teaching goals so that they will be able to improve the quality of learning (Green et al., 2018).

c. Supervision of learning implementation

Teachers as professional educators are required to have technical competencies and skills, especially activities to manage and carry out teaching and learning interactions (Bautista & Oretga-Ruiz, 2017). To be able to achieve good teaching performance in achieving learning objectives, there are 9 teaching skills that must be mastered by teachers, namely: (1) Opening and closing lessons; (2) Skills to explain; (3) Questioning skills; (4) Skills provide reinforcement; (5) Skills in using learning media; (6) Skills in guiding small group discussions; (7) Class management skills; (8) Skills to make variations; and (9) Individual and small group teaching skills (Aqib, 2013). It is important to supervise the teacher's teaching skills in order to achieve maximum performance so that it has an impact on quality learning. The implementation of supervision of the implementation of learning is carried out according to a predetermined schedule and the head of the madrasah makes class visits to carry out direct observations, observe, and evaluate the learning process in the classroom. If the head of the madrasa is unable to attend, he will be represented by the deputy head of the madrasa in the field of curriculum or by the teacher of the supervision team. Based on an interview with the Head of Madrasah Aliyah Negeri 2 Karawang, information was obtained that:

"Academic supervision assisted by the team in the implementation of learning is carried out using the guidelines that have been made, including the instructional stages, namely checking the readiness of students, conducting apperception activities, the instructional stage, namely mastery of the material, approach to learning strategies, utilization of learning resources, learning that triggers and maintain student involvement, assessment and work results, use of language, evaluation and follow-up stages, namely reflection or making summaries by involving students and carrying out follow-up by providing directions, or activities, or tasks as part of remedial/enrichment”

Academic supervision assisted by the team in the implementation of learning is carried out using the guidelines that have been made, including: (1) pre-instructional stage, namely checking the readiness of students, carrying out apperception activities; (2) the instructional stage, namely mastery of the material, approach to learning strategies, utilization of learning resources, learning that triggers and maintains student involvement, assessment and results of learning, use of language; and (3) evaluation and follow-up stages, namely reflection or making summaries by involving students and carrying out follow-up by providing directions, or activities, or tasks as part of remedial enrichment. Based on interviews with school principals, it

was revealed that through supervision the madrasah principal could identify teachers' teaching abilities and diagnose appropriate solutions according to the teacher's needs.

“Learning problems that are commonly found include teachers not conveying goals at the beginning of learning, lack of mastery of teaching materials, learning media that do not support learning objectives, suitability of learning methods with expected competencies, time management to difficulty activating students in learning. Through supervision, teachers know each other's strengths and weaknesses and try to improve. As the head of the madrasa, I continuously provide guidance to teachers who still have problems with learning in the classroom. Based on my analysis, from the 45% of teachers who were initially trained, now there are only two or three people left. These are senior teachers who do have difficulty in utilizing IT tools for learning”

Based on the findings and analysis above, we know that the supervision of the implementation of learning in Madrasah Aliyah Negeri Karawang is effective in improving the teaching performance of teachers. This requires positive and continuous support from the head of the madrasa in fostering and motivating teachers to improve their performance. This is in line with research Subawa et al (2015) that the leadership style and supervision of the principal has a positive and significant influence on achievement motivation and teacher performance.

d. Supervision of learning evaluation

In Law No. 14 of 2005 concerning teachers and lecturers. Article 1 Paragraph 1 explains that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. Based on these regulations, it is clear that teachers are obliged to conduct assessments and evaluations. Teacher performance in evaluating learning includes 3 aspects, namely: a) implementation of the assessment, b) enrichment, and c) remedial (Supardi, 2013).

The Head of Madrasah through the Deputy Head of the Madrasah for Curriculum provides planning in conducting learning evaluations which include:

- 1) Summative evaluation is carried out every 6 months, namely when the semester examination is held.
- 2) Formative evaluation is given to every teacher at the Karawang State Madrasah Aliyah after carrying out the teaching and learning process and is completely handed over to the teacher.
- 3) Evaluation results report, i.e. every time a summative or formative evaluation is carried out, the results are reported to the Head of Madrasah through the Deputy Head of the Madrasah for Curriculum.
- 4) Implementation of the improvement program, where this activity is carried out if students have not reached the minimum ability criteria that must be obtained

In an interview with the head of the madrasa, it was known that some of the problem conditions faced by teachers related to the performance of learning evaluation were as follows:

“ So in the aspect of carrying out learning evaluations, I still find that teachers in making questions are still glued to even plagiarism from textbooks and worksheets, teachers in making questions have not mastered the cognitive level as proposed by Bloom and Anderson's cognitive theory, teachers are still having trouble reducing learning indicators into indicators. the questions then make the right questions according to the competencies to be achieved, the teacher does not analyze the learning evaluation items so that from year to year they still use the same questions, teachers in assessing learning outcomes have not fully implemented (authentic assessment) or objective assessments are still found teachers do mark-up in the assessment of student learning outcomes”.

To improve the performance of learning evaluation, the Head of Madrasah Aliyah Negeri Karawang in conducting academic supervision assisted by the Team focuses on the professional competence of teachers, which includes lesson planning, learning implementation, and learning evaluation, because these three things are a unified whole that cannot be separated. The Head of Madrasah Aliyah Negeri 2 Karawang stated regarding the purpose of the supervision carried out systematically as follows:

“Academic supervision to improve the professional competence of teachers is also carried out at Madrasah Aliyah Negeri Karawang, because the professional competence of teachers in planning, implementing and evaluating learning is a unified whole that cannot be separated. By supervising the three components, the teacher's competence will be known completely, intact and planned in carrying out the learning process”

Teachers who were identified as having problems in evaluating learning were given direct guidance by the principal, were included in training on the preparation of evaluation of KTSP learning conducted by supervisors and the Ministry of Religion of Karawang regency, and instructed to conduct lesson studies to increase competence through the Subject Teacher Conference. Supervision of madrasah principals is proven to be able to improve the ability of teachers to evaluate learning. Although there are still teachers who have difficulty compiling learning evaluation documents, in practice the performance of teachers in evaluating learning has increased significantly.

3. Evaluation and Follow-up Supervision in Improving Teacher Performance at the Karawang State Madrasah Aliyah

After the supervision process is carried out, the head of the madrasa together with the supervision team conducts a data analysis of the results of the supervision which includes an analysis of the results of the examination of the learning plan, the results of the implementation of learning, and the results of the learning assessment. The results of the analysis of academic supervision are used by the head of the madrasa as material to provide feedback and follow-up plans. Giving feedback is very important for teachers to be able to improve academic competence and improve the quality of learning for students. Based on the evaluation carried out, it was found that the head of the madrasa followed up on the results of supervision in the form of: reinforcement and awards were given to teachers who had met the standards, educational warnings were given to teachers who did not meet the standards and teachers were given the opportunity to participate in further training / upgrading.

IV. CONCLUSIONS

The academic supervision of the head of the Madrasah Aliyah Negeri Karawang is effective in improving teacher performance. The principal of the madrasah plans well and systematically by determining the objectives of academic supervision, making schedules, determining academic supervision techniques, and determining the instruments to be used. Good communication between the head of the madrasa, the supervision team and the teachers supports alignment in achieving the goals of supervision and changes in expected performance improvements. Teacher performance in planning learning, implementing learning, and evaluating learning also increases along with the implementation of intensive and sustainable academic supervision. The example of the madrasah principal in providing instructions, motivation and coaching is a factor supporting the success of academic supervision.

REFERENCES

- [1] Addin, F. N., Bintang Kejora, M. T., & Kosim, A. (2020). Pengaruh Kepemimpinan Transformasional Kepala Madrasah Terhadap Kinerja Guru Di Madrasah Aliyah Ghoyatul Jihad Kabupaten Karawang. *Idaarah: Jurnal Manajemen Pendidikan*, 4(2), 153. <https://doi.org/10.24252/idaarah.v4i2.16673>
- [2] Aisyah, S., Kejora, M. T. B., & Akil, A. (2021). The Influence of Religion in Intra-School Student Organizations on the Character Building of Students at Proklamasi Vocational High School in Karawang. *Jurnal Pendidikan Tambusai*, 5, 3764–3771. <https://www.jptam.org/index.php/jptam/article/view/1466>
- [3] Aqib, Z. (2013). *Model-Model, Media, dan Strategi Pembelajaran Kontekstual*. Yrama Widya.
- [4] Bagnall, C. L., Fox, C. L., Skipper, Y., & Oldfield, J. (2021). Evaluating a universal emotional-centred intervention to improve children's emotional well-being over primary-secondary school transition. *Advances in Educational Research and Evaluation*, 2(1), 113–126. <https://doi.org/10.25082/aere.2021.01.003>
- [5] Bautista, A., & Oretga-Ruiz, R. (2017). Teacher Professional Development: International Perspectives and Approaches. *Psychology, Society, & Education*, 7(3). <https://doi.org/10.25115/psye.v7i3.1020>

- [6] Dahlan, D., Permana, L., & Oktariani, M. (2020). Teacher's competence and difficulties in constructing hot instruments in economics subject. *Cakrawala Pendidikan*, 39(1), 111–119. <https://doi.org/10.21831/cp.v39i1.28869>
- [7] Efendi, E. (2021). *Implementation of School Supervisory Academic Supervision as an Effort to Increase Teacher Performance in Junior High School*. 1(1), 28–37.
- [8] Erpidawati, E., Gistituati, N., Marsidin, S., & Yahya, Y. (2019). *The Development of the Academic Supervision Model Basic School Supervisor*. 178(ICoIE 2018), 19–22. <https://doi.org/10.2991/icoie-18.2019.5>
- [9] Fatturohman, P., & Suryana. (2015). *Supervisi Pendidikan*. Bandung: Refika Adhitama.
- [10] Green, C., Eady, M., & Andersen, P. (2018). Preparing quality teachers. *Teaching and Learning Inquiry*, 6(1), 104–125. <https://doi.org/10.20343/teachlearningqu.6.1.10>
- [11] Hali, A. U., Zhang, B., Al-Qadri, A. H., & Aslam, S. (2021). A collaborative teacher training approach in different cultures in the era of technology. *International Journal of Instruction*, 14(4), 21–32. <https://doi.org/10.29333/iji.2021.1442a>
- [12] Haryaka, U. (2021). Influence Supervision of the Head School and Job Satisfaction on Teacher Performance High School. *Review of International Geographical Education Online*, 11(10), 1018–1033.
- [13] Hidayat, R., & Patras, Y. E. (2013). Evaluasi Sistem Pendidikan Nasional Indonesia. *International Seminar on Quality and Affordable Education (ISQAE)*, 2, 79–88.
- [14] Hoque, K. E., Bt Kenayathulla, H. B., D/O Subramaniam, M. V., & Islam, R. (2020). Relationships Between Supervision and Teachers' Performance and Attitude in Secondary Schools in Malaysia. *SAGE Open*, 10(2). <https://doi.org/10.1177/2158244020925501>
- [15] Karyawati, L., & Kejora, M. T. B. (2022). Pembelajaran Daring Membaca Alquran di Masa Pandemi Covid 19 Lilis. *Jurnal Ilmu Pendidikan*, 4(2), 2938–2949. <https://edukatif.org/index.php/edukatif/index>
- [16] Kejora, M. T. B., Fahmi, I., & Pahlevi, M. R. (2021). Pelatihan Dasar Kepemimpinan Berbasis Alqur'an Dan Skill Abad 21 Bagi Remaja Santri. *Jurnal Pendidikan Tambusai*, 5(3), 6716–6725. <https://jptam.org/index.php/jptam/article/view/2014%0Ahttps://jptam.org/index.php/jptam/article/download/2014/1823>
- [17] Kusumaningtyas, A., & Setyawati, E. (2015). Teacher Performance of the State Vocational High School Teachers in Surabaya. *International Journal of Evaluation and Research in Education (IJERE)*, 4(2), 76. <https://doi.org/10.11591/ijere.v4i2.4495>
- [18] Laal, M., Khattami-Kermanshahi, Z., & Laal, M. (2014). Teaching and Education; Collaborative Style. *Procedia - Social and Behavioral Sciences*, 116, 4057–4061. <https://doi.org/10.1016/j.sbspro.2014.01.890>
- [19] Moleong, L. J. (2018). *Metodologi Penelitian Kualitatif [Qualitative Research Methodology]*. PT Bandung: Remaja Rosdakarya.
- [20] Mu'Alimin, Syahrir, S., Meriyati, Fauzan, & Thoyib, M. (2020). Teachers' performance in Madrasa Aliyah Central Lampung Regency. *Universal Journal of Educational Research*, 8(4), 1341–1344. <https://doi.org/10.13189/ujer.2020.080426>
- [21] Mulyasa, E. (2013). *Uji Kompetensi dan Penilaian Kinerja Guru*. Bandung: Rosda.
- [22] Romadona, M. R., & Setiawan, S. (2020). Communication of Organizations in Organizations Change's Phenomenon in Research and Development Institution. *Journal Pekommas*, 5(1), 91. <https://doi.org/10.30818/jpkm.2020.2050110>
- [23] Rusdiman AB, Paningkat Siburian, Saut Purba, & Osberth Sinaga. (2022). Academic Supervision Model In Improving Teacher Performance. *International Journal Of Humanities Education and Social Sciences (IJHESS)*, 1(6), 863–871. <https://doi.org/10.55227/ijhess.v1i6.171>
- [24] Sabrina, F. F., Darmiyanti, A., & BK, M. T. (2020). Kompetensi Manajerial Kepala Sekolah Untuk Meningkatkan Mutu Guru. *Idaarah: Jurnal Manajemen Pendidikan*, 4(2), 239. <https://doi.org/10.24252/idaarah.v4i2.16740>
- [25] Saleh, S. (2017). The Development Of Supervision Model Using Kkg In Improving Professional Abilities Of Primary School Teachers. *International Conference on Education, Science, Art and Technology, July*, 176–182.
- [26] Sitika, A. J., Kejora, M. T. B., & Syahid, A. (2021). Strengthening humanistic based character education through local values and Islamic education values in basic education units in purwakarta regency. *Ilköğretim Online*, 20(2), 22–32. <https://doi.org/10.17051/ilkonline.2021.02.06>
- [27] Subawa, I. M., Agung, A. A. G., & Yudana, I. M. (2015). Akademik , Dan Motivasi Berprestasi , Terhadap Kinerja Guru Pns PADA SMP Negeri Di Kecamatan Gerokgak. *E-Journal Pascasarjana Universitas Pendidikan Ganesha*, 6(1).

- [28] Sufiati, V., & Afifah, S. N. (2019). Peran perencanaan pembelajaran untuk performance mengajar guru pendidikan anak usia dini. *Jurnal Pendidikan Anak*, 8(1), 48–53. <https://doi.org/10.21831/jpa.v8i1.26609>
- [29] Suharsaputra, U. (2012). *Metode Penelitian Kuantitatif Kualitatif dan Tindakan*. Bandung: Refika Adhitama.
- [30] Suharsaputra, U. (2013). *Administrasi Pendidikan*. Bandung: Refika Adhitama.
- [31] Sulisworo, D., Nasir, R., & Maryani, I. (2016). Identification of teachers' problems in Indonesia on facing global community. *International Journal of Research Studies in Education*, 6(2). <https://doi.org/10.5861/ijrse.2016.1519>
- [32] Supardi. (2013). *Kinerja Guru*. Bandung: Raja Grafindo Persada.
- [33] Sutarjo. (2014). Supervisi Pengawas Dan Kepala Sekolah Dalam Peningkatan Mutu Pembelajaran (Studi Kasus Pada SMA Negeri Di Kabupaten Karawang). *Jurnal Pendidikan Unsika*, 2(1), 105–117. <http://lonsuit.unismuhluwuk.ac.id/index.php/glasser/article/view/6/6>
- [34] Syukri, Harun, C. Z., & Usman, N. (2015). Pelaksanaan Supervisi Akademik Oleh Kepala Sekolah Untuk Meningkatkan Kinerja Guru Sekolah Dasar Pada Gugus I Uptd Dewantara Aceh Utara. *Jurnal Administrasi Pendidikan Program Pascasarjana Unsyiah*, 3(2), 79–90.
- [35] Taufik, Muhamad. (2018). *Hubungan Kepemimpinan Transformasional dan Supervisi Kepala Madrasah terhadap Kinerja Guru Madrasah*. Universitas Islam Negeri Sunan Gunung Djati Bandung.
- [36] Taufik, Muhammad. (2020). *Strategi Role Of Islamic Religious Education In Strengtheing Charachter Education In The Era Of Industrial Revolution 4.0*. 20.
- [37] Trimio, T. (2011). Peningkatan Keterampilan Dasar Mengajar Guru Melalui Supervisi Klinis Di Sdn 1 Magelung Kabupaten Kendal. *Jurnal Penelitian Pendidikan Unnes*, 28(1), 124987. <https://doi.org/10.15294/jpp.v28i1.5617>
- [38] Victorynie, I., Othman, A. Bin, Ahmad, I. S., & Suhailah Binti Hussien, 4. (20212). Academic Supervision in Integrated Islamic Elementary Schools During the COVID-19 Pandemic. *Indonesian Journal of Islamic Education Studies (IJIES)*, 5(1).
- [39] Wahyudin, U. R., & Bk, M. T. (2022). *Sustainable Professional Development : Skills and Needs for Scientific Publication Training for Elementary School Teachers*. 11(1), 142–153.
- [40] Wardani, R. K., Rahmawati, D., & Santosa, H. (2021). The Role of Academic Supervision and Communication on Teacher Performance. *Journal of Education Research and Evaluation*, 5(2), 302. <https://doi.org/10.23887/jere.v5i2.30212>
- [41] Widyanto, I. P., & Wahyuni, E. T. (2020). Implementasi Perencanaan Pembelajaran. *Satya Sastraharing*, 04(02), 16–35.