

The Effectiveness of Educational Supervision in Increasing the Teacher's Professional Competence in the Covid-19 Pandemic Period

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This research aims to determine the process of drafting the supervisory program, the applied techniques, the implementation of supervision / evaluation carried out and the feedback carried out by supervisors to improve the professionalism of educators through supervision during the Covid-19 pandemic period at MTs. Negeri 2 Kota Bandung-Jawa Barat-Indonesia. This research uses descriptive qualitative methods and data collection using interview, observation, and documentation techniques. The subjects of this reserach were school supervisors, principals and MTs educators. The results of this study indicate (1) the preparation of a supervisory program involving all supervisors in the city of Bandung-West Java-Indonesia through stages consisting of annual programs, semester programs and academic supervision plans (RPA); (2) the techniques applied in the implementation of supervision are individual techniques and group techniques; (3) evaluation of the implementation carried out after the supervision process takes place and used as data for supervisors to be collected to determine the achievement of the targets that have been set, so that it can be followed up with further coaching programs; (4) giving feedback is done verbally by the supervisor giving comments on the results of observations of the learning process and giving written comments on the results of observing the learning process and proceed with a plan for strengthening and rewarding follow-up for educators who have

reached the standard, educators who have not yet reached the standard educational directions and provide opportunities for educators to attend further training or upgrading.

Key words: *Effectiveness, supervision, professional competence of educators.*

Introduction

Covid-19 pandemic, is not only a disaster, but will be an interesting challenge for educational staff, especially the School Supervisors. Synergizing to “stay at home” with “staywork” becomes interesting. School supervisors, Principals, Teachers and Students remain healthy but Education continues to achieve its goals and vision. If this synergy continues and this pandemic ends, it will produce School Supervisors, School Principals, Teachers and New Era Students who are familiar with the digital era. This is where the Competency of School / *Madrasah* Supervisors is required to have: personality, managerial supervision, academic supervision, educational evaluation, research and development. This has become a challenge for School / *Madrasah* Supervisors. Because the School Supervisor / *Madrasah* serves as an Activator for educators to stay healthy, stay safe and keep working, in any situation especially in the Covid-19 Pandemic. In a COVID-19 pandemic situation where they are required to work from home, school supervisors are required to continue to carry out their duties to guide teachers, principals and their institutions.

The 1945 Constitution of the Republic of Indonesia mandates that every citizen has the right to education, the government seeks to organize a national education system to improve faith and piety and noble character in order to educate the lives of the nation’s children which are regulated by law. In order to improve the quality of human resources in the education sector which is part of the culture that must be developed, therefore the role of educational institutions is expected to carry out a series of processes to improve education quality assurance in accordance with national education standards (SNP). (Handriyani, et al. 2018). To produce qualified graduates, the government based on ministerial regulation (Permen PAN) Number 91 / KEP / M.PAN /10/2002 concerning functional positions and School Supervisors, One of the functions of School / *Madrasah* Supervisor management is to maintain the activities of carrying out the main tasks and functions of the organization in order achieve goals more effectively. School Superintendents have full rights and responsibilities to carry out their duties in the field of guidance, namely fostering educators in designated educational institutions. Forms of coaching not only in terms of the learning process, including methods, strategies and approaches used in learning. (Rahmah, 2018). All of these things must be monitored and under the guidance of a supervisor. In other terms, the school is where a supervisor is located and becomes his target school.

School/*Madrasah* is an institution for the formation of a generation of national expectations. The competence of a nation is a reflection of the quality of education in schools / *madrasahs*. In the era of globalization, competent and reliable human resources (HR) are the capital for national development. The government has made various efforts, including activities to revise the curriculum, increase the education budget, the quality of educator's improvement, character building, teacher certification and others. The role of professional educators is important to support the nation's education, educators are required to keep abreast of the times, knowledge and technology, as well as the demands of society namely competent humans and have the capability to be able to compete with the times. The standards of educators and education personnel are important in carrying out education in educational institutions. (Nurmala, et al. 2019).

School / *Madrasah* Supervisors have a strategic role in education management to improve the professional education of the educators and the quality of education. According to Hendarman (2015), "the presence of supervisors specifically in the education unit is to provide motivation and facilitate educators in overcoming various problems, especially in the implementation of learning because supervisors are actually co-educators in improving learning". Makmurrizal's research (2016) concluded that "every supervisor conducts individual class visits or group techniques, the supervisor also does the same, meaning the supervisor comes and sees and conducts a brief discussion, but does not prepare well planning, so supervision activities are still lacking effective and have not made more contributions to teachers, especially in increasing the competence of teacher professionalism".

Implementation of supervision in the field often experiences obstacles, especially during the co-19 Pademi period, due to the presence of supervisors who are less prepared, experience during the supervisor's functional training has not been sufficient provision to carry out supervisory duties, lack of awareness of the responsibilities of supervisors and attitudes and impressions teachers who are less open to supervisors make supervision less effective. (Nurmala, et al. 2019).

First initial study; the authors conducted interviews with educators of MTs Negeri 2 in the city of Bandung-West Java-Indonesia shows that "the supervisory supervisor's role is felt to be less effective in improving professional educators especially during this Covid-19 pademic" (Interview results, 12 May 2020).

Second; a number of supervisors, stated that "The challenge of the Covid-19 Pandemic in the increasingly complex digital age makes School / *Madrasah* Supervisors have to be creative and if possible be innovative and still appear as someone who is able to assist and carry out the transformation of teacher and Principal guidance. This condition; raises assumptions

about where, how and what Supervisors do. If you see RB Regulation No. 21 of 2010 and Permendiknas No. 12 of 2007, it is clear that supervisors have a very strategic role and are the spearhead of educational success in schools. But the main task which is very strategic cannot function properly and the spearhead becomes blunt, dilemmatic and become a struggle for supervisors. On the one hand how to function a role that is not functioning properly and sharpen the spearhead that has become blunt, On the other hand not all schools have internet access, and must pay attention to the government's call for social distancing and physical distancing". (Heni Kristiani, 2020).

These is not an easy thing. The supervisors continue to make optimal efforts to monitor the performance of school principals and teachers. Various digital applications that are not enough to help. Currently in accordance with existing conditions and for the smooth functioning of supervisors in supervision, WhatsApp group is the single most effective media that supervisors can use in supervising PJJ in target schools. It must be admitted if during this time the intensity of supervisor class visits to schools / *madrasah* was felt to be lacking. The limited number of Supervisors and the size of the target area indeed hampered the success of the supervision. But this is not an obstacle when intelligent supervisors use an effective supervision strategy, namely by using technology assistance in the supervision and empowerment of MGMP and MKKS. (Nurmala, et al. 2019).

Based on this background, the author examines in-depth research on the effectiveness of supervision by supervisors in improving teacher professionalism at MTs. Negeri 2 in the City of Bandung-West Java-Indonesia. Specifically, the purpose of this study was to find out the program, the application of techniques, and the implementation of education supervision / evaluation, and the implementation of feedback in improving teacher professionalism during the Covid-19 pandemic period, at MTs. Negeri 2 in the City of Bandung-West Java-Indonesia. With this presentation, this study can provide information to reflect the application of Educational Supervision in Improving Teacher Professional Competence during the Covid-19 pandemic period.

Literature Review

1. Effectiveness of Educational Supervision

Supervision in education management is an effort that helps teachers or serves them so that they can improve, develop and increase the quality of their learning, and can provide effective and efficient student learning conditions. Supervision leads to efforts to achieve educational goals and improve the quality of education, and the assistance or services provided are guidance and direction to teachers in order to manage learning, namely the preparation of learning plans, implementation of learning and assessment of learning achievement. Supervision can also be in the form of encouragement, guidance and

opportunities for the development, skills and abilities of teachers (Purwanto, 2006, in Suryani, 2017).

In line with that opinion, Nawawi (1991, in Magfiroh, 2014) regards education supervision as a service provided by leaders to help teachers become professional teachers in accordance with the development of science in general and education in particular and are able to increase the effectiveness of the teaching and learning process in schools.

The effectiveness of educational supervision services covers all aspects of the provision of education and learning. The concept of supervision cannot be equated with inspection which emphasizes more on power and is authoritarian, because education supervision emphasizes friendship based on better service delivery and cooperation between principals and teachers and is democratic. Thus supervision is one way to improve the quality of learning carried out by teachers in schools (Lalupanda, & Prastyo 2017).

Education supervision has the aim of providing services and assistance to improve the quality of student learning, not only improving teaching skills but also developing potential teacher quality. The purpose of supervision is to provide services and assistance to improve the quality of teaching of teachers in class which in turn improves the quality of student learning. (Sahertian, in Hidayat, et al., 2018).

More specifically, the objectives of supervision are: (1) to help to create optimal graduates in quantity and quality, (2) to help develop their personal, competency and social skills; (3) to assist school principals in developing programs in accordance with local conditions; (4) to participate in increasing cooperation with the community or school committee. These opinions can be said that the ultimate goal of supervision is to improve the quality of education (Pidarta, 2009, in (Dwikurnaningsih, 2018).

There are several types of supervision in an educational context, among others, academic supervision, clinical supervision and managerial supervision. Academic supervision is educational supervision which is seen as an activity aimed at improving and enhancing the quality of the learning process and results. In the context of the educational profession, the quality of learning is a reflection of the professional abilities of teachers. Educational supervision has an interest in improving the professional abilities of teachers so that it will have an impact on the quality of the process and learning outcomes. Using a different language, (Suhandra, 2014).

Academic supervision is a coaching activity through providing technical assistance to teachers in carrying out the learning process (Kusumawati, 2016). Arikunto (2006, in Wahyu, 2018); reveals that academic supervision is supervision whose object focuses on observation

of academic problems, directly within the scope of learning activities carried out by teachers to facilitate students during the learning process or learning something. Academic supervision focuses on supervisors' observations (education supervisors) on academic problems, namely things that are directly in the environment of learning activities when students are in the learning process (Amementembun, 2007, in Dwikurnaningsih, 2018).

Some of the views above indicate the importance of academic supervision to develop teacher professionalism and provide motivation for teachers to always make improvements in performance. Because the purpose of supervision is assistance not an inspection, supervisors, school principals can carry out the supervision program properly so that the objectives of supervision can be achieved effectively.

The strategy for implementing supervision in the context of education efficiency and effectiveness includes classifying the problems found in the implementation of supervision of the implementation of authority in the field of education in accordance with PP. 25 of 2000, the authority in the education sector is divided into (1) central government authority, (2) provincial authority, and (3) district/city authority. From the level of authority, the authority of the district/city is far greater than that of the province and the authority of the central government. The existence of these three levels of authority has an impact on the emergence of various problems related to the implementation of policies related to quality assurance (quality assurance) (Magfiroh, 2014).

To achieve effectiveness in educational supervision can be done by using certain approaches. One of the features is that the collaborative approach is believed to be an approach that combines directive and non-directive approaches into a new approach. In this collaborative approach, supervisors and those supervised jointly agree to establish processes and criteria for carrying out conversations about the problem at hand. The collaborative approach is based on cognitive psychology, which assumes that learning is a combination of individual activities and the environment, thus influencing the formation of individual activities. Supervision with a collaborative approach occurs in two directions, namely from the top or the leadership down or staff and vice versa. The collaborative approach in supervision is expected to provide solutions to problems faced by teachers quickly because the supervisor in approaching the person being supervised starts with the creation of a good relationship between the two, so that objective data can be obtained. The supervisor's/supervisor's actions in a collaborative approach include: (1) initial conversation; (2) observation; (3) analysis/interpretation; (4) final conversation; (5) final analysis, and (6) discussion (Sahertian, 2000, in Hidayat, et al,2018).

The collaborative supervision approach process consists of 10 steps, namely (1) clarifying: identifying problems through discussions or interviews with teachers; (2) listening:

understanding teachers' perceptions to obtain as much information as possible; (3) reflecting: verifying teacher perceptions that is when the teacher has completed the description of the problem, checking the accuracy by summarizing the teacher's statement and asking whether the summary is correct; (4) presenting: conveying a point of view, (5) clarifying: asking the teacher to clarify the supervisor's perceptions of teacher problems; (6) solving problem: exchanging suggested choices about what might be done to improve and enhance learning; (7) encouraging: accepting the conflict or disagreement between the facilitator and believing that the difference of opinion will find the best solution; (8) negotiating: after discussing differences of opinion between the supervisor and the teacher, finding a solution that is acceptable to both parties. If no agreement is reached, you can invite a mediator to help find a solution; (9) standardizing: agreeing on the details of the plan. After the agreement of action, it is agreed when and where the learning improvement practice will be carried out by being observed by the supervisor; (10) reflecting: summarizes the final plan. Supervisors together with teachers write together the results of the discussion of plans to be carried out (Glickman and Jovita, 2009, in Nuryadi, 2018).

The effectiveness of educational supervision, can be done through individual supervision techniques and professional supervision techniques; (1) separation technique which is individual, conducts class visits; making observation visits; guiding teachers about ways of personal learning of students and or overcoming problems experienced by students, and guiding teachers in matters relating to the implementation of the school curriculum. (2) Professional supervision techniques; What is meant by professional supervision is matters related to ways of assisting teachers in their work and improving their professional skills and abilities. The main attention in this supervision is focused on the materials and methods of the teacher in teaching, what is taught, and how he teaches. To achieve these goals, professional techniques are needed that occur through improvement or improvement of the teaching and learning process; and curriculum development. (Cowell Gardner 1995 and Daryanto, 1999, in Maghfiroh, 2014).

1. Improving Teacher Professional Competence

Competence is "the ability related to mastery of learning material in a broad and deep field of study which includes mastering the scientific substance that covers the curriculum material, as well as adding scientific insights as a teacher." (Supentangingrum, 2013)

Teacher competency development is aimed solely at improving the quality of *madrasahs* and students in terms of knowledge of teaching materials taught by teachers. Several things that can be developed for the development of teacher competencies include; (1) increasing knowledge and skills, (2) improving the quality of education personnel, (3) increasing teaching skills (4) increasing the ability to develop learning programs (Sulton, 2006).

Professional competence is the ability to master learning materials broadly and deeply which allows them to guide students to meet the standards set out in the national education standards affirming that professional competence involves the ability and willingness and determination to realize educational goals designed through quality work processes and products. So the professional competence in question is related to the ability and willingness and determination to realize educational goals by mastering the learning material broadly and deeply (Soebahar, 2005, and Muhaimin, 2002, in Maghfiroh, 2014).

Professional teacher competence, namely a teacher is able to analyze, diagnose, and prognosis educational situations. Teachers who have professional competence need to master, (1) scientific disciplines as a source of learning material; (2) the teaching materials being taught; (3) knowledge of student characteristics; (4) knowledge of educational philosophy and goals; (7) knowledge and mastery of teaching methods and models; (6) mastery of the principles of learning technology; and (8) knowledge of assessment, and able to plan, lead, in order to smooth the educational process (Uno 2008, in Jamin, 2018).

The Ministry of Education and Culture's policies quoted by Sukmadinata (in Maghfiroh, 2014), formulates that the professional competence of teachers includes: (1) mastery of subject matter; (2) mastery of basic and educational insights; and (3) mastery of the educational process.

Along with the rapid development of science and technology as a result of global developments, along with the atmosphere of the Covid-19 period, the education stakeholders of education supervisors, school/*madrasah* principals must strive for the development of knowledge and skills possessed by teachers. Related to that, the head of *madrasah* and education supervisors is one of the components of education that has the most role in improving the quality of education. As stated by Mulyasa (2005, in Dwikurnaningsih, 2018); There is a close relationship between the quality of a supervisor and various aspects of *madrasah* life such as *madrasah* discipline, the cultural climate of the *madrasah*, and the decline in mischievous behavior of students. Departing from that, the head of *madrasah* and education supervisors are responsible for micro education management, which is directly related to the learning process in *madrasah*.

There are several principles that can be applied in educational supervision to encourage education personnel to be effective in increasing their competence, these principles include: (1) education personnel will work more actively if the activities they do are interesting and fun. (2) The objectives of the activity need to be clearly formulated and informed to educational staff so that they know the purpose for which they work. Education personnel can also be involved in setting these goals (3) Education personnel must always be informed about the results of each work. (4) Notification of reward is better than punishment, but

sometimes punishment is also needed; (5) Try to meet the needs of education personnel by paying attention to their physical condition, providing a sense of security, showing that the principal of the *madrasah* cares for them, arranging experiences in such a way that each employee has received satisfaction and appreciation (Maghfiroh, 2014).

Research Methodology

The method in this study is qualitative, which is a research method that describes or depicts in a sequence, real and precise about the characteristics of the subject and object, the situation under study especially relating to the implementation of supervision in improving professional educators conducted by supervisors. Subjects in the study were those who were involved in the supervision of MTs. Negeri 2 in the City of Bandung-West Java-Indonesia, which consists of school supervisors, school principals and all MTs teachers. The subjects in this study are expected to provide complete information / data on the implementation of supervision in *Madrrasah*. The data collection uses observation techniques, interviews with research subjects and documentation studies that study documents related to the implementation of supervision.

An important instrument in a study is the researcher, where he conducts his own data collection of documentation, behavior observations, or interviews with research subjects (Creswell: 2016). This indicates that researchers have a stake in gathering information even though there are other instruments used and some large using questionnaires or instruments made by themselves. The collected data were analyzed qualitatively using data reduction methods, data presentation and drawing conclusions. The credibility of the data is carried out in several ways with the aim of ensuring the truth of the results of the study, the methods used are continuous observation, triangulation and member checking.

Findings and Discussion

Findings

The Effectiveness of the Implementation of Supervision of the Science Learning Process Standards at MTsN 2 Kota Bandung

Effectiveness is an activity with regard to the extent of supervision planned by the school principal or can be accomplished or achieved. Supervision is an activity to provide assistance and guidance to teachers to achieve professionalism.

Supervision by the principal still prioritizes technical administrative aspects rather than academic and learning aspects; supervision is more in the physical aspect of supporting learning, such as managing funds, employees, buildings, tools and other facilities. Even

though supervision has been carried out on the ability of teachers to teach professionally and in accordance with pedagogical principles, supervision does not emphasize the implementation of learning process standards in performance appraisal by the principal.

As the principal, he tries to make his dream come true to make MTsN 2 Bandung a *madrassa* that applies national education standards. The priority program for school principals in this standard is to improve the quality of human resources, with a minimum target of all teachers having a bachelor's degree in their respective fields. This school has 3 science teachers, consisting of 3 science teachers who are civil servants and out of all the teachers there is only 1 science teacher who is not certified even though he is already a civil servant. From the level of education, of the 3 science teachers all have bachelor's degrees in the field of Islamic religious education.

Teacher data and schedule of supervision in the science learning process at MTs Negeri 2 Kota Bandung, can be seen in the table below:

Table 1: Supervision Schedule of Natural Science Teachers at MTsN 2 Bandung

No	Name	Day/Date of Supervision	Subjects	Class
1	Listi Lathiva	on schedule	Natural Science	7
2	Mansyur Suleman	on schedule	Natural Science	8
3	Sofyan Andry Mustofa	on schedule	Natural Science	9

Data Source: Profile of MTsN 2 Bandung

Based on the table above, it appears that science teachers with civil servant status consist of three people whose planning is related to supervision by the principal according to the schedule determined based on the learning schedule of students, but in practice the principal supervises, especially on the standard aspects of the science learning process by assigning representatives the principal to help because there are too many teachers who have to be supervised by the principal.

Based on the results of the interviews conducted, it was obtained an overview of the implementation of supervision by the principal of teachers at MTsN 2 Kota Bandung. The results of observations on the implementation of supervision starting from planning to implementation by the principal are in the following table:

Table 2: Applying Supervision toward Natural Science Teachers

No	Observed Aspects	Result of Monitoring
1	Planningsupervision	The principal prepares a supervision program plan for one semester and plans for supervision for teachers who experience incidental problems
2	Doing Supervision	The principal implements a supervision program for one semester and supervises teachers who experience problems in learning science
3	Evaluating the feedback	The principal evaluates the results of planning and implementation of the supervision program for one semester and evaluates the results of planning and implementation of supervision for teachers who experience problems in learning science

Data Source: Observation research sheet

The data above shows that in planning activities the principal has compiled a supervision program plan for one semester and plans for supervision for teachers who experience incidental problems in the form of coaching. The principal also implements a supervision program for one semester and supervises teachers who experience problems in learning science. Even the principal evaluates the results of the planning and implementation of the supervision program for one semester and evaluates the results of the planning and implementation of supervision for teachers who experience problems in learning science. The results of the research are related to the findings regarding the effectiveness of the implementation of supervision of the standard of the science learning process:

Efektivitas perencanaan supervisi

In this activity the principal seems to have compiled a supervision program plan for one semester and a plan for supervision of teachers who experience incidental problems in the form of coaching. In addition, the principal together with the teacher plan supervision activities in the classroom with accentuation points on the difficulties faced by the teacher in teaching. So that this stage must take place in a humane atmosphere so that the teacher becomes open to the difficulties they face in learning science in the classroom.

According to Udin Pamili in the interview, the principal generally prepares a supervision program plan for one semester, by paying attention to balanced school services and coaching objectives that refer to the principal's vision and mission, objectives and procedures. In the supervision plan, it contains a schedule of supervision, and takes turns back every semester or every year according to conditions.

This opinion clearly shows that the principal has a plan for supervision directed at teachers with problems, especially in relation to the standard of the science learning process. Plans are made for a period of six months or one semester for each teacher, taking into account the teacher's condition in preparing his work plan.

So the planning of supervision is only carried out from times, adjusted to the teacher's request to be supervised. However, the principal admitted that the number of teachers who asked to be supervised with supervision was limited because in general teachers felt afraid to be supervised.

2. The effectiveness of supervision

Supervision is such a form that focuses on improving teaching including the standard of the science learning process by going through a systematic cycle, in planning, observing, and intensive and careful analyzing real teaching performances. The emphasis is on a specific approach through face-to-face contact with the teacher, which focuses on improving his appearance and teaching behavior.

At this stage of implementation, namely in the form of classroom observation, the principal makes observations based on the contract that has been agreed upon. In this teaching observation activity, the principal observes the teacher's appearance in the learning process, both regarding aspects of professionalism and standards of the science learning process.

For more details, the researcher displays the results of observations on the steps for supervising science learning in Class VIII in the following table:

Table3: Steps of Supervision in the Natural Science Learning In class 8 of MTsN 2 Bandung

No	Observed Aspects	Results of Monitoring
1	Requiring the lesson plans	The science teacher gives lesson plans about character material to the principal one week before the supervision is carried out
2	Assigning teachers to teach	A week later the science teacher teaches character material according to the steps planned in class XI
3	Monitoring learning process	The school principal records the incidents conducted by the teacher and provides an assessment of both the lesson plan and its implementation
4	Doing correction	The principal gives notes to the science teacher and discusses teacher weaknesses and problems for improvement in the following week
5	Observing the class related to correction	The principal observes the teacher's activities Science deals with teacher problems and difficulties and the steps taken at that time to overcome them

Data Source: Observation research sheet

The data above illustrates that a week before teacher supervision, the principal appears to receive lesson plans from the teacher for character material in accordance with the steps planned in grade VII. Furthermore, the principal records the incidents carried out by the teacher and provides an assessment of both the lesson plan and its implementation. The school principal gives notes to the PAI teacher and discusses teacher weaknesses and problems for improvement in the following week. Finally, the principal observes the science teacher's activities related to teacher problems and difficulties and the steps to overcome them.

Activities related to the supervision of the standard of the science learning process are shown by the teacher when compiling lesson plans and learning tools as well as when teaching by showing diligent, disciplined, open, tenacious, diligent, high-spirited, patient, and responsible behavior. The supervisor conducts the supervisor to assess the teacher regarding the standard of the Islamic Education learning process which is shown by paying attention to the supervision steps.

The implementation of supervision was explained by the principal that the strategy for implementing supervision in the classroom was asking the lesson plan to be used as a guide in supervision, then asking the teacher to directly teach in class, by monitoring the learning from beginning to end. The implementation is based on the teacher's initiative after first entering into a contract about the form of improvement he wants. After that, class observations were held to see teacher activities in the classroom related to improvements in teaching abilities.

From the description in outline in the implementation of supervision, it appears that the principal has been carried out in accordance with the procedure in terms of: (1) developing a strategy in its implementation, (2) observing all the views shown by the teacher in learning that is focused on an agreed plan, (3) observing the teacher's appearance from the beginning, the process until the end of the learning activity, (4) noting the various aspects he found in learning activities; and (5) principals ask more questions and listen than instruct or direct.

The Effectiveness of the Evaluation or Return Meeting

In relation to evaluation activities or return meetings in the implementation of supervision, the principal argued that in the evaluation activity of the supervision results, the supervision had referred to the guidelines for implementing supervision that had been standardized by the Ministry of Religion. In this evaluation activity, in general, there are various deficiencies made in the process to improve them further.

In line with this opinion, the science supervisor in the Ministry of Religion of Bandung City expressed his opinion that in the evaluation activities, the supervision was always trying to find new innovations that could be developed in fostering teachers regarding the standard of the science learning process.

This view clearly shows that the principal as a Supervisor has shown his competence by making maximum efforts in conducting evaluations while looking for various new innovations that can be carried out in the implementation of supervision activities.

Supervision Programs Set by School Supervisors in Enhancing the Professionals of Science Teachers

Academic supervision programs are established and arranged by school supervisors in accordance with the school supervisors' workbook set by the Ministry of Education and Culture in 2015. Permendiknas No. 15 of 2018 concerning Fulfilling the Workload of Teachers, School Principals, and School Supervisors, Specifically Appendix III Arranging programs, conducting coaching, monitoring the implementation of SNP, implementing PKG and PKS, conducting evaluations, compiling programs and implementing and evaluating guidance, guiding young school supervisors and intermediate (for the main supervisor). (LPPKSPS Kemdikbud, 2020).

Results of the research conducted at MTs. Negeri 2 in the City of Bandung-West Java-Indonesia shows the preparation of the supervision program determined by school supervisors before the school year begins, interviews with school supervisors are known that, school supervisors always carry out the determination of the program before carrying out academic supervision activities. In accordance with the provisions of the Minister of Administrative Reform and Bureaucratic Reform number 12 of 2010 regarding the functional position of school supervisors and credit numbers chapter II article 5 which states that the main task of supervisors is "to carry out the tasks of academic oversight and managerial oversight namely the preparation of an oversight agenda, guidance, control of implementation eight national standards for education, evaluation, guidance and professional training of educators, assessment of the results of the implementation of the oversight agenda and the implementation of supervisory tasks in special areas".

The development of the supervisory program by the school supervisors is carried out through the stages of forming an annual agenda, semester program and academic oversight plan (RPA). This is in accordance with the 2017 Ministry of Education and Culture (Academic Supervision Student Supervisory Module) stated that "for supervisors of subjects written in the form of an academic supervision plan (RPA), while for supervisors and counseling supervisors written in the form of supervision and counseling supervision plans (RPBK)".

The process of preparing an academic supervision program that was compiled with assistance from the school needs socialization first before conducting class visits.

This is consistent with the results of research Razali, Harun, and Ibrahim (2014) namely “coaching principals of Indrapuri 1 High School towards educators in the effort to form teaching programs, based on the results of interviews is to provide encouragement and encourage all educators to create teaching programs, provide information and provide the needs of educators, provide opportunities for educators to improve teaching programs that have been prepared, foster educators in developing teaching agendas, provide instruments and record the completeness of the teaching agenda in the staff coaching book (educators)”. Planning academic supervision by supervisors in the city of Bandung-West Java-Indonesia. This is proven by the existence of plans and strategies for academic supervision that have been prepared by supervisors that involve all supervisors who work in the city of Bandung-West Java-Indonesia in making or compiling supervision programs.

The planning process in evaluating the results of supervision is described in the form of priority programs to be followed up with further coaching. According to Rivai (2012), Preparation of school supervisory work programs aims to provide direction and describe the work of school supervisors in conducting academic supervision in their target schools related to the implementation of the tasks of coaching, controlling, evaluating and training professional educators in the teaching, learning implementation, evaluation of learning outcomes. and carry out follow-up. The supervision agenda must be realistic and able to be carried out, so as to improve the quality of educators. This is in accordance with the results of research from Herly (2014) “the written teaching supervision program has not been held by the principal at the level of basic education in conducting supervision so that the implementation of supervision is less directed, it is difficult to monitor the progress of its implementation from time to time.

The results of this study are in accordance with Purwanto’s view (Wiyono, 2014) which states that the duties of school supervisors include: (1) selecting and determining work methods to obtain maximum results in implementing tasks properly in accordance with the professional code of ethics, (2) determining the level of performance educators and other supervised staff along with the factors that influence it, (3) establish and suggest a coaching agenda and also implement it.

Implementation of Supervision / Evaluation Performed by School Supervisors in Improving Professional MTs

The stages of the implementation of the program evaluation are the activities of the manager and the evaluation of the results of supervision that has been carried out by the supervisor of

the target schools within a certain period. This stage is “coordinating data, organizing it in patterns, clarifications and basic descriptions” (Aedi, 2014).

Evaluation of supervision programs to improve teacher competencies in MTs. Country 2 in the City of Bandung-West Java-Indonesia, the supervisor carried out in two stages, namely the evaluation phase of the implementation of supervision and the stage of results. Evaluation of the implementation is carried out after the supervision process goes through stages, namely: (1) identifying the problem of learning findings which includes the learning tools, learning process and learning assessment then proceed to identify the problems found and alternative problem solving; (2) recapitulation of supervision results; (3) analysis of supervision data covers the components of supervision observation, problems found, causes and factors for improvement and feedback plan; (4) prepare a follow-up plan for the results of supervision by paying attention to the focus of the problem, strengths and weaknesses of educators as well as alternative solutions to problems.

The results of the above activities are used as data for supervisors to be collected per semester, it will be seen the results of the implementation of supervision is complete or incomplete, so that it can be followed up with further coaching programs. This is also supported by Imron Ali (2012), that “evaluation of teaching supervision needs to be done so that it is known whether the supervision of learning carried out has met the targets as specified or not.

Supervision Techniques Applied by School Supervisors in Developing Professional Teachers

The role of supervisors as supervisors is to carry out supervision tasks properly and correctly, supervisors must understand and be skilled in the selection of approaches and supervision techniques. The supervision approach is the supervisor’s method of distributing responsibilities between supervisors and teaching staff who are being supervised to study and determine decisions on teaching problems faced by teaching staff. Makawimbang (in Retoliah, 2014), suggests that the supervision approach consists of two types, namely “the direct approach (direct contact) called the face-to-face approach and indirect approach (indirect contact) means an approach that uses intermediaries, such as through correspondence, mass media, electronic media, radio, cassettes, internet and the like”.

The direct approach is implemented by supervisors by communicating directly to educators to solve learning problems, while the indirect approach applied by supervisors has been carried out by guiding teaching staff in solving learning constraints in MGMP. Understanding supervisory approaches and techniques and being able to communicate the results of supervision according to the principal of supervision that is important to supervisors based on

the results of discussions with supervisors, the supervision techniques that were carried out were individual supervision techniques and group supervision techniques. This is supported by the results of Makmurrizal's (2016) research "individual and group classroom observation techniques receive the same treatment, meaning supervisors visit, see and carry out discussions but have not prepared a complete plan, so that implementation is less effective and does not provide meaningful benefits to educators especially in increasing the professionalism of educators". This is confirmed by the results of the study which found that "opinions about self-awareness or self-awareness in the implementation of supervision by supervisors or the formation of behavior in a way so as to produce an institutional environment that arises educators 'self-awareness and educators' self-will to develop themselves to become professional educators. in working to the maximum to reach his competence (Dody, 2016)".

In the Ministry of Education and Culture LPPKSPS (2020), it is emphasized that Individual Assistance Some applications can be used by School Supervisors to provide guidance to School Principals or Teachers: WhatsApp, Telephone, SMS, Google Form, Microsoft Teams, Zoom, Google Meet, Webex, etc. As for Group Assistance Some applications can be used to conduct surveillance in groups including: WhatsApp (video call 8 people), Google Form. Microsoft Teams, Zoom, Google Meet, Webex, etc. None of the individual or group supervision methods are appropriate to be applied to all coaching educators in schools. So, a school supervisor must be able to determine which methods are able to guide and facilitate the learning skills of an educator.

Feedback Implemented by School Supervisors in Improving Professional Teacher

School / *Madrasah* Supervisors have the right and full responsibility to carry out their duties in the field of guidance, namely fostering educators in designated educational institutions. Forms of coaching not only in terms of the learning process, including methods, strategies and approaches used in learning. (Rahmah, 2018). In the Ministry of Education and Culture LPPKSPS (2020), the School / *Madrasah* Superintendent to (1) perform the role of a Coach and Counselor who can assist the School Principal, Teachers and Education Personnel through the Managerial Supervision Program (monitoring; coaching; guidance and training) and assessment) to carry out tasks from home; (2) choosing the right and relevant online application to assist the Principal, Teachers and Education Personnel through the Managerial Supervision Program (3) arranging schedules for intensive communication with the Principal, Teachers and Education Personnel; (4) implement the Managerial Supervision Program according to the schedule.

It is understood that supervision not only pays attention, supervises, criticizes and evaluates but supervisors as supervisors participate in scheduling that the learning process is successful

as expected, helps create a good learning atmosphere, supervises educators not to go too far to make mistakes, know the cause of mistakes, submit suggestions (solution) and facilitate it. School supervisors not only see the shortage of educators and evaluate these shortcomings but are also expected to carry out supervision by the supervisor trying to make educators as little as possible wrong.

Follow-up plans implemented to educators who have been supervised are carried out by providing inauguration and rewards for educators who are able to reach standards, educative warnings are delivered to educators who have not yet reached the target and provide opportunities for educators to take training or upgrading. Based on the Ministry of Education and Culture (2015), “feedback is basically a suggestion and critique of things done for example the learning process that can be implemented in writing or verbally directly to educators by not distinguishing ethnicity, religion, race, class, gender, socioeconomic status, and those with special needs. Suggestions and criticisms are delivered in such a way that educators can learn, change problematic behavior and implement the guidelines given. This is supported by the results of research which suggests that supervision according to educators is the way to develop and achieve competence, and the skills that will affect the performance of educators with existing motivation within themselves (Dody 2016).

Conclusion

School / *Madrasah* supervisory supervision programs are made in accordance with the identification of constraints experienced by educators from the analysis of the results of previous supervision, then poured into the Academic Supervision Plan (RPA) program which consists of direct supervision between supervisors and target instructors of individual subjects or groups in the Educator Consultation Lessons (MGMP).

Supervision techniques used by school / *Madrasah* supervisors at MTs. Negeri 2 Kota Bandung-Jawa Barat-Indonesia is varied, namely individual and group techniques which are implemented by holding individual meetings / talks, class visits, class observations and inter-school visits and meetings in MGMP forums.

Evaluation of the implementation of supervision is carried out by the school supervisor including the stages: (1) identifying the problem of learning findings; (2) recapitulation of supervision results; (3) analysis of supervision data; (4) prepare a follow-up plan for supervision results. Feedback (follow-up) is carried out by the school supervisor based on the results of the notes during the implementation of academic supervision both concerning the strengths and weaknesses of educators. Educators who have met / exceeded the standard were given awards in the form of opportunities to take part in continuing professional development programs and for educators who had not yet reached the standard motivated to improve by jointly determining the solutions to be implemented.



Contribution / Originality

This research provides information to reflect the Supervision of Education in Improving Teacher Professional Competence during the Covid-19 pandemic period. Contributing to the development of the current Educational supervision model, a topic which has not been much researched in Indonesia, and analyzed for the first time based on the situation of *MadrasahTsanawiyah (Islami Secondary School)* resource capabilities.

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