



The Role of Madrasah Heads as Academic Supervisors in Improving Teachers' Pedagogic Competencies

Lia Nurhayati¹, Priyo Susilo¹

¹Muhammadiyah University of Gorontalo, Indonesia

*Corresponding Author: Lia Nurhayati



Article Info

Article history:

Received 28 February 2022
Received in revised form 23
March 2022
Accepted 27 March 2022

Keywords:

Supervisor
Pedagogic Competence
Teaching

Abstract

A teacher must not only be excellent at teaching, but also have a wide knowledge base, be smart, and be able to interact with students effectively. Pedagogic competence, social competence, personality competence, and professional competence are the four qualities that teachers must demonstrate in order to be effective in their roles. The teaching profession is a unique sphere of employment that necessitates the use of professional standards. Madrasah Ibtidaiyah Al-Khairat is one of the several Madrasahs that operate under the auspices of the Ministry of Religion of the North Bolaang Mongondow Regency. It is located in the village of Ibtidaiyah Al-Khairat. Faculty members' professional talents are intended to be improved via academic supervision provided by the madrasah's administrator.

Introduction

Teachers in the classroom are seen as having the ability to play an important role in the learning process, particularly in assisting students in developing positive attitudes toward learning, arousing curiosity, encouraging independence and accuracy of intellectual logic, and creating conditions for success in learning. As a result, in addition to being excellent at teaching, a teacher must also possess a wide knowledge base, be knowledgeable, and be able to interact well with students.

The teaching profession is a unique sphere of employment that necessitates the use of professional standards. They must possess the following characteristics: (1) skills, interests, vocations, and ideals; (2) educational credentials and educational background appropriate to their area of work; and (3) the essential competences appropriate to their sphere of responsibility. Also required are the following: (4) conformity with the professional code of ethics, (5) rights and obligations in carrying out their duties, (6) the opportunity to develop their profession sustainably, (7) the ability to obtain legal protection in carrying out their professional duties, and (9) the existence of an organization that is a legally recognized legal entity for the purpose of carrying out their professional duties.

When it comes to transforming student orientation from ignorance to knowledge, from dependence to independence, from unskilled to skilled, teacher performance and competence are the most important factors to consider. Learning methods no longer prepare passive students, but knowledgeable students who are always able to absorb and adapt to new information by thinking, asking, exploring, creating, and developing certain ways of solving problems that are relevant to their lives.

There are four competencies in teaching performance, according to the Academic Qualification Standards and Teacher Skills document. These competencies include pedagogic competence, social competency, personality competency, and professional competency.

The following pedagogic competencies are required: (1) mastering the characteristics of students in terms of their physical, moral, social, cultural, emotional, and intellectual aspects; (2) mastering learning theory and educational learning principles; (3) developing a curriculum related to the field of development being taught; (4) organizing educational development activities; (5) utilizing information and communication technology for the benefit of organizing educational development activities; (6) utilizing information and communication technology for the benefit of organizing educational development activities.

The supervisor, who is the leader of the Madrasah, is responsible for carrying out academic supervisory activities in order to enhance the four teacher competences. In this work, the development of teacher pedagogic competence is the main focus of the discussion. Academic supervision requires strong intellectual, interpersonal, and technical abilities in order to be successful. The concept of academic supervision is one of the dimensions of competence that every madrasah principal must be familiar with and understand, and this is true for every madrasah principal because one of the dimensions of competence that every madrasah principal must understand and master is the dimension of academic supervision.

Academic supervision is a coaching activity that involves giving technical help to instructors while they are carrying out the learning process with the goal of improving the professional skills of teachers as well as the quality of the learning experience for students. In order to provide academic supervision, the madrasah principal must first gain an understanding of the concepts, principles, basic theories, characteristics, and development tendencies of each field of development in schools/madrasas or subjects in madrasas, including: (1) understanding the concepts, principles, basic theories, characteristics, and development tendencies of each field of creative, innovative, problem solving, critical thinking, and entrepreneurial instinct development; (2) guiding teachers in compiling the syllabus for each field of development in schools/m

This concept of capacity development should not be limited to increasing teachers' knowledge and teaching skills alone, but should also be broadened to include increasing their commitment or willingness to work or motivation, because improving teachers' ability and motivation to work will result in improved student learning outcomes.

Located in North Bolaang Mongondow Regency, Madrasah Ibtidaiyah Al-Khairat is one of several Madrasas that operate under the supervision of the Ministry of Religion. The Madrasas is always striving to enhance academic quality, as seen by the many renovations that have been made. Faculty members are subjected to regular academic monitoring activities carried out by the madrasa's head, who is particularly concerned with enhancing the pedagogic competency of instructors.

A question that has been raised is: how effective has the madrasa principal been as an academic supervisor in helping teachers at Madrasah Ibtidaiyah Al-Khairat in North Bolaang Mongondow Regency improve their pedagogic competence?

Methods

The themes of this research were academic supervision and pedagogic competence in the classroom of a teacher. The study will take place in Madrasah Ibtidaiyah Al-Khairat, which is located in North Bolaang Mongondow Regency. Beginning with observational activities and progressing to interviews and documentation by tracing papers connected to academic supervision activities carried out by the madrasa principal, the study will be carried out from July to September 2021.

Teachers' pedagogic competence is improved via the use of academic supervision, and this research requires information on how academic supervision has been implemented. As a result, observation, interviews, and documentation were employed as data gathering approaches in this study. The data for this research was gathered via the use of interviews, documentation, and observation approaches.

Initially, the qualitative descriptive method was used to evaluate the data in this research, and then thematic analysis was used to compare the data collected at each step of the investigation, and finally the study was ended. A data collection flow, data presentation flow, data reduction flow, and verification conclusion flow are all used in this theme analysis, and they are all documented.

Results and Discussion

Academic supervision activities, such as the MGMP (Subject Teacher Conference), educational courses, workshops, supervision, and school meetings, may all help to increase the pedagogic competence of teachers and, as a result, improve the overall quality of schools. Mutual learning between instructors and the conduct of Lesson studies (Tedjawati, 2011), action research, study groups, case discussions, and lesson studies are all effective ways to improve other pedagogic abilities (Department of Education & Training). Teacher leadership is essential in enhancing teacher pedagogy since it is responsible for generating teacher motivation and encouragement to work toward shared goals and objectives (Musadad, 2010). Learn about students' perspectives on learning and how to help them improve their performance (Fullan & Langworthy, 2014). Teaching competence can be improved through external support such as training and financial assistance from government or the education office, as well as teacher monitoring and evaluation. Examples of external support include training and financial assistance from the government or the education office (Wilson & Chaddha, 2009).

The principal of Madrasah Ibtidaiyah Al-Khairat in North Bolaang Mongondow Regency has developed a strategy for improving teacher pedagogic competence, which includes developing an annual program, School Work Plan (RKS), and School Budget Activity Plan (RKAS), which has been developed with the participation of school personnel, particularly teachers, in the form of teacher professional development through MKKS and MGMP activities, the suitability of teacher diplomas with the requirements of th It can be shown that all instructors were successful in carrying out learning programs, creating syllabuses and lesson plans, and having a thorough understanding of the learning materials.

The strategy of the head of Madrasah Ibtidaiyah Al-Khairat in empowering educational staff in schools is manifested in the provision of dynamic directions, the coordination of educational staff in the completion of tasks, the awarding of prizes to those who excel, and the imposition of punishments (punishments) on those who are less disciplined in the performance of their responsibilities. Once this is accomplished, the technique used by the madrasa's head is to conduct assessments that are planned, regular, and systematic in nature. Sometimes, the head of the madrasa will carry out evaluations on the spot, without informing the teacher. The results of the evaluation will be compiled into a note for the head of the madrasa, and it will be submitted to MGMP meetings and forums as a follow-up to the evaluation that has already been carried out.

Supervision

Academic supervision is a set of activities that are designed to assist instructors in developing their capacity to control the learning process in order to accomplish learning goals in the classroom. Glickman is a writer and editor who lives in New York City (1981). Meanwhile,

academic supervision, according to Daresh & Playko (1989), is an endeavor to assist instructors in developing their skills to attain learning objectives in the classroom. Academic supervision, on the other hand, is not intended to evaluate teacher effectiveness in controlling the learning process, but rather to assist instructors in developing their professional abilities. Academic supervision, on the other hand, cannot be separated from the evaluation of a teacher's ability to manage the learning environment. According to the definition given above, academic supervision is a set of actions designed to assist instructors in developing their capacity to control the learning process. Therefore, evaluating teacher performance in managing the learning process is an activity that cannot be ignored (Sergiovanni, 1987). An important aspect of a series of academic supervision activities is the evaluation of teacher performance in managing the learning process as a process of giving estimations of the quality of teacher performance in managing the learning process. If academic supervision is defined as a series of activities designed to assist teachers in the development of their abilities, then it is necessary to conduct an assessment of the teacher's abilities prior to implementing academic supervision in order to determine which aspects of the teacher's abilities need to be developed and how to develop them.

A teacher's performance evaluation in academic supervision, according to Sergiovanni (1987), should be based on a practical reflection that takes into account the reality of the situation in order to answer questions such as "what really occurs in the classroom?" Is it possible to see what students and teachers are really doing in the classroom? For both instructors and students, which of the total activities in the classroom is most significant to them? What steps have been taken by instructors to help students achieve their academic goals? What are the advantages and disadvantages of becoming a teacher, and how may they be strengthened? The responses to these questions will provide information about the teacher's capacity to manage learning activities, which will be used to evaluate the teacher's performance.

There is nevertheless one point that must be stressed here: just because a task or academic supervision activity has been finished does not indicate that the design and execution of its ability development have been accomplished. Consequently, instructors will be able to support learning for their pupils via the use of academic monitoring. The authors of Alfonso et al. (1981) said that "instructional supervision is defined as: conduct formally intended by the organization that directly impacts teacher behavior in such a manner that student learning is facilitated and organizational objectives are achieved."

There are three primary (essential) notions in academic supervision according to Alfonso, Firth, and Neville. These concepts are as follows: (1) Academic supervision must have a direct impact on and develop the behavior of teachers in the management of the learning process. A fundamental aspect of academic supervision is that it is objective. This means that you shouldn't make the mistake of assuming that just one optimum technique can be used to all teacher behavior development initiatives. There is no unique academic supervision conduct that is appropriate for all instructors and that is excellent for all students (Glickman & Schantz, 1981).

When developing and implementing academic supervision programs, it is essential to consider the level of ability, need, interest, and professional maturity of teachers, as well as their other personal characteristics (Sergiovanni, 1987; Daresh & Playko, 1989); (2) The behavior of supervisors in assisting teachers in developing their abilities must be explicitly planned, so that the start and end dates of the development program are clearly defined. The concept is implemented in the form of an academic supervision program that is intended to achieve certain objectives. The program should be planned collaboratively by supervisors and instructors since academic supervision is a shared obligation between them; (3) The ultimate objective of

academic supervision is to improve the ability of teachers to promote learning for their pupils; and (4)

The purpose of academic supervision is to assist instructors in developing their skills to help their pupils attain the learning objectives that have been established for them (Glickman & Schantz, 1981). It is anticipated that academic monitoring would result in an improvement in the academic quality of work performed by instructors (Neagley & Evans, 1980). This concept of capacity development should not be limited to increasing teachers' knowledge and teaching skills alone, but should also be broadened to include increasing their commitment or willingness to work or motivation, because improving teachers' ability and motivation to work will result in improved student learning outcomes. Meanwhile, according to Sergiovanni (1987), academic supervision has three objectives: (1) it is held with the goal of assisting teachers in developing their professional abilities in understanding academics, life in the classroom, developing teaching skills, and using their abilities through specific techniques; (2) it is held with the goal of monitoring teaching and learning activities in schools; and (3) it is held with the goal of monitoring teaching and learning activities in schools. In addition to private conversations with the teacher, his colleagues, or some of his students, this monitoring activity can be carried out by visiting the teacher's classes while the teacher is teaching; (3) academic supervision is held in order to encourage teachers to apply their abilities in carrying out their teaching tasks, encourage teachers in developing their own abilities, and encourage teachers in paying serious attention to their duties and responsibilities.

A competent academic supervisor, according to Alfonso et al. (1981), is one who is capable of functioning in order to meet the several goals listed above. Academic supervision will not be successful if it focuses only on one specific aim at the expense of other goals in the future. Academic supervision will only be effective if it is based on these three objectives and is used to influence the teaching behavior of instructors and students. As a result, improvements in teacher conduct toward greater levels of excellence will result in improved student learning behavior. In accordance with the findings of Alfonso et al. (1981), academic supervision conduct is closely connected to and impacts teacher behavior. Theoretically, supervisors may impact the teaching behavior of instructors via academic supervision, resulting in improved conduct in the management of the teaching and learning process. Furthermore, the teaching conduct of an effective teacher will have an impact on the learning behavior of students. In conclusion, it can be said that the ultimate purpose of academic supervision is the development of improved student learning behavior.

Pedagogic Competencies

Pedagogy is a science that investigates how to lead children, how educators should interact with students, what are the responsibilities of educators in the education of children, and what the ultimate objectives of education are for children and adolescents. It derives from the Greek words "paedos" (boy) and "agogos" (to guide, guide), which both imply to guide or to instruct. As a result, pedagogic literally translates as "boy assistant" in ancient Greece, a position whose primary responsibility is to transport the children of his employer to and from school. A pedagogical specialist, to put it another way, is someone who helps children towards achieving particular life objectives, namely so that they would be "able to independently perform their life duties." As a result, pedagogy is defined as the science of instructing children.

Educating oneself, according to John Dewey, is the process of developing essential abilities both academically and emotionally toward nature and one's fellow humans. As previously stated by Sabra Natanata and colleagues, education is a deliberate effort made in either a direct or indirect manner to assist children in their growth till they reach adulthood. According to Ki

Hajar Dewantara, education is the process of directing all of the inherent forces that exist in children in order for them to attain the maximum levels of safety and pleasure as individuals and as members of society. According to Langeveld, education is the process of leading children into adulthood. According to Bojonegoro, education is the process of providing instruction to immature persons throughout their growth and development until they attain adulthood. Finally, according to Rosseau, education is about supplying resources that are not available throughout childhood but are required during maturity. The extent to which adults can assist immature youngsters in reaching maturity is, therefore, the limit of education in a certain sense. Educational endeavors based on the family environment, in the sense of family responsibility, are referred to as family-centered education in this particular meaning of the word.

Teacher pedagogic competence is defined as the capacity or skill of instructors to manage a learning process or to manage teaching and learning interactions with students in the classroom. There are at least seven characteristics of pedagogic competence that must be mastered in order to be considered competent.

The pupils' individual characteristics. Teachers must be able to adjust based on knowledge about the qualities of their pupils in order to assist each student in learning. Intellectual, emotional, social, moral, physical, and other characteristics must be observed, as well as other characteristics. Learning philosophy and ideas of educational learning are covered in this chapter. The instructor must be able to communicate properly with the pupils about the lesson's theory and objectives. Making use of innovative ideas, techniques, and approaches to achieve a certain result Curriculum creation is a process that takes time. Teachers must be able to create a syllabus and lesson plans that are in compliance with the requirements and needs of their students. Curriculum development relates to the considerations of relevance, efficiency, effectiveness, continuity, integrity, and adaptability.

Learning for educational purposes. The instructor not only delivers the subject information, but he or she also assists the students in their learning. In order to attain these objectives, it is necessary to optimize subject matter and material resources. The development of pupils' potential is important. Every learner has a unique set of abilities. Teachers must be able to interpret this information and implement suitable learning strategies in order for each student to reach his or her fullest potential. What is the best way to communicate? When you are a teacher, you must be able to communicate effectively in order to offer good instruction. Teachers must also connect with kids in a courteous and empathic manner. Learning outcomes are assessed and evaluated. The outcomes of the assessment are combined with the learning process. This is done on a constant basis. It is also necessary to evaluate the success of the learning process.

Conclusion

Based on the above discussion, it can be stated that the role of the madrasa principal as a supervisor in enhancing the pedagogic competence of instructors is very essential, and that, as a consequence, certain tactics are required in order to achieve the desired outcomes in this regard. Teachers' mastery of learning materials is achieved through participation in training activities, scientific activities such as seminars, workshops, and the writing of scientific papers in the form of class actions, team teaching, informing MGMP, motivating teachers to continue their education, and providing supervision.

References

- Alfonso, R. J., Firth, G. H., & Neville, R. F. (1981). *Instructional: A Behavior System*. Boston: Allyn and Bacon, Inc
- Daresh, J. C., & Playko, M. A. (1989). In Search of Critical Skills for Beginning Principals.
- Fullan, M., & Langworthy, M. (2014). A rich seam: How new pedagogies find deep learning. staging.oer4pacific.org
- Glickman, L. T., & Schantz, P. M. (1981). Epidemiology and pathogenesis of zoonotic toxocariasis. *Epidemiologic reviews*, 3, 230-250.
- Musadad, A. A. (2010). Peran Kepemimpinan, Etos Kerja, dan Persepsi Kepala Sekolah Terhadap Mutu Pendidikan. *Paedagogia*, 13(2), 142-153.
- Neagley, R. L., & Evans, N. D. (1980). *Handbook for effective supervision of instruction*. Prentice Hall.
- Sergiovanni, T. J. (1987). *The principalship: A reflective practice perspective*. Publication Sales, Allyn and Bacon, Longwood Division, 7 Wells Avenue, Newton, MA 02159 (Order No. H88511; \$34.95).
- Tedjawati, J. M. (2011). Peningkatan kompetensi guru melalui lesson study: kasus di Kabupaten Bantul. *Jurnal Pendidikan dan Kebudayaan*, 17(4), 480-489.
- Wilson, W. J., & Chaddha, A. (2009). The role of theory in ethnographic research. *Ethnography*, 10(4), 549-564.