



ACADEMIC SUPERVISION OF MADRASAH HEADS IN ENCOURAGING TEACHER PROFESSIONALIZATION AT MADRASAH ALIAH NEGERI 2 MUARA BUNGO, BUNGO REGENCY.

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Article history:	Abstract:
<p>Received: April 6th 2023 Accepted: May 10th 2023 Published: June 11th 2023</p>	<p>This study aims to examine the academic supervision of madrasa heads in order to encourage the professionalization of teachers in Madrasah Aliah Negeri 2 Muara Bungo, Bungo Regency. This research approach uses descriptive qualitative research methods with the technique of determining the object of research carried out in a purposive way. Data collection techniques used are observation, interviews and documentation. While the data analysis technique uses a flowing data analysis model, which includes: data reduction, data presentation, and drawing conclusions.</p> <p>Academic supervision activities at Madrasah Aliah Negeri 2 Muara Bungo, Bungo Regency, were carried out in three stages, first; the planning stage through the preparation of schedules, making instruments to be observed and assessed, supervision goals and objectives, as well as supervision techniques and approaches. Second; Supervision is carried out by means of class visits. Third; the follow-up stage, the follow-up stage is carried out by holding the principles of continuous, objective, constructive and democratic. Efforts made by the head of Madrasah Aliah Negeri 2 Muara Bungo, Bungo Regency in encouraging teacher professionalization through academic supervision activities are by involving teachers to be actively involved in the activities of subject teacher consultations (MGMP), Teacher Working Groups (KKG), providing facilities and adequate learning infrastructure, building an academic culture, providing understanding and opportunities for teachers to continue their studies.</p> <p>The supporting factors are; The positive response from some teachers to supervision activities, the availability of sufficient infrastructure to support the quality of teacher learning. While the inhibiting factors namely; the unpreparedness of some teachers to be supervised, the human resources of some teachers who tend to be weak in mastering the method, the teacher's learning strategy is not optimal in utilizing available learning media, there are still teachers who do not understand the use of IT-based media. The commitment and awareness of some teachers is low to continue to update themselves to be better.</p>

Keywords: Academic Supervision, Madrasa Head, Teacher Professionalization

INTRODUCTION

Education is a human need throughout life and always changes because it follows the development of the times, technology and culture of society. Education plays a central role in development in improving the quality of human resources. Education is also a process of transforming cultural values to the nation's generation (Irjus Indrawan : 2021). Education from time to time has progressed very rapidly, as well as sophisticated educational tools, therefore the changes that occur in society are caused by the advancement of the world of education, education does not only penetrate cyberspace which according to old thinking is still in the form of fantasy and wishful thinking, now in the form of reality. Now people can access information via the internet remotely and it is not absolutely necessary to do it face to face or face to face. Instantly people have received information through live television. Developments and changes in advanced education also require us to respond maturely, teaching staff are required to develop their own

abilities with knowledge, skills and expertise so that teachers remain the driving force for achieving civil society (Martinis Yamin : 2010). Educational institutions must have the expected output. School output is school achievement produced by the learning and management process at school (Sofan Amri: 2013). Education is considered as a dynamic process that continues throughout a person's life by way of various experiences either through formal or informal (Chanchal Goel, et. Al: 2014).

The principal as a supervisor is a component that is directly related to the implementation of educational programs in schools. Whether or not the education program in schools is implemented depends on the skills and wisdom of the principal as a leader. Supervision of the school principal is the ability and competence of the principal, both hard skills and soft skills, to influence school resources so that they are able to achieve the goals and objectives set by the school. indicators of school principal leadership are 1) empowering all of the school's potential to achieve goals, 2) being able to provide satisfaction for school stakeholders, and provide inspiration and role models for teachers, staff and other employees (Karwati, Euis and Donni Juni Priansa: 2013).

In order for the principal to be successful in improving teaching, the principal needs to understand and use the models and techniques that are deemed appropriate in carrying out supervision. Strictly speaking, the main role of the principal is also as a teaching supervisor. Acheson and Gall stated that supervision is the process of fostering teachers to minimize the gap between real teaching behavior and ideal teaching behavior (Pidarta: 2009).

Various literature reviews show the importance of academic supervision carried out by school principals because it can affect teacher performance in carrying out their professionalism during teaching activities. As the results of research conducted by Kustiyah concluded that many students did not understand what was conveyed by the teacher because learning was still teacher-centered. The results of his research show that supervision with a collaborative approach is able to have an impact on improving teacher performance both in planning lessons and in implementing learning. Supervision is carried out through a collaborative approach to improving teacher performance in teaching as a result teacher performance continues to increase (Kustiyah: 2017).

Academic supervision is a series of activities to help teachers develop their ability to manage the learning process for the achievement of academic goals. Thus, it means that the essence of academic supervision is to help teachers develop their professionalism abilities. Developing abilities in this context is not interpreted narrowly, solely emphasizing on increasing teacher knowledge and teaching skills, but on increasing teacher commitment or willingness or motivation, because by increasing teacher abilities and motivation, the quality of academic performance teachers will increase (Manullang: 2005).

The purpose of academic supervision is to help teachers develop their ability to achieve the learning objectives set for their students (Sahertian: 2008). Academic supervision must directly influence and develop teacher behavior in managing the learning process. This is an essential characteristic of academic supervision. In this regard, do not assume narrowly, that there is only one best way that can be applied in all teacher behavior development activities. There is no single behavior of academic supervision that is good and suitable for all teachers. Strictly speaking, the level of ability, needs, interests, and professional maturity as well as other personal characteristics of teachers must be used as a basis for consideration in developing and implementing academic supervision programs (Sergiovanni: 2006).

To be able to increase the professionalism of teachers, principals are required to have the ability to plan academic supervision activities, carry out academic supervision and follow up on the results of academic supervision, because in principle the principal is a supervisor who is responsible for carrying out academic supervision at school. Therefore, the supervising school principal must be better than the supervised teacher. The professional referred to in this case is the teacher's ability to master subject matter broadly and in depth, which is meant by broad and in-depth mastery of material in this case including the mastery of other academic abilities that play a role as a supporter of teacher professionalism. These academic abilities include having the ability to master knowledge, the appropriate level and type of education. according to Kunandar The scope of teacher professionalism consists of several competencies that teachers must have. The competencies in question are pedagogic competencies, personality competencies, professional competencies, and social competencies (Kunandar: 2007).

The results of previous research show that academic supervision activities carried out on an ongoing, democratic, comprehensive, constructive and objective basis can improve teacher performance professionally (Sabandi: 2013). So the principal as a supervisor plays an important role in helping develop the professionalism of teachers. If class visit supervision activities are carried out on an ongoing basis by the school principal for the coached teacher, then class visit supervision will be able to improve teacher performance for the better (Irawadi: 2013). Apart from that, many graduates from the Muara Bungo 2 Muara Bungo State Islamic Senior High School were accepted into favorite tertiary institutions in Jambi Province and outside Jambi Province.

However, the reality in the field based on observations made by researchers at Madrasah Aliah Negeri 2 Muara Bungo, Bungo Regency found that there were teachers who were not optimal in managing learning in the classroom, teachers did not master learning media, there were still teachers who did not master the material to be delivered, teachers were not innovative in delivery of material, there are still teachers who teach not in accordance with academic qualifications, academic supervision carried out by the principal of Madrasah Aliah Negeri 2 Muara Bungo Bungo Regency has not shown an optimal increase in teacher professionalism even though academic supervision has been carried out by the school principal continuously.

Based on the initial observations of the researchers above, the researcher is interested in conducting research in the form of a dissertation entitled: Academic Supervision of Madrasa Heads in Encouraging Teacher Professionalization at Madrasah Aliyah Negeri 2 Muara Bungo, Bungo Regency.

RESEARCH METHODOLOGY

This research uses a qualitative descriptive approach through the point of view of education science with participatory observation to describe, describe, explore and describe Educational Supervision in Teacher Career Development at Madrasah Aliyah Negeri 2 Muara Bungo, Bungo Regency. Qualitative research as methods for exploring and understanding the meaning ascribed to social or humanitarian problems involves important efforts such as asking questions and procedures for collecting specific data from participants (Creswell, Jhon W: 2017). This research will involve several informants who are expected to be able to provide complete information about Academic Supervision in encouraging the professionalization of teachers at the Muara Bungo 2 Muara Bungo District Madrasah Aliyah, namely: One headmaster of the Muara Bungo 2 State Madrasah Aliyah, Bungo Regency and a teacher at the 2 Muara State Aliyah Aliyah Bungo Bungo Regency as many as 5 people.

Primary data in this study the authors obtained directly in the field to answer and analyze how Educational Supervision in Teacher Career Development at Muara Bungo 2 Muara Bungo Islamic Senior High School, Bungo Regency. Secondary data is data taken indirectly from the source (Creswell, Jhon W: 2017). Secondary data can be in the form of written documentation found in the field related to Educational Supervision in Teacher Career Development at Muara Bungo 2 Muara Bungo Islamic Senior High School, Bungo Regency. In this study, researchers will use three data collection techniques, namely observation, interviews and documentation. Data analysis techniques start from data collection, data reduction, data presentation, verification or drawing conclusions. To test the validity of the data in qualitative research, researchers need to test the validity of the data by extending observations, triangulation and consulting a supervisor.

RESEARCH RESULT

1. The process of implementing the academic supervision of the principal at the Madrasah Aliyah Negeri 2 Muara Bungo, Bungo Regency

The implementation of the academic supervision of the school principal at the Muara Bungo 2 Muara Bungo State Madrasah, Bungo Regency, Jambi Province, is not much different from developing theories, academic supervision activities are various routine agendas carried out by the principal in providing assistance to teachers in developing skills in teaching, preparation of lesson plans.

According to the Regulation of the Minister of National Education Number 13 of 2007 concerning Standards for School/Madrasah Principals, it is clearly emphasized that one of the duties of a school principal is to carry out academic supervision which includes: planning an academic supervision program in order to increase teacher professionalism, carrying out academic supervision of teachers using the and appropriate supervision techniques, following up on the results of academic supervision of teachers in order to increase professionalism (A.Suradi: 2018).

Professional teachers will encourage the creation of a conducive climate for the creation of an atmosphere of teaching and learning activities to be conducive and enjoyable so that it will produce output as expected, and vice versa, if a teacher is not professional in teaching and learning process activities, the goals of education will not be achieved maximally. There are many ways that can be taken by everyone, as well as many ways that can be done by the school to improve the quality of teachers, such as attending training/upgrades, workshops, seminars and so on to add insight in improving the competence of teachers.

Through academic supervision activities, school principals ensure that teachers carry out their teaching duties properly and students receive the best learning services. In preparing for supervision activities, the Madrasah Principal always prepares everything to the fullest which includes the supervision instruments to be used, the time of use and everything prepared carefully with the hope that during the supervision there will be no problems. Everything related to supervision is prepared by the head of the Madrasah before carrying out supervision activities. meaning that the madrasah head prepares a conceptual supervision plan, and then implements it according to what has been planned.

Supervision planning is the first step towards the success of a job in a Madrasah organization so that it can run well and smoothly and to find out what problems occur in each semester, so I implemented academic supervision in this Madrasah for one academic year I did two times academic supervision activities. I and several senior teachers appointed to help carry out supervision are usually invited to carry out supervision evaluations at the end of the odd semester and at the end of the even semester. In carrying out academic supervision activities, the Head of Madrasah forms a team in carrying out supervision by involving senior teachers. The head of the madrasa invites the teachers to make supervision instruments first. After appointing several people in a team to supervise. As the head of the madrasah and the teachers who have been selected will prepare whatever needs are needed to carry out academic supervision activities.

In carrying out academic supervision activities, the Madrasah Principal first prepares a plan for academic supervision to be carried out. This provides an understanding that the Madrasah Head has managerial competence, this can be seen in every activity program including academic supervision activities.

In carrying out academic supervision activities, the Head of Madrasah first carries out activities by determining several aspects that can support academic supervision activities. Planning aspects in this academic supervision activity include; First; objective; in which the principal develops the objectives of the supervision activity plan which leads to an increase in teacher professionalism. Second; target; the school principal arranges supervision targets based on objectives, the next stage is setting targets based on problems, namely the school's efforts to improve the quality of teacher performance in learning. Third; steps as a follow-up to the school principal preparing steps which include academic supervision procedures, determining teachers to be supervised, facilities and infrastructure, and communicating the draft academic supervision to teachers. fourth; time in the last stage the school principal draws up a schedule of academic supervision.

The purpose of academic supervision activities is aimed at increasing the pedagogical competence and professionalism of teachers, because professional teachers not only master the fields of knowledge, teaching materials, and master the right methods, but are also able to motivate students, have high skills and broad insight into education World. The more professional the teacher, the better the input and output quality of Muara Bungo 2 Madrasah Aliyah Negeri 2.

Professional teachers have an understanding of human nature and the nature of society. This essence will be the foundation of the teacher's mindset, teacher's work patterns and teacher loyalty. Teachers must be able to develop a madrasa organizational culture, and a learning organizational climate that is meaningful, creative, dynamic, passionate, and dialogic so that the teaching and learning process will be more enjoyable

After the goals of academic supervision are made, the next process is to set targets for academic supervision activities. The Madrasah head will determine the target problem based on the objectives that have been prepared previously. The main target in academic supervision activities is the teaching and learning process with the aim of improving the quality of the process and the quality of learning outcomes. Many things can affect the learning process, including teachers, students, curriculum, tools, and textbooks as well as the environmental conditions where the Madrasah is located and the physical facilities and infrastructure of an educational institution.

The next process in supervision activities carried out by the Head of Madrasah Aliyah Negeri 2 Muara Bungo is to determine the steps and procedures that will be used as instruments for supervision activities through private meetings between the principal and teachers and through official meetings between the principal and all teachers. Then the head of the madrasa sets a schedule for which teachers will be supervised, so that each teacher can prepare materials to be used during academic supervision.

Basically academic supervision functions as a guide in carrying out activities and at the same time as a tool to find out teacher problems in teaching activities, with the hope that teachers will be more creative, innovative and productive. Given how important academic supervision activities are, so that the head of the madrasa before carrying out academic supervision must prepare and compile a careful plan in advance taking into account the existing conditions, then this academic supervision plan is filled with details of program activities focused on supporting the improvement of the quality of teacher human resources. requires continuous development so as to make a positive contribution to improving the quality of education in Madrasah Aliyah Negeri 2 Muara Bungo.

Supervision activities carried out for teachers are basically not to look for weaknesses in teachers in teaching, but rather efforts to assist teachers in solving problems faced by teachers in the process of learning activities and to encourage teachers to increase teacher independence and teacher creativity in order to realize comfortable and quality learning process.

Through academic supervision activities, the madrasah head can help teachers solve problems that occur in the learning process, what are encountered, what ways can be done to overcome these problems and in the end can find out systematically what weaknesses occur in the learning process. preparation, implementation to follow-up of classroom learning activities.

In carrying out academic supervision activities at Madrasah Aliyah Negeri 2 Muara Bungo, Bungo Regency, the supervision technique used by the head of the madrasa is an individual supervision technique, namely class visits, where the principal as a supervisor comes to visit the class in order to observe the teacher on teaching and learning activities, with see the strengths, weaknesses that can be corrected, the stage of this class visit.

Academic supervision activities are carried out by way of class visits by going through several stages of activity consisting of: First; the preparatory stage, is the stage where the principal socializes in advance the schedule of academic supervision activities as a result of observations and assessments, then I will report to the teacher concerned, so that each teacher who will be supervised prepares items from the instrument to be supervised, such as every teacher must prepare lesson plan document, because academic supervision is not only an effort by the school principal to help teachers, but also to evaluate teacher performance during preparation, implementation and follow-up. Second; the observation stage during class visits by making direct observations when the teacher teaches starting from opening to closing. Third, at the end of the visit, I usually do a recap of the assessment from start to finish and take a persuasive approach to the teacher on the findings. Fourth, the follow-up stage, in this activity, after being found, convey the findings, whether they are reinforcement or criticism and suggestions for the findings obtained during academic supervision activities.

The Madrasah head carries out supervision activities based on the plans that have been made, one of which is that the time has been arranged to carry out supervision activities. The Madrasah head and senior teacher will enter the class to see and observe the process of teaching and learning activities carried out by the teacher, but if

the Madrasah head has a need to work on, then class visit activities will be handed over to the senior teacher who has been supervised academically first.

Implementation of the process of academic supervision activities by the school principal for teachers at Madrasah Aliyah Negeri 2 Muara Bungo by making direct visits to class, carrying out academic supervision regularly and the head of the madrasa has also carried out duties as a supervisor. The technique of class visits and meetings carried out by the head of the madrasa so that the implementation of this academic supervision can result in an improvement and improvement in learning to encourage the professionalization of teachers at Madrasa Aliyah Negeri 2 Muara Bungo.

Class visits will make it easier for school principals to observe and supervise teachers in teaching, to see directly the teacher's difficulties in teaching, and to improve the quality of learning conducted by teachers, because by visiting the class, the madrasa head will get direct information about the weaknesses and strengths of learning carried out by teachers in the classroom directly.

After the implementation of the supervision activities is carried out, the next activity is to evaluate the results obtained from the implementation of the academic supervision evaluation. The head of Madrasah Aliyah Negeri 2 Muara Bungo evaluates the findings of the results of the implementation of academic supervision through what has been achieved and has not been achieved based on the previously prepared instruments. Evaluation is carried out at the end of the semester, evaluation of academic supervision is carried out after the odd semester program is completed and after the even semester is finished.

In evaluating the findings of the implementation of academic supervision. The evaluation goes through various stages, the evaluation is carried out by mapping the performance of teachers who have met the standards, then holding discussions during teacher meetings or outside the forum, then following up on the findings of academic supervision with various programs in the future.

In carrying out evaluation activities after the implementation of academic supervision, the Madrasah Head also asked for the opinion of senior teachers who were included in the team in carrying out academic supervision to be asked for insights related to academic supervision activities and asked for opinions and solutions in follow-up so that they could be implemented by teachers.

After evaluating the findings from the academic supervision that had been carried out, then the head of the madrasa provided feedback. Feedback activities in academic supervision are the main target of teaching and learning activities carried out by teachers. With the feedback will provide input to a supervisor in carrying out academic supervision. In addition, feedback activities can also create an atmosphere of harmonious communication between the teacher and the Madrasah head, not causing tension, highlighting the authority they have, providing opportunities to encourage teachers to improve their appearance and performance, especially in learning activities.

Evaluation is not the end of a series of academic supervision activities, there will be other stages that will follow or be carried out in the future after planning a joint meeting, and light discussion regarding what has been successful or not in the implementation of the academic supervision that has been carried out. This evaluation activity is not to see deficiencies or assess a teacher but this is a series of process activities that must be carried out to realize performance and achievement for teachers, besides that it certainly adds to the teacher's skills, both in learning and learning evaluation which can support a teacher's career so that creating a professional teacher.

In other words, if the evaluation is not carried out, there is certainly little hope of seeing positive competition born from this school. Is it competition at the teacher, student or school principal level in the future. After the evaluation activity, the next activity is the feedback activity. This feedback activity is carried out by the head of the madrasa in the form of strengthening and coaching activities regarding supervised learning activities in the implementation of supervision that has been carried out.

The school principal has developed a supervision program for educational staff which is developed according to the conditions of the institution, including the division of tasks, overcoming a shortage of staff, determining a reward system and professional development for educational staff and implementing it professionally, fairly and openly (Dedi Mulyasana: 2012). Human performance or what is often known as human performance is determined by ability and motivation. However, in reality, the improvement and improvement of teacher performance as learning actors in educational institutions is generally only carried out through improving assessment systems, promotions, training and allowances (fringe benefits).

2. Efforts to Supervise Academic Principals in Encouraging Teacher Professionalization at Madrasah Aliyah Negeri 2 Muara Bungo, Bungo Regency

According to the Big Indonesian Dictionary Edition III of 2003 what is meant by "Effort is effort; endeavor to achieve a purpose, solve a problem, find a way out; effort (Big Indonesian Dictionary: 2003). Effort is everything that is trying to do something so that it can be more efficient and effective in accordance with the aims, objectives and functions as well as the benefits of this thing being carried out. Efforts are very closely related to the use of facilities and infrastructure in supporting these activities, in order to be successful, a method, method and other supporting tools are used. This effort is a follow-up effort made by the head of the Muara Bungo 2 Muara Bungo State Madrasah Aliyah regarding the findings when academic supervision was carried out on teachers. The head of the madrasa conducts coaching to teachers in solving teacher problems when they have difficulties teaching and providing solutions to teacher shortages when teaching.

The essence of academic supervision activities is to assist teachers in solving difficulties when teaching and learning activities take place and assist teachers in correcting deficiencies when teaching, the Head of Madrasah Aliah Negeri 2 Muara Bungo, Bungo Regency, always provides guidance to teachers so that the problems faced by teachers can be resolved so that the teaching and learning process activities can run better.

Teaching jobs require education and training. Therefore, now teachers need to master various abilities both in the field of science and technology in teaching. All of these abilities are combined into a complete insight when a teacher is in front of the class. This condition can be understood as a logical consequence of the absence of a regulation requiring educational staff to follow up on training they have attended, especially on a national scale. In addition, there is an impression that the training attended by education staff is only for enriching the individual abilities of the teachers in the subject they care for. Knowledge that is born from the spirit gradually helps humans to be able to take advantage of natural potential that is beneficial as well as to counteract the harmful influences of that life (Soedijarto: 2008).

Madrasah heads make efforts to encourage the professionalization of teachers by conducting academic supervision. After discovering the problems faced by teachers in carrying out learning activities, then the Madrasah head undertakes coaching and mentoring efforts through activities of providing direction, guidance, enlightenment to teachers who experience problems, encouraging teachers to take part in coaching and training activities, carrying out activities collaboration with parties outside the school/education office, providing opportunities for teachers to be able to access themselves about advances in technology and information systems, involving Madrasah Aliah Negeri 2 Muara Bungo Bungo Regency teachers to be actively involved in teacher working group (KKG) activities, MGMP, provides adequate learning infrastructure in accordance with the conditions and needs of teachers and builds a conducive academic culture.

In the context of educational management, service values that must be of quality are: 1) Awareness to control one's own interests, 2) Awareness to prioritize the interests of others, 3) Awareness to include others, 3) Awareness to avoid disappointing others as far as possible, and 4) Awareness to arouse other people's feelings to love the educational institution (Mujamil Qomar: 2012).

The Madrasah Head is responsible for always trying to encourage the professionalization of teachers at the Muara Bungo 2 Muara Bungo Elementary School, Bungo Regency. Through academic supervision activities it will be known to what extent the teachers' abilities are and what are the problems experienced by the teachers, so I will use the results of the academic supervision activities to take action in an effort to encourage the professionalization of teachers. The efforts that I have made in helping teachers solve problems faced by teachers by taking several actions, namely by providing direction, guidance to teachers who are not ready when academic supervision is carried out and giving advice so that individuals who are not ready to be supervised realize their own mistakes. he did. The head of the madrasah encourages teachers to take part in coaching and training activities, both those carried out by the school and through school collaboration with the service. to get enlightenment, experience and knowledge related to methods, strategies and mastery of material and control of classrooms, by participating in such activities, teachers will be trained to improve and even explore their potentials. The madrasa head carries out coaching activities through collaboration with parties outside the school/education office, which is used to provide opportunities for teachers to be able to access themselves about advances in technology and information systems, Fourth, involve Madrasa Aliah Negeri 2 Muara Bungo teachers to be actively involved on the activities of the teacher working group (KKG), MGMP. The head of the madrasa makes every effort to provide adequate learning infrastructure in accordance with the conditions and needs of teachers by facilitating teachers to feel comfortable and at ease during learning, and also making it easy for teachers to use the tools needed as media/support for teaching and learning. The head of the madrasa builds a conducive academic culture by presenting a comfortable atmosphere for teachers and students in teaching and learning activities with the hope that the learning system in the classroom will be more focused and students who learn feel more comfortable and easily absorb the material provided by the teacher.

The head of the madrasa always encourages teachers to always take part in training activities, both those carried out by the school, as well as through training activities carried out by other educational institutions or training carried out by the service so that teachers can get new experiences and methods in teaching and learning activities at school. class. The head of the madrasa also included the teachers of the Muara Bungo 2 Muara Bungo Elementary School to be actively involved in teacher working group (KKG) activities so that teachers are accustomed to discussing and having dialogue with their colleagues in addressing various policies, problems including fostering innovation so that they can improve teacher competence so that the teaching and learning process can produce quality as expected.

The head of the madrasa strives for the teachers at Madrasa Aliah Negeri 2 Muara Bungo, Bungo Regency, to encourage teacher professionalism. Through academic supervision teachers are not only assessed but also trained to improve their skills and abilities in teaching. More than that, teachers will be given guidance and training as a follow-up effort on the findings of supervision. Efforts made by the head of the madrasah through follow-up academic supervision activities aim to create professional teachers with activities in the form of directing, motivating and carrying out activities that are helpful to teachers in solving teacher problems regarding difficulties encountered during teaching and learning activities.

3. Factors supporting and inhibiting the Academic Supervision of the Madrasah Principal in Encouraging Teacher Professionalization at Madrasah Aliyah Negeri 2 Muara Bungo, Bungo Regency

a. Supporting factors.

Based on the observations and interviews that the researchers conducted regarding the supporting and inhibiting factors in the implementation of the academic supervision of the madrasah head in encouraging the professionalization of teachers at the Madrasah Aliyah Negeri 2 Muara Bungo, Bungo Regency, Jambi Province, several factors were found to be supporting and inhibiting factors in its implementation.

Factors supporting the implementation of this academic supervision activity include the awareness of the teachers to carry out supervision activities, the teacher prepares everything necessary for the implementation of the supervision process from preparing learning materials to readiness in using learning methods and media. This is because most teachers are aware that academic supervision is an activity carried out to evaluate/improve teacher performance, with this supervision, teachers feel helped.

The Madrasah head in making regulations and decisions always involves the teachers, all decisions are taken based on the results of consensus in deliberations, so that the teachers always support all activities and regulations implemented by the Madrasah head, as well as the problem of academic supervision activities, so that supervision activities carried out by the madrasa head in this madrasa is always supported by the teachers.

When academic supervision is carried out, it can be seen that the attitude of the teachers when academic supervision is carried out accepts every input given by the head of the madrasa. The head of the madrasa who always provides motivation, suggestions and continuous coaching which is carried out as an effort to improve teacher performance at school.

The cooperative attitude of the teachers when supervision activities are carried out, where the supervised teacher can accept any criticism/input submitted by the school principal. When academic supervision activities are carried out by the head of the madrasa, it can be seen that the head of the madrasa creates a comfortable, harmonious and open atmosphere not only for assessing but also for coaching and development so that when academic supervision activities are carried out, the teachers are always open and enthusiastic in carrying out learning process activities teach even though they are being supervised.

In addition to creating harmonious relationships between fellow teachers and staff and being open, friendly, helpful, understanding, open, honest, patient, enthusiastic and full of humor towards his subordinates, the head of the madrasa also seeks to facilitate teachers by providing adequate learning infrastructure. so that the teaching and learning process can run optimally.

Madrasah Aliah Negeri 2 Muara Bungo Bungo Regency has infrastructure that can support teaching and learning activities. The infrastructure prepared by this madrasa includes learning multimedia tools. Teachers at Madrasah Aliah Negeri 2 Muara Bungo, Bungo Regency, in carrying out the learning and teaching process use IT. By utilizing multimedia so as to arouse students' interest in learning more enthusiastically, the infrastructure prepared by the school is very useful during teaching and learning in class so as to facilitate the process of transferring knowledge in class during the teaching and learning process.

The head of Madrasah Aliah Negeri 2 Muara Bungo, Bungo Regency has provided facilities and infrastructure that support the teaching and learning process in class, starting from comfortable classroom conditions, the availability of multimedia rooms to ready-to-use learning media, if needed by the teacher. So it is very unfortunate if the teacher does not take advantage of the available learning facilities and tools. With adequate infrastructure, I was greatly helped and felt positive support from the madrasah.

Supporting factors in the implementation of the academic supervision of the madrasah head in encouraging the professionalization of teachers at Madrasah Aliah Negeri 2 Muara Bungo, Bungo Regency, Jambi Province, namely the awareness of teachers to carry out supervision activities, the establishment of a harmonious relationship between the madrasah head and his subordinates, the availability of learning media that can be used to make it easy for teachers to deliver material directions in the classroom.

With the awareness of the teachers to carry out supervision activities, the establishment of a harmonious relationship between the madrasa head and subordinates, the availability of learning media that can be used to provide convenience to teachers in conveying material directions in the classroom, it can be said that the madrasa head has encouraged teacher professionalization in realizing teacher professionalism through academic supervision activities.

b. Obstacle factor.

Each activity certainly has supporting factors and inhibiting factors. Meanwhile, the factor that inhibits academic supervision activities in encouraging the professionalization of teachers at Madrasah Aliah Negeri 2 Muara Bungo, Bungo Regency, is the unpreparedness of teachers to be supervised, this happens because among these teachers there are still those who do not understand and respond to the principal's policies regarding academic supervision. This is due to the teacher's busyness in carrying out other administrative tasks such as making syllabus, lesson plans, preparing exam question sheets, exam answers, certification completeness, making articles and other activities, so that there are teachers who carry out supervision activities not optimally from the preparation of learning materials, to the teaching and learning process.

The inhibiting factor in the implementation of academic supervision of the madrasa head is due to the teacher's workload, there is a lot of administration that must be made by each teacher, making syllabus, lesson

plans, compiling curriculum, making Prosem, Prota, making exam questions and answers, completing equipment for certification, not to mention other activities such as attending seminars, training and activities in the community, so that teachers are sometimes not optimal in teaching, especially when carrying out supervision there is a leader in the room so we are often nervous in teaching.

Another inhibiting factor in encouraging the professionalization of teachers at Madrasah Aliah Negeri 2 Muara Bungo, Bungo Regency, Jambi Province is the teacher's mastery of methods and strategies in the process of teaching and learning activities, so that when academic supervision is carried out, teachers still find difficulties in practicing fun learning and there are still teachers who have difficulty in utilizing IT-based learning media.

The inhibiting factor for academic supervision activities in encouraging teacher professionalism at the Muara Bungo 2 Muara Bungo State Islamic Senior High School, Bungo Regency, Jambi Province, can be seen from the lack of commitment and awareness of teachers to improve and develop skills in teaching. There are still teachers who lack mastery of methods and strategies in learning so that when academic supervision is carried out there are still some teachers who have difficulties in practicing methods and strategies in teaching, and there are even teachers who are not optimal in using teaching materials and class management. There are still some teachers who still have difficulty practicing Active, Innovative, Creative, Effective and Enjoyable Learning (PAIKEM), it is difficult to focus students' attention on learning. Some teachers still have difficulty carrying out contextual learning, there are still teachers who have difficulty cultivating the active participation of students, there are still teachers who are not optimal in making summaries by involving students.

Based on the explanation above, it can be seen that there are several supporting and inhibiting factors for the implementation of academic supervision in increasing the professionalism of teachers of Madrasah Aliah Negeri 2 Muara Bungo, Bungo Regency. Among the supporting factors is the existence of a positive response from some teachers regarding the academic supervision activities carried out by the school principal to improve teacher professionalism. This good response arose because supervision activities were not only understood as an evaluation of teacher performance in the teaching process, but also as an effort to help teachers develop their potential. Based on these findings, it can be understood that the obstacle to academic supervision activities at Madrasah Aliah Negeri 2 Muara Bungo, Bungo Regency, lies in the teacher's human resources, whose academic abilities must be further improved. However, the bright side is the high commitment and awareness of the principal to correct any deficiencies that are found in the results of academic supervision. Therefore, the follow-up carried out by the principal is to provide guidance, enlightenment, motivation and improvement. Then the principal also encourages teachers to take part in training related to improving teacher human resources in the academic-teaching field.

CONCLUSION

Based on the results of research that researchers have conducted on the academic supervision of school principals in encouraging the professionalization of teachers at Madrasah Aliah Negeri 2 Muara Bungo, Bungo Regency, it can be concluded as follows:

1. Academic supervision activities at Madrasah Aliah Negeri 2 Muara Bungo, Bungo Regency, were carried out in three stages, first; planning stage. The planning stage is the activity of the head of the madrasa in preparing schedules, making instruments to be observed and assessed, supervision goals and objectives, as well as supervision techniques and approaches. Second; Supervision is carried out by way of class visits to observe the activities of teachers and students in the learning process, observing how teachers use learning media, the accuracy of teachers in using learning media with subject matter, the accuracy of teachers in using learning methods with subject matter, and seeing the mental reactions of students during the learning process activities. Third; follow-up stage, this follow-up stage is an activity carried out by the head of the madrasa after knowing what the teacher's weaknesses are in teaching so that the teacher is not professional in carrying out his duties and obligations, this follow-up is carried out by holding to continuous, objective, constructive and democratic principles.
2. The efforts made by the head of Madrasah Aliah Negeri 2 Muara Bungo, Bungo Regency, in encouraging teacher professionalism through academic supervision activities are follow-up activities after carrying out academic supervision activities. This follow-up activity is an effort by the head of the madrasa to encourage, motivate and foster teachers to be more professional in carrying out their duties. The follow-up activities carried out by the head of the Muara Bungo 2 Muara Bungo State Islamic Senior High School in encouraging the professionalization of teachers consisted of; a) The madrasa head provides direction, guidance and explanation regarding teachers who are not ready when supervised, teachers are given the opportunity to improve performance and are trained to solve various problems encountered. b) The head of the madrasa encourages teachers to take part in coaching and training activities to gain enlightenment, experience and knowledge regarding methods, strategies and mastery of material as well as control of classrooms, and explore the potential possessed by teachers, whether implemented by the school, or through school cooperation with related agencies. c) The head of the madrasa includes teachers to be actively involved in the activities of the Subject Teacher Consultation (MGMP), Teacher Working Groups (KKG). d) The head of the madrasa has provided adequate learning facilities and infrastructure in accordance with the conditions and needs so that the teacher feels comfortable in teaching and so that students can easily absorb the information conveyed by the

teacher. e) The madrasa head builds an academic culture so that teachers and students feel comfortable in teaching and learning activities. f) The principal of the madrasah provides equal understanding and opportunities for teachers to improve their quality to continue their studies.

3. The supporting factors in implementing the academic supervision of the school principal in encouraging the professionalization of teachers at Madrasah Aliyah Negeri 2 Muara Bungo, Bungo Regency, namely; a). Positive response from some teachers to supervision activities. b). The head of the madrasa always encourages, motivates and provides insight into the teacher's difficulties during learning. c). Availability of sufficient infrastructure to support the quality of teacher learning. Meanwhile, the inhibiting factors in carrying out the academic supervision of school principals in encouraging the professionalization of teachers at Madrasah Aliah Negeri 2 Muara Bungo, Bungo Regency, namely; a). The unpreparedness of some teachers to be supervised was due to the busyness of the teachers in completing administrative tasks. b). The human resources of some teachers tend to be weak in mastering the method, the teacher's learning strategies are not optimal in utilizing available learning media, there are still teachers who do not understand the use of IT-based media. c). The commitment and awareness of some teachers is low to continue to update themselves to be better.

Based on the results of the research above, the researcher offers to develop a theoretical model of academic supervision for madrasa heads in encouraging the professionalization of teachers at Madrasah Aliah Negeri 2 Muara Bungo, Bungo Regency. The novelty of the results of this study are as follows;

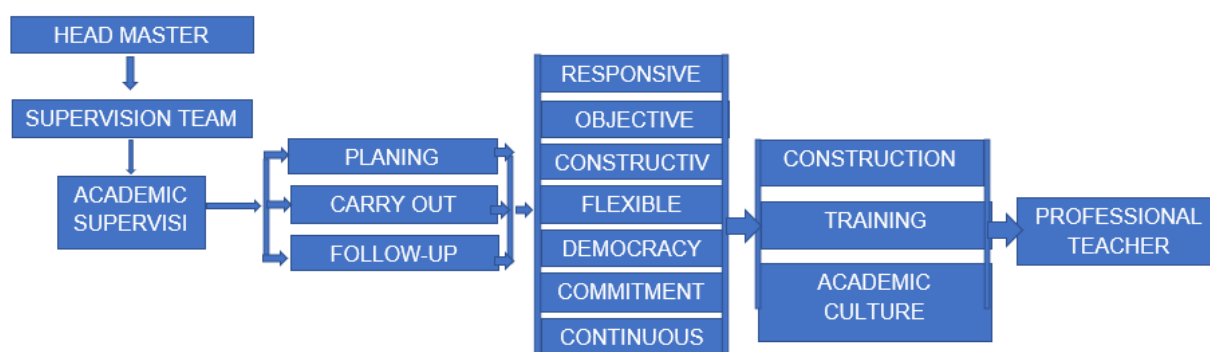


Figure: Development of a theoretical model of school principal's academic supervision in encouraging teacher professionalization

AWARD

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