

The Role of Supervisors and Principal in Increasing Teacher's Competencies at Madrasah Aliyah Ma'arif NU Kencong Jember

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Abstract.

This paper talks about the roles of supervisors and principals of madrasah. The teachers as educators and mentors have an important influence in the world of education. The continuity of a good education cannot be separated from educational components such as professional administrator teachers, the control of supervisors, and school principals. The teacher competencies are pedagogic, personality, social, and professional competencies. The existences of supervisors are to providing guidance, coaching, and evaluation in all learning education units. It is an effort to improving the quality of the institution. Therefore, the principal as the highest leader in educational institutions automatically has responsibility for all that happens. In developing educational institutions, the principal has several important roles, namely, as an educator, manager, administrator, supervisor, leader, innovator, and motivator.

Key Words: Supervisor, Principal, Teacher's Competencies

I. INTRODUCTION

Some efforts to improve an education always continues to be developed to produce the quality of human resources that are able to exist in the global world. The development of education in the question is education which related to the development and change of students both in quality and quantity. The function of education as contained in law No. 20 of 2003 chapter 2 article 3 is "The function of national education is to develop the ability and creating the character of civilization of a dignified nation in the context of developing the potential students to become human beings who are pious, faith in God Almighty, good morals, noble, healthy, knowledgeable, creative, independent, and become a democratic, and responsible citizen."

This function shows the personal character of students who are expected to be formed through education.¹ Education is important to continue to be improved because education also contributes and even determines the quality of life of the nation and state.² It can be said that a successful nation is based on the high quality of education. Principals are required to continue to instill positive values, religion, nationalism, and piety to the Almighty God. The existence of teachers in educational institutions are the spearhead of success and the quality of education itself so that teachers inevitably have to have adequate abilities and competencies. One of the competencies that must be possessed by teachers is pedagogic competence, which is related to the teacher's ability to master learning materials. Apart from pedagogic competence, teachers obligated to have personal, social, and professional competencies. Hence, a teacher must have these four competencies. Teacher competencies are several abilities that must be possessed by a teacher in carrying out teaching and learning process activities. Teachers who are referred to as professionals must have four competencies as mentioned above, namely pedagogic, professional, social, and personality competencies. Where every teacher must have these four competencies. And if you have these 4

competencies, then a teacher or educator is said to be a professional teacher. But the field shows that there are still many teachers who do not have the competencies that teachers must possess.³

In the field, there are still many teachers who ignore the importance of competence that must be possessed by themselves as a teacher. An incident like this will be very fatal if the principal and supervisor do not provide guidance to the teachers who do not have the competence. But, it will be different if the principal and supervisor take action and real handling steps in an effort to overcome the problems that occur among teachers. The supervisors and principals are very decisive and play an important role in improving the quality of education.⁴ Teachers as spearheads in the success of the education process, it is necessary for supervisors and principals to provide direction and guidance so that teachers have sufficient competence. Departing from it all, the author raised the title "The Role of Supervisors and Heads of Madrasah in Improving Teacher Competence at Madrasah Aliyah Ma'arif NU KencongJember".

II. METHOD

In this study used a qualitative case study. The qualitative research method was scientific research that aims to understand a social phenomenon by prioritizing a process of deep interaction and communication between researchers and the phenomenon under study.⁵ Thus, in qualitative research, the researcher became the source of the instrument, namely the direct data collector. This research was descriptive analysis which the data collection is done through; observation, interviews, and documentation. Then, the researchers conducted the analysis until the research declared completely.

III. RESULT AND DISCUSSION

The Synergy of Supervisor and Principal

Understanding the meaning of synergism can be seen from the meaning of the root word. Synergy came from the root word "synergy," it meant a joint relationship, activity, cooperation, or operation. The synergizing meant uniting with one another in an effort to provide higher strength. By synergizing, it denoted a new something amazing that had never existed before.⁶

Najati and Rahmat revealed as quoted in TrianaRahmawati and Irwan Noor were giving the meaning that synergism was a combination of efforts to achieve greater results. We could understand that synergy was a combination of several elements that were nothing but, done to performed and produced better results.⁷ So, synergy can be defined as the relationship or cooperation of different elements that produced new outputs that are much better than the previous output. The concept of synergy can be done in two ways, namely by communicating and coordinating:⁸

a. Communication

- 1) Communication interpreted as an expression of whether it was a question or statement expressed through spoken language or certain signs that aim to get the communicator's message to the communicant.
- 2) Another understanding related to communication: communication was a stimulus from the communicator to getting a response from the communicant.

b. Coordination

In addition to communicating, achieving work together required coordination by one party to another. Because, it provided harmony, run on the axis, and strengthen each other. However, there were several things that must be considered in order for effective and efficient communication to occur, namely:

- 1) Coordinating with direct personal relationships would be faster and easier.

- 2) The coordination was better done at the beginning of planning to carry out certain policies.
- 3) The coordination carried out continuously was not hindered by space and time.
- 4) The coordination must be updated; it was considering the pace of development and changing times.
- 5) Before coordinating first was formulating the goals or interests of coordinating. So, the coordination was effective and on target.
- 6) The coordination was done simply but right on target.
- 7) The coordination in the preparation of tasks and authorities reduced internal conflicts. It also provided a common vision and mission in work.
- 8) A good coordination was carried out with good communication. The meaning of good coordination would occur if it was not communicating properly. Because a key to coordination was communication
- 9) Ensuring coordination between employees carried out by the supervisory leader.

The Supervisory efforts in improving the quality of education

In the Regulation of the State Minister for Empowerment of State Apparatus and Bureaucratic Reform Number 21 of 2010 Article 1 Paragraph 2 were on the Functional Positions of Madrasah Supervisors and their Credit Scores, it explained that Madrasah Supervisors are "The civil servant who given full duties, responsibilities, and authorities by officials authorized to carry out academic of managerial supervision in educational units. Madrasah supervisors as referred to in article 1 were career positions that could only be occupied by teachers with the status of civil servants."⁹

Besides, Syaiful Sagala in the book of Learning Supervision said that madrasa supervisors were "Professional education personnel who given full duties and responsibilities by authorized officials to carried out the task of coaching and supervising the education unit."¹⁰

So, it could be concluded that madrasa supervisors were professionals in charge of supervising the implementation of education in madrasas by providing guidance, assessment and assistance to plan, implement and assess the learning process, performance and behavior in order to improve the quality of madrasas and the performance of educators and education staff.

According to Kahothere were four objectives of the supervision of education, namely;

- a. To find out whether the implementation has been in accordance with the plan that has been set or not.
- b. To find out what difficulties encountered by the implementers. So, the corrective steps could be taken in the future.
- c. To simplify or lighten the task of the executor, because the executor may not be able to see the possibilities of mistakes made because of their daily activities; and
- d. The supervision was not to find the fault, but to correcting the mistakes.

From several descriptions related to the objectives of the supervisor, it can be understood that supervision in education had aims to ensure the goals and targets of education that have been set run smoothly. Meanwhile, the main tasks that must be carried out by madrasa supervisors were:

First, it carried out of monitoring. In this activity, a supervisor monitors the implementation of the madrasah program in accordance with the National Education Standards and its development process.

Second, it was a supervisor required to conduct coaching. At this stage the madrasa supervisor provides guidance in the form of guidance and training for madrasah principals, teachers and madrasah staff in order to improve the quality of madrasas and improve the performance of educators and their education.

Third, it conducted of evaluations. After conducting monitoring and coaching, a supervisor needed to conduct an evaluation to saw the results of the development of madrasa program.

The Principal Madrasah

The principal was someone who had full responsibility for the running of all programs in an institution. In carrying out his responsibilities, the head of the madrasa had several important roles that must be carried out. The roles of the head of the madrasa (principal) were:

According to Purwanto, the Head of Madrasah has ten roles, namely: as an executor, a planner, an expert, an overseeing the relationship between members, representing the group, acting as a rewarder, acting as a referee, a responsibility holder, as a creator, and as a supervisor's father.¹¹

Looking at the various roles of the principal of the madrasa above, it can be concluded that the head of the madrasah was an important part of the madrasah. The madrasah principals have to responsibility in carrying out all of their roles. The principals required to have the ability to transformed ideas, imagination and became a big wished into a reality.¹²

There were seven functions of the head of the madrasah, namely as follows:

a. The Principal as an Educator

In carrying out its function as an educator, the head of the madrasah have to the right strategy to improve the professionalism of the education staff. It used to creating a conducive madrasa climate, to providing advice to madrasa residents, to encouraging all educational staff, and to implementing interesting learning models.

b. The principal as a Manager.

Management as a process, because all managers with special dexterity and skills strived for various interrelated activities that could be utilized to achieved the planned goals. These activities include:

First, planning in the sense that the head of the madrasa must really thought, formulated in a program the goals and actions that must be taken.

Second, organizing meant that the head of the madrasa must be able to collect and coordinate human resources and madrasa material resources, because the success of the madrasa is very dependent on the ability to organize and utilize various resources in achieving goals.

Third, leading in the sense that the head of the madrasa was able to direct and influence all human resources to carry out their essential tasks, by creating the right atmosphere for the head of the madrasa to help human resources to do the best things.

Fourth, controlling in the sense that the head of the madrasa is guaranteed that the madrasa is running to achieve its goals. If there is an error between the existing parts of the madrasa, the head of the madrasa must give instructions and straighten.

In order to carried out their roles and functions as managers, the madrasah principals had to the right strategy to empower educational staff through cooperation, to providing opportunities for education staff and to improved their profession, and encourage the involvement of all educational staff in various activities that supported madrasa programs. Hence, improving the quality of education indicated by good conditions, fulfilling the requirements, and all the components must be containing in education. The components were: inputs, processes, outputs, education personnel, infrastructure and costs that must be synergized.¹³

c. The principal as an Administrator

The principal as an education administrator had responsibility for the implementation of education, and teaching in his institution. Therefore, to be able to carry out their duties properly, the principal should understand, master and be able to carry out some activities which related to his function as an education's administrator.¹⁴ The principal as an administrator should be able to apply these functions to the management of the madrasa which was the lead.

d. The principal as a Supervisor

The main activity of madrasa education to realize the goals was learning activities. So, all madrasa organizational activities lead to the achievement of learning efficiency and effectiveness. Therefore, one of the duties of the principal was as a supervisor, namely supervising the work and carried out by educational staff.

e. The Principal as a Leader

The principal as a leader must be able to provide instructions and supervision. In order to increase the willingness of educational staff, opening two-way communication, and delegating tasks. The principal as a leader must have a special character that included personality, basic skills, experience, and professional knowledge as well as administrative of supervisory knowledge.

f. The Principal as an Innovator

The principal as an innovator reflected in the ways he did his work in the constructive, delegation, integrative, rational, objective manner, pragmatic, exemplary, and disciplined, as well as adaptable and flexible. The principal as an innovator must be able to found, carried out the various reformed in the madrasah and to innovated new and better things.

g. The Principal as a Motivator

The principal as a motivator must have the right strategy to motivated education's staff in carried out various tasks and functions. It has grown through the arrangement of the physical environment, setting the work atmosphere, discipline, encouragement of appreciation, effectively, and providing various learning resources through the development of learning centers.

The Teacher's Competence in Improving The Quality of Learning in Madrasas

The teacher competence was the ability of education personnel both internally and externally. Ironically, abilities that have been prioritized so far have always prioritized external competencies, namely competencies that are oriented to the process of delivering materials or teaching materials, not to others. W. Robert Houston defined competence as quoted by Abdul Mujib, that "competence ordinarily is defined as adequacy for a task or as possession of require knowledge, skills, and abilities" by one's position). This definition implies that prospective teachers need to prepare themselves to master a number of special knowledge, skills, and abilities related to the teaching profession.

a. Pedagogic competence

Pedagogic competence is the ability to understand students, design and implement learning, evaluate learning outcomes, and develop students to actualize their various potentials.

b. Personal Competence,

This competency shows that the teacher's personality behavior becomes a role model for students. The process of interaction and communication with students takes place in harmony. Harmonious means polite, well-behaved, peaceful, cool and arouses mutual respect and respect between educators and students. Furthermore, the personality becomes a medium for transforming noble values to students, as well as an internalization process within students.

c. Professional Competence

Professional competence is mastery of the educational foundation, recognizing the function of madrasas in society, recognizing psychological principles that can be used when dealing with students, mastering lesson materials, skilled in preparing learning programs, being able to select and develop learning materials, being able to choose and develop learning resources properly and appropriate and able to operationalize learning programs both inside and outside the madrasa.

d. Social Competence

In the social order of society, the position of the teacher is in a very respectable place. Because of the community views the teacher not only as a place to seek and ask for knowledge about everything but also as a role model in their social life. Therefore, teachers are a strategic component in society. The reality today is that the existence of teachers does not receive a response in the midst of society. This illustrated that there is something wrong with the teacher's role in the community. The teacher's profession is only

carried when he is in the madrasa and outside of that he doesn't even behave as a teacher anymore. This makes the community sad about the existence of teachers now. In fact, the teacher's gait in the midst of society becomes a reference for solving the problems they experience. Teachers are also nothing but part of the community they live and socialize with.

Synergy of Supervisor and Principal of Aliyah Ma'arif NU Kencong

The role of supervisors and principals was very important for teachers, and students, in general, principals had responsibilities as leaders in the fields of teaching, curriculum development, student administration, staff personnel administration, community relations, school plant administration, and school organizational equipment. In empowering the community and the surrounding environment, the principal was the key of success which pay attention to what happened in schools, students and what parents and the community think about the school. The way the principal works and the way he views his role influenced by his personality, professional preparation and experience, and the decisions made by the school regarding the principal's role in the field of teaching.¹⁵

In modern education management, principals must at least be able to function as educators, managers, administrators, supervisors, leaders, innovators and motivators (EMASLIM).¹⁶ Teaching and learning activities were the cores of the educational processed, teachers were the main implementers, and developers of the curriculum in schools. Principals who show high commitment and focus on curriculum development and activities pay attention to the level of competence of their teachers at the same time will always try to facilitate and encourage teachers to continuously improve their competencies, so that teaching and learning activities can run efficiently and effectively.¹⁷

In carrying out its function as an educator, the principal must have the right strategy to improve the professionalism of the education staff in his school. In creating a conducive's school climate, providing advice to school residents, providing encouragement to all educational staff, and implementing interesting learning models, such as team teaching, moving classes, and holding acceleration programs for students who were smart above normal. In carrying out its function as an educator, the principal must have the right strategy to improve the professionalism of the education staff in his school. This can be done by creating a conducive school's climate, providing advice to school residents, providing encouragement to all educational staff and implementing interesting learning models, such as team teaching and moving classes.

As educators, principals must always strive to improve the quality of learning carried out by teachers. This is done by guiding teachers in preparing teaching programs, implementing teaching programs, evaluating learning outcomes, analyzing learning evaluation results, and implementing enrichment and improvement programs. Principals who showed a high commitment, focused on curriculum development and learning activities in their schools would give pay attention to the level of competence of their teachers. In this case, the principal of the MA Ma'arif NU Kencong always carried out his duties as an educator. As the principal, he always tries to facilitate and provide encouragement so that teachers can improve their competence, so that teaching and learning activities in the classroom can run effectively. One of his forms of facilitating teachers to improve their competence is by involving teachers to participate in various trainings, KKG, MGMP, Bimtek, etc. The principal also always provides suggestions and criticisms to teachers who do not meet teacher standards in order to improve their quality as professional educators.

Besides facilitating teachers by participating in various trainings and workshops, the principal also provides intensive guidance to teachers with regard to learning administration to classroom learning activities. This is done so that the principal can find out the shortcomings and problems faced by the teachers so that they can find the right solution to overcome them. Not only by providing guidance to teachers, but also to students so that school principals can find out how far the development of the situation and condition of each class and the development of each student.

Educator competencies are needed to provide input for school principals in understanding learning strategies, so that they will support themselves in fixing learning activities managed by teachers. The high knowledge of the principal in understanding the curriculum and the learning process is able to provide encouragement for teachers to improve the quality of the learning they do. The principal as an administrator has a very close relationship with various administrative management activities that are recording, compiling and documenting all school programs. The principal must have the ability to manage student administration, manage personnel administration, manage facilities and infrastructure administration, manage archive administration, and manage financial administration. Therefore, the principal as an education administrator must arrange the school organization he leads, carry out the division of tasks and authorities to teachers and school employees in accordance with the organizational structure that has been prepared and agreed.

The principal as an administrator is also responsible for the smooth implementation of education and teaching in his school. The principal always tries to make everything in his school run smoothly. This includes all school activities, such as teaching and learning processes, students, personnel, infrastructure, administration and finance as well as regulating school relations with the community.

The principal as supervision is one of the main tasks in the administration of education, not only the job duties of inspectors and supervisors, but also the principal's work towards school employees. To answer the question of what is done by a principal as a supervisor, we need to recall the notion of supervision. Supervision is the activity of determining the essential conditions/conditions that will ensure the achievement of educational goals.¹⁸ Seeing this understanding, the principal's task as a supervisor means that he must research, find and determine which conditions are needed for the progress of his school. The principal must be able to examine which requirements already exist and are fulfilled, and which ones do not exist or are not maximally available. In principle, every education staff or teacher must be supervised periodically in carrying out their duties. If the number of teachers was large enough, the principal could ask his deputy or senior teacher to help carry out supervision. In carrying out his duties as a supervisor, Mr. Muslih as a school principal did not do it alone, he also assisted by several senior teachers to carried out a supervision of other teachers. He did this because it was very effective and efficient as a form of supervision. Another form of supervision carried out by Mr. Muslih was by conducting the regular'sclass, he visited the teacher who was teaching to examine how his teaching method was, then hold a discussion with the teacher concerned. As a school principal, you must always emphasized to the teachers to improved their respective abilities, qualities and instill enthusiasm, and an attitude of not being satisfied with what has been obtained.

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