

Improving Teacher Performance Through Academic Supervision Activities at Madrasah Ibtidaiyah Nurul Huda Krembangan Surabaya

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Abstract

This study aims to find a model of madrasa principal academic supervision that improves teacher performance. The location of this research is at Madrasah Ibtidaiyah Nurul Huda Krembangan, Surabaya. There were four respondents to the research. Collecting research data using in-depth interview techniques, observation, and documentation. The research data was then analyzed using data reduction and triangulation techniques. The results of this study found: 1) Implementation of academic supervision by the head of Madrasah Ibtidaiyah Nurul Huda Krembangan Surabaya is carried out every year at the beginning of the new school year, then divided into two stages, namely the first semester and the second semester. The stages of implementation of academic supervision are divided into three, namely: a) planning of academic supervision; b) implementation of academic supervision; and c) evaluation and follow-up of the results of the implementation of academic supervision. 2) There are three approaches used by madrasa heads: a) a directive approach; b) a non-directive approach; and c) a collaborative approach. The supervision model used is the artistic supervision model. The application of academic supervision using these models and approaches has implications for improving the performance of teaching staff at Madrasah Ibtidaiyah Nurul Huda Krembangan Surabaya. Teachers became more diligent in preparing everything related to learning activities and became more disciplined in carrying out their duties at the madrasah. This study recommends further research on the academic and clinical supervision of all teachers at Madrasah Ibtidaiyah Nurul Huda Krembangan Surabaya.

Keywords: *Academic supervision, teacher performance, artistic supervision*

Abstrak

Penelitian ini merupakan penelitian kualitatif dengan menggunakan pendekatan naturalistik. Penelitian ini bertujuan untuk menemukan model supervisi akademik kepala madrasah dalam meningkatkan kinerja guru. Fokus penelitian ini adalah implementasi supervisi akademik kepala madrasah. Lokasi penelitian ini di Madrasah Ibtidaiyah Nurul Huda Krembangan Surabaya. Responden penelitian berjumlah empat orang. Pengumpulan data penelitian menggunakan teknik wawancara mendalam, observasi dan dokumentasi. Data penelitian kemudian di analisa menggunakan teknik reduksi data dan triangulasi. Hasil penelitian ini menemukan: 1) Implementasi supervisi akademik kepala Madrasah Ibtidaiyah

Nurul Huda Krembangan Surabaya dilaksanakan setiap tahun pada awal tahun ajaran baru, kemudian dibagi menjadi dua tahap yaitu tahap pada semester pertama dan tahap pada semester kedua. Tahapan pelaksanaan supervisi akademik terbagi menjadi tiga, yaitu: a) Perencanaan supervisi akademik, b) pelaksanaan supervisi akademik, dan c) evaluasi dan tindak lanjut hasil pelaksanaan supervisi akademik; 2) Pendekatan yang digunakan kepala madrasah ada tiga: a) pendekatan direktif, b) pendekatan non direktif, dan c) pendekatan kolaboratif. Adapun model supervisi yang digunakan adalah model supervisi artistik. Penerapan supervisi akademik menggunakan model dan pendekatan tersebut berimplikasi pada peningkatan kinerja tenaga pendidik di Madrasah Ibtidaiyah Nurul Huda Krembangan Surabaya. Para guru menjadi lebih rajin dalam mempersiapkan segala hal yang menyangkut kegiatan pembelajaran dan menjadi lebih disiplin dalam melaksanakan tugasnya di madrasah. Penelitian ini merekomendasikan adanya penelitian lebih lanjut tentang supervisi akademik maupun klinis pada semua guru di Madrasah Ibtidaiyah Nurul Huda Krembangan Surabaya.

Kata kunci: Supervisi akademik, kinerja guru, supervisi artistik

Introduction

Madrasahs are official organizations that are legally and formally recognized under Indonesian laws and regulations. As an organization, madrasah is a system consisting of several mutually reinforcing components. Madrasahs also have organizational leaders and members who have the authority and obligation to serve and improve the quality of human resources according to their vision and mission. Related to this, the madrasah head as an organizational leader plays an important role in controlling the pace of the organization, especially when facing opportunities and challenges that come from outside the madrasah environment. There are at least three things that can affect the development of educational institutions. First, external forces in the form of government policies, community support, and developments in science and technology. Second, the human resources needed in the organization of quality school institutions must unify the vision, mission, and goals and foster good cooperation between school components. Third, there are leaders, managers, and consultants who are able to plan, move, and control the changes that occur in schools.¹

The madrasah head, as a leader and manager, has the task of managing various aspects of education in madrasahs. One of the important tasks carried out by the principal is to supervise education. Supervision is an effort to provide services to teachers, either individually or in groups, in an effort to improve teaching and curriculum².

¹Suryo dan M.S Abbas, *Wajah dan Dinamika Pendidikan Anak Bangsa*, (Bandung: Adicita Karya Nusa, 2001), 102.

²Piet A. Sahertian, *Konsep Dasar & Teknik Supervisi Pendidikan; Dalam Rangka Pengembangan Sumber Daya Manusia*, (Jakarta: PT. Rineka Cipta, 2008), 19

Madrasah heads are also required to improve the learning process, by supervising classes, fostering and providing positive suggestions to teachers. In addition, Madrasah heads must also exchange ideas, brainstorm, and comparative studies between schools to absorb leadership tips from other principals.³

One of the competencies that a school principal must possess is supervision competence. Supervision competence, according to Permendiknas Number 13 of 2007, includes planning an academic supervision program in order to increase teacher professionalism, carrying out academic supervision of teachers using appropriate supervision approaches and techniques, and following up on the results of academic supervision of teachers in order to increase teacher professionalism.⁴

To support these competencies, madrasah heads must have knowledge and skills in planning, implementing, and following up on supervision in an effort to improve school quality. To improve the quality of teachers, supervision activities for madrasah heads through service and coaching activities provide opportunities for teachers to develop professionally.

In essence, supervision is defined as an activity that influences teaching and learning activities directly in terms of improvement by carrying out continuous simulation, coordination, and guidance to increase the growth of teacher positions individually or in groups⁵. Supervision as part of the managerial activities of madrasah heads needs to be carried out to maintain the quality of learning in madrasahs. Supervision can be done individually or in groups. Supervisors can hold private meetings with supervised teachers or hold teacher meetings to discuss supervision findings, which are carried out as a form of coaching to discuss problems encountered⁶.

The concept of educational supervision originates from the need for teachers who need help to overcome difficulties in learning. Supervision is carried out by guiding teachers, choosing teaching methods, and preparing teachers to be able to carry out their duties with high creativity and autonomy as teachers, so that the growth in teacher

³E. Mulyasa, *Menjadi Kepala Sekolah Profesional* (Bandung: PT Remaja Rosdakarya, 2006), 40.

⁴Peraturan Menteri Pendidikan Nasional Nomor 13 Tahun 2007 Tentang Standar Kualifikasi dan Kompetensi Kepala Sekolah/Madrasah.

⁵Peter F. Oliva, *Supervision for Today's Schools*, (America: Longman, 1984), 9.

⁶Pudariati. Peningkatan Mutu Pembelajaran Melalui Supervisi Akademik Pada MTS Negeri 2 Banggai. *Paedagogia: Jurnal Pendidikan*, Vol 10 No.2, (2022), 133-147.

positions continues⁷. Academic supervision helps teachers develop their ability to manage the learning process to achieve learning goals⁸. Sergiovanni emphasized that the practical reflection of teacher performance assessment in academic supervision is to look at the real conditions of teacher performance to answer questions, for example, what actually happened in class, what teachers and students actually did in class, which overall activities in the class are meaningful to teachers and students, what the teacher has done in achieving academic goals, as well as what the teacher's strengths and weaknesses are and how to develop them. Based on the answers to these questions, information will be obtained about the teacher's ability to manage learning⁹.

At least teachers must have four competencies in carrying out their duties: pedagogical, professional, personal, or personality competencies, and social competencies. This is as stated in Law Number 14 of 2005 concerning teachers and lecturers. These four competencies are the minimum standards for a teacher to be able to work according to the duties and functions they carry out, namely to carry out learning and achieve the learning objectives set by the madrasah. These four competencies are also the performance standards for teachers in madrasahs. Related to this, the initial research conducted by the author at Madrasah Ibtidaiyah Nurul Huda Krembangan Surabaya found that there were several teachers who did not meet these four competency standards. There are several teachers who are slow in making lesson plans, slow to come to school, and pay little attention to the learning process in class. Several other cases, such as teachers who did not prepare student evaluation sheets, were also found in madrasahs. This then initiated the madrasah head to carry out academic supervision to improve teacher performance.

The study, then, aims to find an implementation model of academic supervision carried out by the madrasah head and also to find out the problems experienced by madrasah teachers when carrying out learning. The focus of this research is the implementation of academic supervision in improving teacher performance at Madrasah Ibtidaiyah Nurul Huda Krembangan Surabaya.

Systematic literature review

⁷Syaiful Sagala, *Pembelajaran Aktif*, (Bandung: Alfabeta, 2010), 90.

⁸Glickman, C.D., Gordon, S.P., and Ross-Gordon, J.M. *Supervision and Instructional Leadership A Development Approach*. (Seventh Edition. Boston: Perason, 2007), 27.

⁹ Sergiovanni, T.J., *Supervision of Teaching*, (Alexandria: Association for Supervision and Curriculum Development, 1982), 42.

Research on academic supervision related to teacher performance has been carried out by many educational practitioners, which shows that there are various problems encountered in learning. This also shows that improving the quality of learning is an important task that is carried out by all educational practitioners. The results of this study have benefits as a reference for the development of education in schools. In a systematic literature review in this article, the author presents some research results from previous researchers, including: Anggriani, DKK, who found that the implementation of school principals' academic supervision in improving teacher performance was carried out by 1) class visits, 2) class observations, 3) inter-visits, 4) private conversations, and 5) teacher meetings¹⁰; Gultom, DKK, who found that teacher performance was influenced by the academic supervision of the school principal and the subject teacher consultation¹¹. Furthermore, Karsiyem and Muhammad Nur Wangid's research found that to improve teacher performance, school principals need to apply academic supervision principles such as practicality, objectivity, humanity, mutual cooperation, kinship, democracy, and comprehensiveness. In carrying out academic supervision, the principal applies individual and group techniques¹². Manurung found that there was an increase in teacher performance on an ongoing basis after the principal carried out academic supervision¹³. Similar research was also conducted by Zulqaidah, who found that the implementation of academic supervision management to improve teacher performance is more directed at evaluating the performance achieved by teachers. Evaluation of the academic supervision program that has been implemented in the aspects of teacher development, teacher professional guidance and training, teacher performance evaluation, and monitoring of eight national education standards. The strategy used to improve teacher performance is by fostering discipline, setting an example for teachers and students, holding seminars and training,

¹⁰Anggriani, N. I., Syarifuddin, A. A., Prasajo, T. A. Y., & Destari, W. (2023). "Supervisi AkademikKepala Sekolah dalam Meningkatkan Kinerja Guru (Studi Kasus di SDIT Ya Bunayya Pujon)". *Jurnal Simki Pedagogia*, 6 (2), 411-422.

¹¹Gultom, P., Tampubolon, M. ., & Tampubolon, H. . (2023). "PENGARUH MUSYAWARAH GURU MATA PELAJARAN DAN SUPERVISI AKADEMIK TERHADAP PENINGKATAN KINERJA GURU". *Jurnal Dinamika Pendidikan*, 16(1), 12-21. <https://doi.org/10.51212/jdp.v16i1.184>

¹²Karsiyem dan Muhammad Nur Wangid, "Pelaksanaan Supervisi Akademik dalam Peningkatan Kinerja Guru Sekolah Dasar Gugus III Sentolo Kulon Progo", *Jurnal Akuntabilitas Manajemen Pendidikan* Volume 3, No 2, September 2015 (201-212). <http://journal.uny.ac.id/index.php/jamp>

¹³Tiarma Lasmaria Manurung, DKK., Meningkatkan Kinerja Guru di SMP Negeri 1 Ronggurnihuta Melalui Supervisi Akademik Kepala Sekolah, *Pedagogika: Jurnal Pedagogik dan Dinamika Pendidikan*, Volume 11, No. 1, April 2023 doi:<https://doi.org/10.30598/pedagogikavol1issue1year2023> <https://ojs3.unpatti.ac.id/index.php/pedagogika>

collaborating with other educational institutions, bringing in experts, giving teachers the opportunity to supervise each other, and providing and optimizing facilities and educational supplies¹⁴. Furthermore, Mulyanto's research found that 1) the head supervised once a month, and 2) the implementation was carried out in stages. The first is holding a deliberation; the second is checking the completeness of learning tools; the third is class visits; and finally, the follow-up or evaluation after supervision is carried out is: 1) the implementation of supervision using class visit techniques; and 2) the evaluation carried out by the madrasah head to improve teacher performance is through teaching and learning assessment by monitoring student exam results¹⁵.

Some of the above studies have concluded that improving teacher performance through the academic supervision of school principals is an effective step and one that has a high success rate. Other studies that have similarities were not included in this literature review because the authors are of the opinion that some of the above studies already represent other studies. This research also seeks to find a model for implementing the academic supervision of madrasa principals to improve performance. The background of the school that is the object of research is a private school in the city of Surabaya. This research is interesting because it seeks to find efforts to improve teacher performance that indirectly can identify the strengthening factors of private madrasahs amidst competition for advanced educational institutions in the city of Surabaya.

Research methods

This field research is qualitative descriptive research that aims to describe and analyze phenomena, events, social analysis, attitudes, beliefs, perceptions, and thoughts of people individually and in groups¹⁶. The research was conducted at Madrasah Ibtidaiyah Nurul Huda Krembangan, Surabaya. The researcher determined four respondents as research data sources, namely the head of the madrasah, class 3, 4, and 5 teachers, and subject teachers. Data collection was carried out using observation techniques, in-depth interviews, and documentation. Interviews were conducted face-to-face or directly between the researcher and the subject. The type of interview used by the researcher is a semi-

¹⁴ Zulkaidah, DKK., "Strategi Supervisi Akademik dalam Meningkatkan Kinerja Guru", *Islamic Education Issues* Vol. 3, No. 1, 2023 | 8-14. <https://doi.org/10.57251/ie.v3i1.922>

¹⁵ Agus Mulyanto, DKK., Supervisi Akademik Dalam Meningkatkan Kinerja Guru Madrasah (Studi di Madrasah Ibtidaiyah Swasta Al-Anwar Kecamatan Pangkalan Banteng), *Jurnal Pendidikan Universitas Garut* Vol. 3 No. 1 2018, 122-140.

¹⁶Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan*, (Bandung: Remaja Rosdakarya, 2014), 94.

structured interview, which is more open. Researchers will find problems in a more open manner, where the parties invited to the interview are asked for their opinions and ideas. Researchers also use documentation as a data collection technique. Researchers collected meeting minutes, teacher attendance, work programs, and audio and video to support research. This step is in accordance with the opinion of John W. Creswell, who stated that "during the research process, researchers collect qualitative documents. The final category of qualitative data includes audio-visual data. This data may be taken from photographs, video recordings, or voice recordings¹⁷. The collected data is then reduced for display and analysis using source triangulation.

Result and Discussion

Implementation of academic supervision at Madrasah Ibtidaiyah Nurul Huda Krembangan Surabaya

1. Academic Supervision Planning

Based on the results of research conducted by researchers starting from interviews, observations, and documentation studies with key informants and supporting informants, researchers can find out the stages that must be carried out by school principals in academic supervision activities. These stages start with planning, implementing, and following up on academic supervision.

Basically, academic supervision itself is all forms of assistance, guidance, and motivation provided by the principal to teachers related to the academic process, especially in learning, so that it has an impact on improving teacher performance and student achievement. In such a way, the head of the madrasa plans academic supervision to be carried out so that the expected goals can be achieved, namely to improve the performance of teachers so that student learning outcomes also increase. The discussion on planning the academic supervision program was carried out at a meeting attended by the school principal, deputy head of the madrasah, and teachers¹⁸.

¹⁷John W. Creswell, *Pendekatan Metode Kualitatif, Kuantitatif dan Campuran*, (Yogyakarta: Pustaka Pelajar, 2016), 255.

¹⁸ Madrasa document, Appendix 12 Minutes of Academic Supervision Program Planning Meeting, h. 188.

"In academic supervision program planning meetings, I usually discuss academic supervision schedules, academic supervision techniques, academic supervision instruments that are guided by process standards, school activities, and evaluation of academic supervision programs in the previous year, as well as preparation of complete teacher administration in implementing academic supervision"¹⁹.

Improving student learning in the classroom is the duty and responsibility of a teacher. Therefore, the goal of academic supervision, besides increasing student learning, is also to increase teacher performance because these two things are interrelated²⁰.

Regarding the academic supervision instrument prepared by the head of the madrasah, it can be done by analyzing supervision in the previous year and making it in accordance with the rules in the standard process. From the results of the analysis, make a supervision plan. In planning academic supervision, it is also necessary to look at the preparation, implementation, and assessment of learning by teachers and the attainment of graduate competency standards, process standards, content standards, and implementing regulations. The academic supervision program is made by considering many things, for example, the results of the evaluation of academic supervision in the previous year. In addition, the academic supervision program also considers the moments of the activities this semester.

"I always read and evaluate the results of academic supervision in the previous year when I wanted to conduct academic supervision. I think this is important so that I can find out the problems faced by the teachers in the previous year. Then I made a program for the current year taking into account the current conditions at the madrasah ²¹. "

2. Implementation of academic supervision

Before the start of the implementation of academic supervision, the head of the madrasa always conducts socialization regarding the implementation of academic supervision in meetings. During the meeting, the head of the madrasa conveyed to the teachers that academic supervision would be carried out in the next one or two weeks

¹⁹ Aji Sumarsono Head of Madrasah, *Personal Interview*, room of Head of Madrasah Ibtidaiyah Nurul Huda Krembangan Surabaya in February 2023

²⁰ Fakhurrozi, H., Minabari, M., Saguni, F., & Marfiyanto, T. (2023). ENHANCING THE SOCIAL AND RELIGIOUS CHARACTER OF STUDENTS AT QURRATU A'YUN HIGH SCHOOL THROUGH EXTRACURRICULAR ACTIVITIES. *Paedagogia: Jurnal Pendidikan*, 12(1), 101-118. <https://doi.org/10.24239/pdg.Vol12.Iss1.391>

²¹ Aji Sumarsono Head of Madrasah, *Personal Interview*, room of Head of Madrasah Ibtidaiyah Nurul Huda Krembangan Surabaya in February 2023.

according to the planned academic supervision implementation schedule. The teachers also prepare everything to face the implementation of academic supervision. The preparations made by the teachers so that later the teachers will receive satisfactory assessments are preparing various administrative completeness of learning as physical evidence in the form of a syllabus, which has already been described in relation to the translation of subject competencies that will later be possessed by students, learning implementation plans that include content competencies, basic competencies, learning objectives, learning methods, learning media, steps for learning activities, various devices that can support learning, and mental preparation to face the head of the madrasa in class visits. This was prepared by the teachers because later in the implementation of academic supervision, all would be examined in detail by the head of the madrasa, and the results would be included in the teacher's assessment.

Evaluation of performance is the first step in carrying out academic supervision by the madrasah head. Basically, performance evaluation is the process of assessing and carrying out one's duties in accordance with performance standards or predetermined objectives. The teacher's performance itself includes the main tasks and functions of the teacher, especially in learning activities in the classroom. The madrasah head evaluates performance in academic supervision, namely in the form of supervising class visits.

"The purpose of our routine supervision is to control teacher performance. In other words, I can say that supervision is carried out to find out and evaluate teacher performance. Sometimes there are teachers who carry out their duties with enthusiasm, sometimes there are ups and downs in enthusiasm. Not infrequently also found problems in the learning process. Things like this are usually found out when academic supervision is carried out²².

The supervision of class visits carried out by the head of the madrasa begins with the stage of conditioning the teachers to prepare everything that has been planned to deal with the implementation of academic supervision. The head of the madrasa also provides administrative completeness forms to teachers so that they know what needs to be prepared. After the teachers are ready to carry out everything, the head of the madrasa conducts an examination of the various aspects of the teacher's learning administration. If

²² Aji Sumarsono Head of Madrasah, *Personal Interview*, room of Head of Madrasah Ibtidaiyah Nurul Huda Krembangan Surabaya in February 2023.

it is felt that this is enough, then the head of the madrasa supervises class visits to observe the performance of the teachers. In supervising class visits, the head of the madrasa observes how to teach teachers in learning activities that will be assessed in academic supervision instruments, namely the assessment of lesson plans, implementation of the learning process from preliminary activities to closing activities, assessment of learning outcomes, class management, and re-checking related to teacher administration.

The next stage is the diagnosis of performance problems. Basically, the diagnosis of performance problems is carried out to find out what problems occur during the performance implementation process. In carrying out academic supervision, the head of the madrasa will diagnose performance problems at the performance evaluation stage. At the time of performance evaluation, namely carrying out supervision of class visits, the head of the madrasa recorded his various findings during the observation in the instruments that had been prepared in the planning. In this instrument, the head of the madrasa gives an assessment to the supervised teacher in the form of a number. The assessment carried out by the head of the madrasa starts with the administration of learning support that has been prepared by the teachers, the implementation of learning activities, and the assessments carried out by the teachers on students.

Based on the results of the diagnosis of performance problems that the head of the madrasa gets from the academic supervision instrument, the head of the madrasa gets the results of the performance of each teacher, which are obtained based on the value content of the instrument. From the results of the instrument assessment, the problem that arises is that there are still deficiencies in the teachers, where teachers are still found whose administration is incomplete, as well as teacher problems in the learning activities carried out, so that this also has an impact on students who are less able to receive learning well.

"Several times I found teachers who didn't have complete learning tools. Sometimes there are those who haven't made lesson plans when teaching, sometimes there are also those who don't prepare learning media. I also once found the teacher was not in class and students were not given assignments. This kind of condition makes me want to immediately carry out academic supervision²³.

²³ Aji Sumarsono Head of Madrasah, *Personal Interview*, room of Head of Madrasah Ibtidaiyah Nurul Huda Krembangan Surabaya in February 2023.

With the existence of various problems in the implementation of academic supervision, the madrasa head must be able to find ways to overcome these problems. In this case, the madrasa head, who already has the results of the performance evaluation contained in the academic supervision instrument, will address the problem through the next stage, namely the follow-up stage. In the follow-up stage, the head of the madrasa will formulate various appropriate ways to correct the deficiencies that exist in the teachers and also so that their performance will be further improved. Meanwhile, regarding the problem of the timing of the implementation of academic supervision that is not in accordance with the predetermined plan, the head of the madrasa will try to rearrange the implementation time.

3. Follow-up on the Results of the Implementation of Academic Supervision

After supervising class visits, the head of the madrasa will convey to the teachers about the results that the teachers got in carrying out academic supervision.

“I am always open when giving directions and input to teachers. I convey the results of the academic supervision that has been carried out in meetings attended by teachers. In those meetings I usually give directions and input after first conveying the results of the supervision²⁴.

In the previous stage, namely the implementation stage of academic supervision, the madrasa head obtained various data in the instruments he owned. The data will later be processed by the head of the madrasa and the results will be reported to the teachers. The follow-up that the head of the madrasa gave to the teacher was first recorded in the academic supervision instrument so that at the next meeting the head of the madrasa could immediately provide follow-up to the teacher who had been supervised. The head of the madrasah will present the results of the report in discussion and also individually. The principal of the madrasa discussed the results of the implementation of academic supervision in outline in a meeting held between the principal and the teacher. The meeting also discussed preparations for the class VI national exam, teachers were given information regarding the implementation of the national exam and were also given directions and suggestions by the head of the madrasa regarding the results of academic supervision that had been carried out previously to improve performance which had been good so far for

²⁴ Aji Sumarsono Head of Madrasah, *Personal Interview*, room of Head of Madrasah Ibtidaiyah Nurul Huda Krembangan Surabaya in February 2023.

the sake of success students ²⁵. In this meeting the head of the madrasa conducts direct coaching by conveying directions, input, and also motivation to teachers to be able to improve their performance. Indirect coaching such as seminars and various trainings really needs to be done, therefore sometimes the head of the madrasa also provides opportunities for teachers to take part in seminars and training activities.

The head of the madrasa conducts a review regarding the results of the implementation of academic supervision for all teachers in a discussion. The head of the madrasa conveys the results of the teacher's assessment and also various things that must be corrected and those that must be improved. Based on this, the head of the madrasah follows up directly by providing direction, input, and motivation to the teacher so that he can further improve his performance as an educator in further learning.

The success of academic supervision activities is also supported by the approach model used by supervisors when carrying out supervision. Madrasah heads must have a variety of methods and approaches in carrying out supervision so that supervision activities can be successful according to objectives. In the case of MI Nurul Huda Krembangan Surabaya, the head of the madrasah used a variety of approaches depending on the situation and condition of the teacher being supervised.

"I do academic supervision both personally and in groups, directly or indirectly. For example; this year at my madrasa I started using an online system to collect teacher data, files, and regulations as well as assignments that teachers have to do. Each teacher has one account, but there is a master account. Through the master account, I send the existing regulations to be read and implemented by the teacher. Then the teachers will send the related assignments, after that I read and check, if there is an error, I screenshot it and resend it to the teacher concerned, don't forget to include a message to see and re-read the regulations. From this, the teachers will realize what they did wrong, even if they don't meet face to face ²⁶. "

From the results of these interviews it can be concluded that the head of MI Nurul Huda Krembangan Surabaya uses a collaborative approach, namely an approach that combines directive and non-directive approaches into a new approach.

"As the principal of a madrasah, I always try to listen and solve and solve problems by involving teachers. Likewise with establishing agreements for work contracts in subsequent teaching activities, I always use a participatory

²⁵Academic supervision report documentation, Appendix 12.

²⁶ Aji Sumarsono Head of Madrasah, *Personal Interview*, room of Head of Madrasah Ibtidaiyah Nurul Huda Krembangan Surabaya in February 2023.

pattern. Maybe that's why teachers don't hesitate to bring up learning problems they face ²⁷.

In the implementation of supervision, the characteristics of teachers faced by supervisors must be different. These differences can be seen in terms of age and maturity, work experience, motivation and teacher abilities. Therefore, supervisors must apply an approach model that is in accordance with the characteristics of the teacher they face. If the models and approaches used are not appropriate, then supervision activities are likely not to run effectively.

Another effort that was also made by the head of the madrasah to improve teacher performance was the exemplary method. The head of the madrasa always sets a good example, such as obeying the rules of the madrasa, being present on time, carrying out lessons on time and dressing according to the rules of the madrasa, and notifying teachers who are unable to attend. This is in accordance with the statement of the head of the madrasa:

"I set an example by arriving earlier than the agreed hour. Before the teachers came, I was on standby at the office. Why do I exemplify this, so that there is a culture of discipline. when I leave earlier than the teacher and students, normally the mindset embedded in their minds will be different when I leave with them or even late ²⁸. "

The head of the madrasa also always evaluates teachers, especially when activities have been carried out. Evaluation is carried out to find out whether the teacher's performance in learning has increased or not. If the teacher's performance is not optimal, then steps must be taken as a solution. Usually the madrasah head chooses discussion or deliberation as a solution to various existing problems. as expressed by the head of the madrasa: These steps are carried out by the head of the madrasa in order to improve teacher performance with the aim of increasing student achievement every year. This is in line with the opinion that increasing teacher performance is not only through the provision

²⁷ Aji Sumarsono Head of Madrasah, *Personal Interview*, room of Head of Madrasah Ibtidaiyah Nurul Huda Krembangan Surabaya in February 2023.

²⁸ Aji Sumarsono Head of Madrasah, *Personal Interview*, room of Head of Madrasah Ibtidaiyah Nurul Huda Krembangan Surabaya in February 2023.

of upgrading and training, but it is also necessary to pay attention to teachers in terms of increasing discipline, providing motivation, providing guidance through supervision ²⁹.

Referring to the explanation and interview results above, the model of academic supervision carried out by the madrasa head is artistic supervision, both directly and indirectly. Supervisors who develop this artistic model will show themselves in relationships with teachers who are guided in such a way that teachers feel accepted, have a feeling of security and positive encouragement to try to move forward. Attitudes such as wanting to learn, listening to other people's feelings, understanding other people with the problems presented, accepting other people as they are, so that people can be themselves, that is artistic supervision ³⁰. Based on the explanation of the data, according to Sahertian's statement, it can be concluded that the headmaster of MI Nurul Huda Krembangan Surabaya Islamic school uses an artistic model in which a supervisor in artistic supervision will show himself in relationships with teachers who are guided in such a good way that teachers feel accepted, there is feelings of security and positive encouragement to strive forward. The madrasa head does not use a conventional approach in supervision activities. The conventional approach is an approach that finds fault and is authoritarian towards teachers or their subordinates. Because the principal of the madrasa always positions himself as a discussion partner, not as a boss. So that teachers don't hesitate to express their difficulties, and easily have small discussions with the principal of the madrasa. The results of this study concluded that the academic supervision of the principal of the Ibtidaiyah Madrasah Nurul Huda Krembangan Surabaya had positive implications for increasing teacher performance in carrying out tasks in madrasas.

The techniques used by the head of the madrasa, namely direct and indirect supervision, are theoretically in accordance with the opinions of experts. Soekarto stated that direct technical supervision can be carried out by means of; holding teacher meetings, organizing workshops, class visits and holding conferences. While the indirect technique,

²⁹Siti Wahidah, "Pelaksanaan Supervisi Pengajaran Oleh Kepala Sekolah Dalam Meningkatkan Kinerja Guru di SMK Negeri 1 Banda Aceh", *Jurnal Magister Administrasi Pendidikan* Universitas Syiah Kuala 3 (2015): 51-66.

³⁰Piet A Sahertian, *Konsep Dasar dan Teknik Supervisi Pendidikan dalam Rangka Pengembangan Sumber Daya Manusia* (Jakarta: Rineka Cipta, 2008), 42.

among others, is carried out by means of bulletin boards, questionnaires, and guided reading³¹.

Conclusion

Every year at the start of the new school year, the director of Madrasah Ibtidaiyah Nurul Huda Krembangan Surabaya implements academic supervision in two stages: the first and second semesters. There are three stages to the implementation of academic supervision: 1) planning, 2) implementation, and 3) evaluation and follow-up of the results of the implementation of academic supervision. Regarding the academic supervision of the madrasa's chief, it is carried out both directly and indirectly. Several distinct approaches and methodologies are used to administer academic supervision. Madrasa leaders utilize three approaches: 1) a directive approach, 2) a non-directive approach, and 3) a collaborative approach. This is predicated on the notion that in the implementation of supervision, supervisors must encounter teachers with distinct characteristics. These distinctions are evident in terms of age and maturity, work experience, motivation, and teaching skills. Therefore, administrators must use an approach model that corresponds to the characteristics of the teacher they are interacting with. The supervision model applied by the head of Madrasah Ibtidaiyah Nurul Huda Krembangan Surabaya is an artistic supervision model that is applied directly and indirectly. Madrasa principals do not use conventional approaches in their supervision.

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³¹Soekarto Indrachudi, *Bagaimana Memimpin Sekolah yang Efektif*, (Bogor: Ghalia Indonesia, 2006), 93.

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