

PRINCIPAL'S LEADERSHIP IN SUPERVISING TEACHER PERFORMANCE AND LEARNING PROCESS IN MIS AL-HIKMAH NGARESKIDUL MOJOKERTO

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Abstract

A good supervisor can bring significant changes, hold a vision and realize the mission into reality, and set policies and goals to be achieved. The research was conducted at MIS Al-Hikmah Ngareskidul Gedeg Mojokerto with a qualitative approach. Researchers observed all teacher activities, especially in the teacher competency development program in MIS Al-Hikmah Ngareskidul. The focus of this research is the supervisor's leadership in implementing supervision management of teacher performance and the learning process at MIS Al-Hikmah Ngareskidul Gedeg Mojokerto. The data collection techniques used include structured interviews, observation, and documentation with the data subject of the madrasah head of MIS Al-Hikmah Ngareskidul Gedeg Mojokerto. Data analysis was carried out during data collection, and post-collection within a certain period. As a test of data validity, the credibility test or trust test of the research data presented is used. The results showed that supervision has been carried out in the performance of teachers and the learning process at MIS Al-Hikmah Ngareskidul Gedeg Mojokerto of attendance discipline, discipline in making lesson plans, discipline in implementing learning, and discipline in assessing learning outcomes. In addition, the supervisor has also supervised the completeness of teacher administration and the ability of teachers to master the use of information technology. Supervision of the learning process includes supervision of planning, implementation, and assessment of learning.

Keywords: Leadership, Supervision, Teacher Performance, Learning Process.

مستخلص البحث

يمكن للمشرف الجيد أن يحدث تغييرات مهمة، ويحمل رؤية ويحقق الرسالة إلى واقع ملموس، ويضع السياسات والأهداف المراد تحقيقها. تم إجراء البحث في المدرسة الابتدائية الخاصة بالحكمة نغارسكيدول جيديج موجوكرتا بمنهج كفي. وقد راقب الباحث جميع أنشطة المعلمين، وخاصة في برنامج تطوير كفاءات المعلمين في المدرسة الابتدائية الخاصة بالحكمة نغارسكيدول. ونصب تركيز هذا البحث على رئاسة المشرف في تنفيذ إدارة الإشراف على أداء المعلم وعملية التعلم في المدرسة الابتدائية الخاصة بالحكمة نغارسكيدول جيديج موجوكرتا. وتشمل تقنيات جمع البيانات المستخدمة المقابلة المنظمة والملاحظة والتوثيق مع موضوع البيانات رئيس المدرسة الابتدائية الخاصة بالحكمة نغارسكيدول جيديج موجوكرتا. تم إجراء تحليل البيانات أثناء جمع

البيانات وبعد جمعها خلال فترة معينة. وكاختبار لصحة البيانات، تم استخدام اختبار المصادقية أو اختبار الثقة لبيانات البحث المقدمة. أظهرت النتائج أنه قد تم الإشراف على أداء المعلمين وعملية التعلم في المدرسة الابتدائية الخاصة بالحكمة نغارسكيديول جيدج موكوكرطا من حيث الانضباط في الحضور، والانضباط في وضع خطط الدروس، والانضباط في تنفيذ التعلم، والانضباط في تقييم مخرجات التعلم. بالإضافة إلى ذلك، أشرف المشرف أيضا على اكتمال إدارة المعلم وقدرة المعلمين على إتقان استخدام تكنولوجيا المعلومات. ويشمل الإشراف على عملية التعلم الإشراف على التخطيط والتنفيذ وتقييم التعلم.

الكلمات المفتاحية: الرئاسة والإشراف وأداء المعلم وعملية التعلم.

INTRODUCTION

The leadership of a leader is a very meaningful aspect in an organization, because the success or failure of an organization is determined by the leadership of the leader. In educational organizations, with good leadership the teaching and learning process will run easily, employees and staff and other adrift parties are passionate in carrying out their duties and responsibilities. By looking at the skills and authority of a madrasa head in carrying out his leadership, he wants to urge enthusiasm or work enthusiasm in achieving the expected educational goals.

In the context of educational institutions as an organization, supervision is one form of leadership expositions of the madrasah head. Supervision activities are the last function of administration in schools, namely the assessment of all actions of school elements in achieving educational goals, the responsibility of all educational plans can be developed optimally. Supervision correlates with all efforts devoted to the elements of success, especially the performance of masters and learning compositions. By looking at all related aspects in detail and accurately, it is possible to take definite actions to raise the quality of the quality of educational institutions (madrasah) as a whole.

Based on Law chapter XI No. 20 of 2003 article 39 paragraph 2 that teachers are professionals who work to design and conduct training methods, take into account the results of training, carry out education and carry out research and dedication to the community, the most important is for teachers. A reliable teacher must have the minimum requirements, namely; have an educator qualification, scientific competence in accordance with the field, good communication skills with participants, have an innovative and productive spirit, have an activity ethic and are committed to their work and want to improve themselves in a sustainable way through an association, reading, internet, training, workshops and the like.

Supervision is the overall activity that includes programming, organizing and utilizing employees by adjusting their fields in order to achieve efficient and effective results in this study

devoted to teacher performance. Coaching can also be referred to as action, method, better results, as a result of this coaching is intended for correction, development and increase in all views. Teachers as teachers greatly influence the quality of learning, therefore it is necessary to make corrections to improve the achievement of learning quality in an effort to realize professional and quality educators. Teachers' abilities are also influenced by the training programs they participate in.¹ In order to have good abilities, teachers are required to have sufficient academic abilities and be able to apply the knowledge they have to students as a report on the development of student learning.

Here the researcher will conduct research at MIS Al-Hikmah Ngareskidul Gedeg Mojokerto. Researchers observed all teacher activities, especially in the teacher competency development program in MIS Al-Hikmah Ngareskidul. Based on the researcher's observation of the real teacher activities there is still a lack of teacher competency development. The results of dialog with several teachers in MIS Al-Hikmah Ngareskidul known that the need for regular teacher coaching either held by the institution itself or from other education units for example through KKG in order to improve teacher competence. The coaching program needs to be made as a basis for activities to be carried out. This coaching activity greatly influences teachers' expertise in improving their competence in order to achieve quality education. Pedagogic competence refers to expertise in mastering students, professional competence refers to expertise in understanding in-depth upgrading modules that cover subject curriculum modules at school. Character/personality competence is expected that teachers are able to reflect a good attitude and become a reference for their students. On the other hand, social competence means that teachers are able to talk and relate to students, parents and the environment.

METHOD

In this study, basically using a descriptive qualitative approach, it aims to narrate the reality of a perceived by the research subject who collects descriptive information in the form of written or oral words from people and attitudes observed.²

This research uses a case study approach that investigates thoroughly, carefully, and thoroughly a program, event, activity, and process of a group of people. The problem is limited by time and activity, and the researcher collects complete data by using information collection

¹ Didi Pianda, *Kinerja Guru, Kompetensi Guru, Motivasi Kerja, dan Kepemimpinan Kepala Sekolah* (Sukabuni: CV Jejak, 2018), p. 25.

² Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2012), p. 6.

procedures through interviews, observation and documentation. Researchers explore non-quantifiable phenomena that are descriptive in nature.

The presence of researchers in this study is a direct observer for information gathering and a full observer. This research is very meaningful because researchers want to recognize more deeply and be able to narrate how supervision is carried out by the principal/madrasah towards teachers and the learning process at MIS Al-Hikmah Ngareskidul Gedeg Mojokerto.

RESULTS AND DISCUSSION

Principal Leadership in Supervising Teacher Performance at MIS Al-Hikmah Ngareskidul Gedeg Mojokerto

Supervision of teacher performance is carried out by the principal with stages of supervision of discipline in attendance, discipline in making lesson plans, discipline in implementing learning, and discipline in assessing learning outcomes. In addition, the principal also supervises the completeness of teacher administration and the ability of teachers to master the use of information technology. The data obtained is sourced from the results of direct observation of attendance and the Principal Performance Assessment for 2021-2022 semester 2 in February which is obtained from the assessment of the teacher's competence, namely disciplinary supervision, supervision of teacher administration and supervision of the use of information technology. The details of the material are as follows:

a. Supervision of Teacher Discipline

Discipline supervision consists of several documents that contain forms of teacher discipline, including:

1. Discipline in Teaching Attendance

Discipline in teacher attendance, the principal tries to provide guidance and also makes a collective agreement at the initial meeting of the new school year regarding the attendance list. It is expected that all teachers must be absent 15 minutes before the entrance bell rings or 15 minutes before entering class (06.45 am). and all teachers are also required to fill in the attendance list or sign in advance in the attendance list that has been provided as well as when it's time to go home, all teachers are required to fill in the return attendance list at the agreed time (13.30 pm).

2. Discipline in Learning Planning

Efforts to improve teacher discipline in lesson planning by motivating and making disciplinary regulations that make it mandatory for all teachers to make lesson planning

tools by looking at documents or data on the names of teachers who collect their tools in the school vice program. This means that the implementation of disciplinary efforts in the government has been carried out correctly.

3. Discipline in Learning Implementation

The principal as a school leader who acts as an educator, manager, supervisor, innovator, and motivator must try to take actions that create a willingness to work together with enthusiasm and confidence in all his subordinates. by acting firmly to give sanctions or reprimands to those who violate the discipline of teachers in carrying out academic duties is very important for school order.

4. Discipline in Evaluation Implementation

To create teacher discipline in learning evaluation, principals must ensure that teachers evaluate learning correctly based on the programmed evaluation plan.

The implementation of evaluation is a mandatory or main task that must be carried out by every teacher in the context of giving assignments, the results of which are then reported as a report on the results of students' academic development to parents. show the development of their sons and daughters.

b. Teacher Administration Supervision

Teacher administration monitoring documents include material related to professional competence, pedagogical competence, personality competence and social competence. The details are as follows:

1. Professional competence

Documents included in professional competency materials are the preparation of learning material analysis (SKL analysis), education calendar analysis (determining effective weeks/days), making annual programs, making promes, material for making learning tools, material for describing types of assessment, determining time allocations, material for disseminating guidance on literacy and numeracy-based learning techniques.

a) Learning Material Analysis

In this analysis activity, the teacher can adjust the learning material with the student book. Learning materials must be adapted to the growth and needs of students and presented with real examples in everyday life. This analysis will be able to show new notes that will be taken into consideration for educators so that the learning process will be more creative and imaginative in relation to the results of

the analysis and follow-up that has been formulated. Every educator should prepare himself with the textbooks that will be used for teaching.

b) Education Calendar Analysis

That is the teacher's ability to determine the time allocation that will be distributed for each learning material by determining the effective weeks/days contained in each month in one semester per school year based on the education calendar from each province (Regional Office). In analyzing the education calendar, the number of effective days and effective weeks will be known because the education calendar also contains national holidays (Sundays), national holidays, holidays, semester holidays, effective days and facultative effective days

c) Annual Program Creation

In making the annual program, teachers have arranged the allocation of learning time in a year to achieve the desired competency standards (SK) and basic competencies (KD).

d) Semester Program Creation

The semester program facilitates the task of educators in carrying out the learning process in six months, focuses work in meeting scheduled learning targets, is used as a guide for compiling learning tasks, as a reference for teachers in the learning process, a benchmark for learning activities and is a material in compiling data, so that a work balance is formed.

e) Making lesson plan

Learning Implementation Plan is a face-to-face learning process plan in one or more meetings. The lesson plan is taken from the syllabus to determine the student learning process in order to achieve the Basic Competencies (KD). The lesson plan is a learning plan that is assembled in detail from a subject matter with reference to the syllabus.

The preparation of lesson plans can be done by educators individually or in groups through teachers' working groups (KKG) in a particular school facilitated and supervised by the principal or peers, namely teachers appointed by the principal.

2. Pedagogical Competence

Pedagogical competence is the ability of an educator to manage the learning process in teaching readiness as evidenced by mastery and classroom management. This is very

important because teaching is a noble profession with its own characteristics. The basic pedagogical skills needed by a teacher are:

- a) The ability to understand the physical, moral, mental, social, cultural, emotional and intellectual characteristics of learners. This includes understanding students' characteristics, recognizing students' potential in the subjects taught, and recognizing students' prior educational offerings in the subjects taught. Students' learning difficulties in the subject taught.
- b) Mastering learning theories and principles of educational learning, applying various approaches, developing curriculum related to the subjects taught, organizing educational learning, using information and communication technology for learning purposes, facilitating the development of potential, the ability to communicate effectively, kindly, empathetically and politely to students, assessing and evaluating processes and results, using assessment and assessment results for the benefit of learning, the last one must be able to take reflective action to improve the quality of learning.

3. Personality Competence

A teacher must have a good personality. These personalities include: sincerity, piety, friendliness, politeness and courtesy as well as enthusiasm for work and great responsibility.

4. Social Competence

Educators who are part of the community must be able to communicate and interact effectively with students, parents and the surrounding community. The indicators of social competence are that teachers are able to act fairly and non-discriminately, socialize effectively, relate empathetically and politely with fellow educators, education personnel, parents, and the community, able to adapt in places of duty.

5. Information Technology Utilization

With the pandemic, learning is carried out online by utilizing cellphones and computers. Teachers are required to be able to utilize information technology including making powerpoint applications, making google form applications, making classroom applications and using the zoom meeting application.

Principal Leadership in Supervising the Learning Process at MIS Al-Hikmah Ngareskidul Gedeg Mojokerto

Learning supervision or academic supervision is the implementation of learning supervision by conducting assessments and coaching by supervisors to mentored teachers. In determining the overall quality of learning, it includes the stages of planning the learning process, implementing the learning process, and assessing learning outcomes.

Supervision of the learning process is carried out by: 1) comparing the criteria of the process standards with the implementation of learning carried out by the teacher, and 2) identifying the level of teacher performance during the implementation of learning with the competencies possessed by the teacher. Assessment of learning implementation focuses on the overall performance of teachers in implementing learning.

a. Supervision at the Planning Stage

Learning Process. The supervision of lesson planning carried out by school supervisors on teachers is to assess the alignment of lesson plans with the syllabus and parts of the lesson plan (RPP).

b. Supervision at the Learning Implementation Stage

Before evaluating learning implementation, principals first pay attention to the prerequisites for implementing the learning process (study groups, minimum teacher workload, textbooks and classroom management). The school supervisor's assessment of learning implementation by teachers helps assess the quality of the entire learning process consisting of preparatory activities (welcome), core activities (materials) and final activities.

In preparation activities, the teacher 1) prepares students physically and mentally to take part in their learning to the fullest, 2) connects previous learning material with the discussion of the material being studied by asking questions, and 3) explains learning objectives. Provide a summary of the teaching and learning process to be achieved, or the achievement of basic competencies, and a description of the material and learning activities outlined in the curriculum.

To achieve KD, core activities allow teachers to motivate students and provide them with various opportunities, creativity arising from their spontaneous creativity and independence, according to their interests, talents, and abilities, inspiration, interactive activities, fun and physically and psychologically challenging. In addition, do teachers use methods that include exploration, elaboration, and confirmation processes that can be adapted to the characteristics of students and subjects.

With regard to exploration, teachers use the principle of *Takanban* nature (wide open nature) and learn from various sources, use different learning approaches, and actively involve students in various activities of the learning process.

In terms of elaboration, the teacher introduces different reading and writing styles to students through specific tasks with deeper meaning, facilitates students by providing discussion exercises, provides opportunities to think critically, analyze, solve problems, and take a stand without hesitation, allows students to participate in collaborative and collaborative learning, 5) facilitates students in good and healthy competition to increase the level of better learning achievement, 6) makes it easy for students to make reports of explorations carried out both written and orally. 7) provide opportunities for students to present their work individually and/or collectively, 8) help students organize art exhibitions, sports tournaments, festivals and the products they produce, and 9) help students carry out activities that build student pride and confidence.

In terms of confirmation, teachers provide positive and reinforcing feedback in writing, verbal expressions, gestures, or appreciation for student achievement, inform the findings of student exploration or elaboration using existing multimedia, provide opportunities for students to reflect or feedback to gain learning experiences that have been carried out, and provide opportunities for students to have more meaningful learning experiences in improving basic skills,

c. Supervision at the Learning Process Assessment Stage

The summary of the assessment of the teaching and learning process carried out by the principal for each teacher is by providing an assessment of the quality of the learning closure process by seeing whether the teacher has done: 1) accompanying students to make a resume/synopsis/conclusion of the lesson, 2) conducting assessment and/or feedback on learning activities that have been carried out regularly and on schedule, 3) responding to the learning process and learning outcomes by providing feedback, 4) making plans for providing follow-up in the form of remedial activities, enrichment, coaching, guidance services and/or assignments both individual tasks and group assignments based on student abilities through assessment, and 5) conveying plans for discussion material at the next lesson meeting.

CONCLUSION

Based on the results of the explanation in the discussion above, we can conclude that:

1. Supervision of teacher performance carried out by the head of MIS Al-Hikmah Ngareskidul Gedeg Mojokerto includes supervision of discipline, teacher administration, and utilization of information technology . In the supervision of discipline, there are 4 supervisions, namely attendance, planning, implementation, and discipline in evaluating. As for the supervision of teacher administration, it contains 4 competencies that should be inherent in teachers, namely: 1) professional competence which is detailed in the making of learning material analysis, making annual programs, making semester programs, making lesson plans, using or selecting assessment techniques, allocating the right time and disseminating technical guidance on literacy and numeracy-based learning. 2) educational competence, 3) personal competence, 4) social competence. Meanwhile, the utilization of information techniques consists of four skills, namely: the ability to make power points, the ability to make google forms, the ability to manage classrooms and the use of the zoom meeting application.
2. Monitoring/supervision in the learning process carried out by the head of MIS Al-Hikmah Ngareskidul Gedeg Mojokerto includes planning supervision, supervision of learning implementation, and supervision of learning assessment which can be seen in the teacher performance appraisal document for semester 2 of the 2021-2022 academic year.

RECOMMENDATIONS

Based on the results of the research and the conclusions above, the suggestions that can be given by researchers are as follows:

1. Teacher competency improvement programs are needed in the near future and in the following years so that they can be even better so that they can exchange experiences and discuss the problems they are facing.
2. School principals are expected to play a more active role in the Madrasah Working Group (KKM) and motivate teachers to more actively participate in KKG (Teacher Working Group) activities.
3. The institution must make a budget for the implementation of monitoring/supervision of the madrasah head in the Madrasah Budget Activity Plan (RKAM)
4. Coordination with related parties is needed so that the implementation of supervision can be carried out as planned.
5. The need for supervision and monitoring from madrasah supervisors as material for evaluating madrasah so that they can find out the problems that exist according to conditions

in the field.

6. It is necessary to conduct further research on the principal's leadership in supervising teacher performance and the learning process in the post-pandemic period to overcome learning loss due to the pandemic.

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