

SUPERVISION COMPETENCE OF MADRASAH HEADS IN IMPROVING TEACHER PROFESSIONALISM IN MAN 2 BANYUMAS

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ABSTRACT

This study aims to describe and analyze the supervision competence of madrasah heads in improving the professionalism of teachers in MAN 2 Banyumas. With a phenomenological qualitative approach, the research was carried out for four months in 2021. Data collection was carried out through interviews, observations, and documentation, then analyzed using the Miles and Huberman model. The results of the study show that the academic supervision planning of madrasah heads is systematically designed with the aim of improving teacher professionalism, learning quality, and overall quality of education. In its implementation, the head of the madrasah forms a supervision team based on the subject group and applies individual supervision techniques through class visits and group supervision techniques through meetings and discussions. Supervision materials include lesson plan development, learning implementation, learning outcome assessment, and teacher administration. Monitoring and evaluation are carried out through structured instruments that measure various aspects of learning. Follow-up supervision is in the form of awarding outstanding teachers and intensive coaching for teachers who need improvement. This study shows that the supervision competence of madrasah heads implemented with a clinical and participatory approach contributes significantly to improving the professionalism of teachers in MAN 2 Banyumas.

Keywords: Supervisory competence, madrasah head, teacher professionalism, clinical approach, education management.

INTRODUCTION

Education is something that must be taken by a person in facing the challenges of the times. A person who does not have education, both knowledge development and ability, will have difficulty adapting to global developments. Education is the main component in supporting the progress of a nation, so it has an important role in the era of globalization and information for the development of human resources. According to Law Number 20 of 2003 article 1 paragraph 1, education is an effort made to develop a person's knowledge and potential. The development of the quality of education can be carried out by providing adequate facilities and the availability of competent teachers in educating students (Munazar, 2018). The role of teachers is very big for the development of children's knowledge and abilities in learning (Aqib, 2002). Therefore, teachers have a very great influence on the next generation of the nation. Teachers or teachers are required by moral and religious values to always teach and provide examples of good behavior for their students.

Ki Hajar Dewantara in Din Wahyudi defines education as an effort to shape and improve children's behavior, mind, and physique so that they can adapt to society and the development of the times (Wahyudi, 2009). The purpose of the implementation of education is to improve the ability of human resources who have intelligence in processing natural resources and are able to compete in the academic and non-academic worlds. A person's ability has a great influence on the achievements of a group or institution, as well as academic institutions. The ability to manage

resources is important to achieve success in educational institutions. It is not surprising that every educational institution always strives to develop the quality of human resources in a sustainable manner to achieve its goals. Thus, it is very important to empower the quality of human resources in improving the progress of education.

School principals as leaders have an important role in the implementation of the task of improving the quality of education. The main duties and functions of school principals are to empower and improve human resources in schools which include teachers, employees, and students. According to Mulyasa, the principal is the most central figure in managing the improvement or success of a school. As the highest official of the school, the principal has the authority to regulate and manage the education in it. Even so, a school principal is also the most responsible party for every school activity and program carried out, including its consequences. A school principal is required to carry out his duties as the highest leader in improving the quality of education. Among the efforts that must be made is to facilitate, develop, disseminate, and carry out the objectives of an effective and efficient teaching and learning system. School principals must also pay attention to needs and provide infrastructure facilities for teachers in teaching to improve their quality.

The ability of school principals to manage schools can be seen based on Permendiknas Number 13 of 2007, namely management, social, personality, supervision, and entrepreneurship competencies. Among the competencies that a school principal must possess are entrepreneurship and supervision. In the implementation of educational activities, the principal plays the role of administrator and leader who is in charge of educating and developing staff and teachers to carry out their duties optimally. A principal must be experienced and know the factors related to the learning process such as teaching aids, assessment techniques, training programs, and others. As supervisors, school principals are required to be able to provide services through activities to help, encourage, guide, and motivate teachers to become professional staff who can fulfill their responsibilities. To get maximum results, a supervisor must perform his or her duties continuously with great responsibility (Kamal & Rifiyan, 2016).

According to the Directorate General of PMTK, a school principal has the autonomy to motivate teachers to improve the quality of teaching. This can help the progress of the school, especially the students in learning. School principals must also be able to build an entrepreneurial spirit for their students to face the progress of globalization. (Tilaar, 1999) stated that to develop academic quality, a teacher needs four things: (1) a strong personality, (2) the ability to attract children's interest in learning, (3) mastery of the field of teaching, and (4) mastery of the field of science and technology. Based on these criteria, a teacher must have a good mentality and mastery of the material in teaching.

(Muhaimin, 2003) stating that a teacher or lecturer must have the following criteria: (1) master the field taught, (2) be able to practice his knowledge in the academic and non-academic world, and (3) teach seriously with the aim that his students understand quickly. From this presentation, a teacher must prioritize the development of his students' abilities. However, the level of teaching ability of teachers in Indonesia is still low, reaching 42.25% based on the results of a survey by the Ministry of Education and Culture in 2003 (Hayati, 2009). The development of teaching quality requires encouragement or motivation from schools and the education office in order to improve the quality and simplify the teaching process. The quality of teachers is greatly influenced by the support from schools by facilitating a good learning system. Teachers will have difficulty giving lessons to their students if school facilities have not been updated in accordance with information technology developments.

Educational institutions have the authority for school management. School management must be appropriate so that the learning system can run properly. Schools can implement an education management system related to the management of transparency, flexibility, efficiency, and effectiveness of education (Kusnan, 2007). Therefore, a manager or principal as the highest leader in the school institution is required to be able to carry out good management so that educational goals are achieved. Management by the principal seeks to develop the ability of teachers, because teachers

are the main component that can improve the progress of schools in educating students. The principal is responsible for the development of teachers' teaching skills and student achievements. Development is carried out through planning, programming, implementation, and supervision of each school activity. The principal strives to improve the quality of the school by creating a good vision-mission and learning system and providing facilities to improve the abilities of teachers and students (Syamubi, 2008). Thus, schools will be able to motivate and improve the learning achievement of students and teachers.

Experts have conducted an assessment of the role of school principals, concluding that school principals are responsible for the success of their school. School principals strive to develop human resources in schools (Danim, 2005). Research (Kusnan, 2007) Proving that the principal's management is the main factor in advancing the school. The principal must be able to quickly understand the needs of the school and anticipate the decline in school progress. (Moedjiarto, 2001) explained that the management ability of high school principals in Surabaya is considered to be good based on the achievement of educational goals and their implementation. Similarly (Lamatenggo, 2001) found that elementary schools in Gorontalo showed good educational progress, judging from the performance results of teachers and school leaders.

(Sutermeister, 1976) emphasized that the management ability of the school principal is his obligation to develop the quality of education. De Roche in (Wahjosumidjo, 2002) said that school progress can be achieved if a school principal has skills in managing the school properly. The principal is the leader who has the most right to determine and manage the resources and educational programs that are implemented. Therefore, not just anyone can serve as a school principal. School principals must have authority and charisma in front of teachers, students, and education staff. (E.Mulyasa, 2007) explained that a school principal must be able to apply the following: making a grouping of teachers based on the qualifications achieved, involving teachers in school development, and making efforts to develop the comfort or welfare of educators and students.

Permendiknas Number 13 of 2007 regulates the competency standards of school principals in managing schools, namely expertise in management, social, personality, supervision, and entrepreneurship. The certification of school principal candidates according to the Minister of National Education includes: (1) the selection of principal candidates, (2) selection, (3) training of principal candidates, (4) testing of principal candidates, and (5) accountability of principal candidates (Bafadal, 2008). In practice, the development of the principal's management ability often encounters obstacles or does not follow the rules for appointing principals. Not a few school principals who have been elected cannot provide progress for the school because their abilities are still minimal in school management, such as lack of mentality, limited knowledge and experience, and others.

From the above explanation, it can be concluded that the progress of the school is influenced by teachers who are professional in teaching. Likewise, school principals are required to be able to manage school education. Thus, the skills of school principals in managing education can improve teachers' teaching skills. This research started from the problems faced by teachers, where the standard for determining the success of education lies with teachers as teaching staff. This is because teachers are the closest people and often interact with students. Therefore, teachers are required to be professional in carrying out their responsibilities to educate and guide students. However, it was found that there was a lack of awareness from some teachers in carrying out their duties as educators. Therefore, the role of a supervisor, in this case the principal, is expected to be able to make improvements to existing problems.

Efforts to maintain and even develop MAN 2 Banyumas in competition with public school institutions require commitment, hard work, and loyalty in running educational programs and developing school quality. Many achievements have been achieved by MAN 2 Banyumas, both academic and non-academic. This achievement is inseparable from the leadership of the principal in education management and the quality development of teachers. This research is limited to the application of the supervision competence of madrasah heads in improving the professionalism of teachers in MAN 2 Banyumas. This restriction is carried out due to the need for supervision to

increase teacher motivation, the existence of online learning, and to find out the competence of the head of MAN 2 Banyumas in carrying out supervision. The limitation in this supervision research only covers academic supervision related to improving the professionalism of teachers.

Based on the description above, the formulation of the problem in this study is: (1) How is the supervision planning of the Head of MAN 2 Banyumas to improve teacher professionalism? (2) How is the implementation and follow-up of the supervision of the Head of MAN 2 Banyumas to improve teacher professionalism? (3) What are the supervision techniques of the Head of MAN 2 Banyumas to improve the professionalism of teachers? The purpose of this study is to describe and analyze the supervision competence of madrasah heads in improving teacher professionalism in MAN 2 Banyumas, which includes: (1) Analyzing the educational management design of the head of MAN 2 Banyumas towards improving the quality of teachers, (2) Analyzing the process carried out in the supervision of the head of MAN 2 Banyumas towards improving teacher professionalism, and (3) Analyzing the educational management evaluation activities of the head of MAN 2 Banyumas to improve the professionalism of teachers.

LITERATURE REVIEW

The role of supervision in the educational process is essential in ensuring quality learning and teacher development. According to Glickman, Gordon, and Ross-Gordon (2001), educational supervision is not merely a form of administrative control but a professional service that encourages collaboration, reflection, and continuous improvement among educators. Effective supervision must be systematic, purposeful, and directed toward the enhancement of instructional quality.

In the Indonesian context, the supervisory competence of school leaders is regulated in Permendiknas Number 13 of 2007, which outlines five principal competencies: managerial, personality, social, entrepreneurial, and supervisory. Supervision competence includes the ability to plan, implement, and evaluate teacher supervision in a structured and participatory manner. Mulyasa (2007) emphasized that a school principal must be able to group teachers based on their competencies, involve them in school development, and strive to improve the welfare of both teachers and students. This shows that supervision is not only technical but also motivational and managerial in nature.

Teacher professionalism is another key component in educational improvement. Tilaar (1999) asserted that to develop academic quality, a teacher must have: (1) a strong personality, (2) the ability to attract students' interest in learning, (3) mastery of teaching material, and (4) technological and scientific knowledge. Muhaimin (2003) added that a teacher must master the subject being taught, apply their knowledge both inside and outside the classroom, and teach seriously to enhance students' understanding. Therefore, teacher professionalism must be supported continuously through supervision and institutional support.

In relation to the approach used in supervision, clinical and participatory methods have gained widespread recognition. Pajak (2000) explained that clinical supervision involves three stages: pre-observation, observation, and post-observation, which enable supervisors to provide constructive feedback based on real teaching practices. This model allows teachers to engage in reflective learning. Meanwhile, participatory supervision encourages collaboration among teachers through peer coaching and group discussions, which fosters a shared commitment to improvement and builds a professional learning community.

Empirical studies have highlighted the direct influence of principals' supervision competence on teacher performance. Kusnan (2007) found that the managerial ability of madrasah heads strongly correlates with teacher performance, especially in implementing instructional duties. Similarly, Moedjiarto (2001) observed that high school principals in Surabaya demonstrated good management skills which were reflected in the achievement of school goals. Lamatenggo (2001) also

concluded that school progress in Gorontalo was determined by the effectiveness of the principal's leadership and supervision.

Madrasahs, as religious-based educational institutions, require a distinct supervision model that combines academic and moral development. According to Syamubi (2008), madrasah heads are not only responsible for improving pedagogical quality but also for reinforcing Islamic values in the teaching process. Therefore, supervision in madrasahs must reflect both professional and spiritual leadership qualities, aligning with the holistic vision of Islamic education.

Based on these perspectives, it can be concluded that effective supervision requires competence, commitment, and contextual understanding of both pedagogical and institutional needs. In the case of MAN 2 Banyumas, this aligns with the role of the madrasah head in creating a structured supervision program that contributes to teacher professionalism and institutional excellence.

RESEARCH METHOD

This study uses a qualitative approach with a postpositivism paradigm that allows researchers to be involved in observing the supervision process of madrasah heads in improving the professionalism of teachers at MAN 2 Banyumas. This paradigm was chosen because it is understood that researchers cannot determine the distance from the state of the environment and require an interactive relationship, thus requiring triangulation of data, data sources and methods in information collection.

Research Design

This research is a field research with a phenomenological approach and is qualitative descriptive. The phenomenological approach is used to reveal the meaning of the incident of supervision of the head of the madrasah based on the conscious understanding of the individual. As Polkinghorne points out, phenomenological research is a description of a person's experience of the events experienced, with the aim of finding the essence of the phenomenon being studied (Moleong, 2004).

The qualitative descriptive nature of this study aims to depict and analyze events, supervision activities, perceptions, and thoughts both individually and in groups in the context of improving teacher professionalism. (Sukmadinata, 2012) explained that a study like this is a study with the collection of data related to existing events and the situation does not change when the research is carried out, or is as it is.

Research Location and Time

The research was carried out at MAN 2 Banyumas, a madrasah under the Ministry of National Education that prioritizes the religious and moral values of students even though they are not based on a very strong religion. The selection of the research location is based on the concept of a theoretical sample, which is a situation or phenomenon that is important to understand the strategy and its differentiation (Bogdan & Taylor, 1975). Some considerations in selecting a location include:

1. There has never been a thesis research on the supervision of school principals in improving the professionalism of teachers at MAN 2 Banyumas.
2. MAN 2 Banyumas is a public school that has many achievements in both academic and non-academic fields.

The research lasted for four months, starting from February 22 to June 23, 2021, to obtain comprehensive data on the supervision process of madrasah heads in improving teacher professionalism.

Research Data Subjects and Sources

The subjects of this study are individuals who are the center of intensification or research targets in collecting data. The subjects of this study are:

1. Drs. H. Mahmuroji, M.Pd., as the Head of the Madrasah
2. M. Irfangi, S.Pd. M.Pd., as assistant vice curriculum for PKB PKG Coordinator

3. Atung Setiyono, S.Pd., as a teacher of MAN 2 Banyumas

The research data was sourced from place, person, and paper according to Suharsimi and Trianto's classification (Trianto, 2011). Place includes resources that display a still state such as a room and a moving state such as a supervisory activity. Person includes the interviewee and provides written answers. The paper includes written documents, print media, and electronics related to the supervision of the head of the madrasah.

Data Collection Techniques

Data collection is the most important agenda in research, because through this process information will be presented that can then be analyzed and conclusions drawn. In this study, three main techniques were used in data collection:

Interview

Interviews are conducted through meetings between researchers and informants to exchange information and ideas through questions and answers. Sugiyono (2014) stated that interviews can be conducted systematically or non-systematically and face-to-face or through technological aids. This study uses structured interviews with interview guidelines that have been prepared beforehand, especially to obtain data from the head of madrasah regarding planning, implementation, follow-up, and supervision techniques at MAN 2 Banyumas.

Observation

Observations are carried out to obtain data by way of researchers going into the field to make observations related to conditions or supervision activities carried out at the research site. The researcher used non-participatory observation as suggested by (Scott, 2014), where the researcher is not directly involved in the activities of the people being observed but only as independent observers. This technique is used to observe the supervision process of madrasah heads in improving the professionalism of teachers in MAN 2 Banyumas.

Documentation

Documentation techniques are a way of collecting information and analyzing available documents related to research cases, both in the form of writing, images, and electronics. (Sukmadinata, 2012) emphasized that not all documents can be research data, so the documents collected are selected that are in accordance with the purpose and focus of the problem. The documentation in this study includes supervision programs, supervision instruments, records of supervision results, and other documents related to improving the professionalism of teachers at MAN 2 Banyumas.

Data Analysis Techniques

The data analysis in this study uses the Miles and Huberman model which is carried out interactively and continues continuously until the data becomes saturated or complete. The analysis begins before the researcher enters the field for a preliminary study, so that the focus of the research is temporary and can develop during the research process.

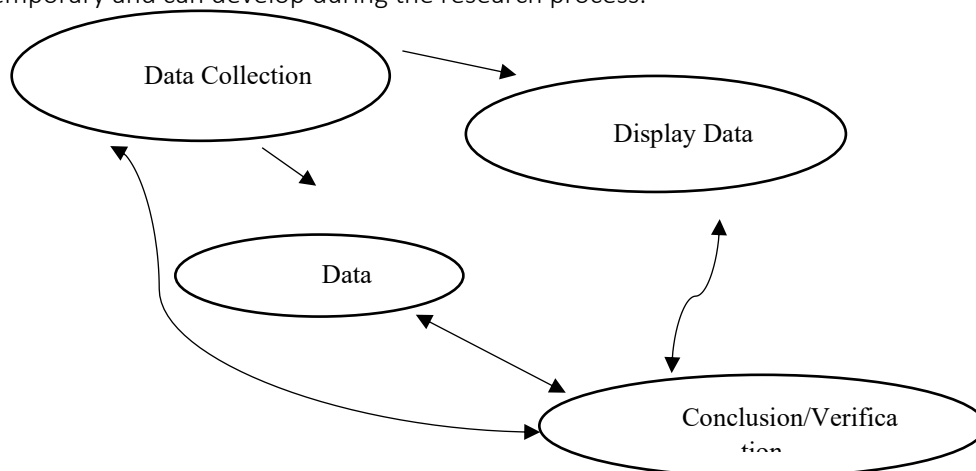


Figure 1. Miles and Huberman Data Analysis Model

Miles and Huberman's data analysis model includes three main stages:

Data Reduction

This phase is the initial phase in the analysis, where the data obtained from the field is still large and complex. (Scott, 2014) Explains that data reduction means collecting all the data that has been obtained from the research process, then summarized and selected the essential things according to the focus of the problem, while unnecessary data is reduced or discarded. Through this data reduction, information about the supervision of madrasah heads in improving teacher professionalism will be clearer and easier to analyze.

Data Presentation (Display)

The presentation of data in this study is carried out in the form of a brief explanation, a chart that explains the relationship between categories, and narrative text as commonly used in qualitative research (Scott, 2014). The presentation of data aims to facilitate understanding of what happens in the process of supervising the head of the madrasah and planning the next work based on what has been understood.

Conclusion Drawing and Verification

The final step in data analysis is to verify the data or make a research conclusion. (Scott, 2014) emphasized that the initial conclusion is still provisional and will change if no supporting evidence is found. On the other hand, if the conclusion is supported by valid and consistent evidence, then the conclusion becomes credible. The conclusion in this study will answer the research question regarding the supervision of madrasah heads in improving the professionalism of teachers in MAN 2 Banyumas.

Data Validity Checks

To ensure the validity and objectivity of the data, this study uses several data validity check techniques as suggested by (Moleong, 2007):

Credibility (Internal Validity)

Data credibility is enhanced through:

1. Extension of the observation period in the field to obtain more valid interpretations and findings.
2. Continuous observation over four months to identify the most important factors and their relevance to the research question.
3. Data triangulation, especially data source triangulation by comparing:
 - Observation data with interview results
 - Information obtained from the public with personal responses
 - The informant's words related to the state of the research with their words all the time
 - Results of interviews with various opinions and with the content of related documents
 - Collect and compare data from interviews, observations, and documentation

Transferability (External Validity)

Transferability is used to describe the possibility of applying research results in other contexts. This study presents a clear description of the results and according to the focus of the research to allow for good transferability.

Dependability (Reliability)

Dependability is a characteristic in assessing the quality of the research process. To maintain credibility, this study involves a dependency audit by an independent auditor, i.e. a supervisor who is directly involved in the research.

Confirmability (Objectivity)

Confirmability is used to assess research results through the examination of data, information, and interpretation supported by the material in audit trail tracking. The materials provided in the audit tracking include field data in the form of observations about the supervision of the head of the madrasah, the program that is the focus of the research, interview transcripts, recording results, data

analysis, synthesis results, and records of the research implementation process. This effort is made to ensure that the data obtained is truly objective, realistic, trustworthy, and traceable for truth.

Through this comprehensive and systematic methodology, the research aims to produce an in-depth understanding of the supervisory competence of madrasah heads in improving the professionalism of teachers in MAN 2 Banyumas, so that it can make a significant contribution to the development of educational supervision practices in madrasas.

RESULT AND DISCUSSION

Profile of MAN 2 Banyumas

Madrasah Aliyah Negeri (MAN) 2 Banyumas has an important role in the development of education based on Islamic values, science, and skills. Administratively, this madrasah has undergone various transformations since its establishment as an Islamic Religious Teacher School in 1950 to become MAN 2 Banyumas through the Decree of the Minister of Religion of the Republic of Indonesia No.810 of 2017. The vision of this institution, namely "The Realization of Students with Good Morals, Achievements, Skills and Friendly to the Environment," reflects the integration of moral values and quality education.

The organizational structure of MAN 2 Banyumas consists of the Head of Madrasah, Deputy Head of Curriculum, Student Affairs, Public Relations, and Infrastructure, and Head of Administration. The following is presented data on the number of employees and students:

Table 1. Number of MAN 2 Banyumas Employees in 2020

NO	TYPES OF EMPLOYEES	STATUS			
		PNS	NON-PNS	CPNS	SUM
1	TEACHER	57	17	14	88
2	EMPLOYEE	10	16	-	26
3	OUTSOURCING	-	2	-	2
	SUM	67	35	14	116

Table 2. Number of Students in 2017–2020

NO	CLASS	NUMBER OF TP STUDENTS 2017/2018			NUMBER OF TP STUDENTS 2018/2019			NUMBER OF TP STUDENTS 2019/2020		
		LK	PR	JML	LK	PR	JML	LK	PR	JML
1	X	149	329	478	170	346	516	178	406	584
2	XI	144	275	419	136	321	457	166	341	507
3	XII	140	323	463	139	271	410	133	321	454
	SUM	433	927	1360	445	938	1383	477	1068	1545

Supervision Competence of Madrasah Heads

Supervision Planning

The Head of MAN 2 Banyumas, Drs. H. Mahmuroji, M.Pd, explained that the supervision planning process starts from determining objectives, schedules, techniques, approaches, models, to the selection of supervision instruments. The objectives of supervision include: improving

teacher professionalism, learning quality, documentation for SKP and PKD, and improving the quality of education. An interview with the PKK PKK coordinator, M. Irfanggi, emphasized that this approach has targeted important aspects of teaching professionalism.

Supervision Team Organization

Because the number of teachers reached 93 people, the Head of the Madrasah formed a supervision team based on a group of subjects. The following table 3 shows the team members:

Table 3. MAN 2 Banyumas Supervisor Team

No.	Name	Position	Field
1	Drs. H. Mahmuroji, M.Pd	Head of MAN 2 Banyumas	Head of Madrasah (general)
2	Drs. H. Sujono	Waka Mad Curriculum	Economics (IPS)
3	M.Irfangi, S.Pd. M.Pd	Curriculum Representative for PKB PKG Coordinator	Aqidah Akhlak (Religion)
4	Drs.Tun Fahmi Afif	Waka Mad Student	Biology (IPA)
5	Muhamad Ghoni Rif'an, S.Pd, M.Pd	Senior Teacher	Mathematics
6	Untung Syarifudin, S.Pd., M.Pd.	Senior Teacher	Indonesian Language

The participation of senior teachers in supervision activities creates a peer coaching system that is more participatory and relevant to their respective fields.

Supervision Implementation

Supervision Techniques

There are two main approaches used: individual and group supervision. Individual techniques include classroom visits and observations. Meanwhile, group techniques are carried out through teacher meetings and collective discussions based on subject groups. In pandemic conditions, supervision is focused on an online approach through Google Classroom, Zoom, and other online media.

Supervision Materials and Focus

Supervision materials include the development of lesson plans, learning implementation (KBM), assessment of learning outcomes, and teacher administration. In addition, supervision also targets teachers' discipline and pedagogic skills. The approach used is clinical, namely through pre-observation, observation, and post-observation stages.

Monitoring and Evaluation

Monitoring and evaluation are carried out through instruments that assess various aspects of teacher learning and administration with an assessment scale of 1-4. Figure 1 below shows an example of the instrument used.

Table 4. Results of Supervision Evaluation in 2019/2020

No.	Supervised aspects	Information %
1.	Syllabus Development	22
2.	Depreciation of the RPP in accordance with Permendiknas No.41/2007	55
3.	Formulation of learning objectives	66
4.	Development of learning materials.	66
5.	Use of learning media	44
6.	MOH Determination	44
7.	Use of learning methods	66

8.	Use of learning models	44
9.	Varied assessment techniques	44
10.	Quality learning	44
11.	Utilization of classroom learning	22
12.	Conducive classroom arrangement	33
13.	Follow-up of learning implementation results	66
14.	Student administration/classroom administration	78
15.	Sarpas administration	78
16.	Hub administration with ortu/guardian of students of the community	22
17.	PKG results of teachers who obtained Good grades (100)	89

Based on the results of the evaluation, the aspects with the highest achievement are PKG (89%) and administration (78%). Meanwhile, the development of the syllabus and the use of learning outside the classroom is still relatively low (22%).

Supervision Follow-up

Follow-up is carried out by awarding outstanding teachers and coaching for teachers who still have shortcomings. One form of coaching is the implementation of workshops, IHT (In House Training), and online training. In addition, teachers are directed to participate in MGMP activities and webinars related to learning innovation.

Table 5. Follow-up of Supervision Results

Name	Supervision Results	Follow-up
Deni Firman Suprayogo, S.Pd.	Able to manage classes well	Discussion
Sri Umi Hidayati, S.Pd.Si.	Media use needs to be increased	Discussion
Moh. Fahmi, S.Pd	Lack of facilitation of students in cooperative learning	Discussion
Fitria Wahyu Choseh, M.Pd	The scientific approach is too rigid	Discussion
Charismalitta maulinna, S.Pd	Teachers are too active on their own	Discussion
Supriadi, S.Pd	Less than optimal discussion methods	Consultation
Sefrian Priodi, S.Pd	Self-active teacher	Consultation
Muhammad Labib, S.Pd	Need to associate material with life	Consultation
Mar'atun Salimah, S.Hum	Lack of facilitation of students in discharge	Discussion
Anas Tohari, S.Si	Lack of opportunities for students to think actively	discussion
Nurul Ainunnisa, S.Pd	Delivery of material is too broad	Discussion
Muhammad Nur Rofik, S.Pd.I	Able to use interesting learning media	Discussion
Lucy Windiani, S.Pd.	Student learning is less active	Discussion
Alif Ilham Baihaqy, S.Pd	Lack of student facilitation	Discussion
Cici Wahyuni, S.Pd.	Student learning is less active	Discussion

Feedback activities are also carried out through special meetings or individual summonings. The Head of the Madrasah prepares an improvement plan based on the level of suitability of supervision indicators and the achievement of teacher targets.

The results of this study show that the academic supervision carried out at MAN 2 Banyumas is designed systematically and thoroughly. Supervision planning is directed to improve the professionalism of teachers, which is reflected in the aspects of teaching to assessment. The clinical approach applied through individual and group supervision is considered effective because it takes into account the real condition of the teacher.

The involvement of senior teachers as supervisors also provides an effective internal collaboration and mentoring space. The monitoring strategy with structured instruments and follow-up in the form of workshops and training shows that there is continuity in teacher competency development.

Overall, supervision at MAN 2 Banyumas has met the principles of modern education management, namely participatory, quality-oriented, and data-based. However, it is necessary to improve the use of learning media and the integration of technology in the teaching process as part of 21st century professionalism.

CONCLUSION

Research on the supervision competence of madrasah heads at MAN 2 Banyumas revealed that the success of academic supervision is largely determined by systematic planning and a comprehensive approach. The head of the madrasah has implemented academic supervision that focuses on improving the professionalism of teachers through individual and group approaches tailored to the needs and characteristics of the teacher. The formation of a supervision team involving senior teachers based on a cluster of subjects has proven to be effective in creating a more participatory and relevant peer coaching system. From the results of the supervision, it was identified that the aspect of syllabus development and the use of learning outside the classroom was still a challenge with an achievement of only 22%, while PKG and administration achieved satisfactory results with a percentage of 89% and 78%. The follow-up of supervision carried out through workshops, training, and intensive coaching shows the commitment of madrasah heads to sustainable development. The supervision strategy implemented at MAN 2 Banyumas reflects the principles of modern education management that is participatory, quality-oriented, and data-based, although there is still a need for improvement in the aspects of the use of learning media and technology integration as part of the demands of teacher professionalism in the digital era.

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