

The Role of Collegial Supervision of School Supervisors and Head of Developing Teacher's Pedagogic Competence in Rejang Lebong Regency

Jumira Warlizasusi^a, Hedy Ramadhan Putra^b, Ifnaldi^c, Lukman^d, Dewinofrita^e, ^{a,c,d}Assoc. Profesor Education, Islamic Education Management Study Program Postgraduate Faculty, IAIN Curup, Indonesia, ^bAssoc. Professor, Islamic Education Management Study Program Postgraduate Faculty, IAIN Surakarta, Indonesia, ^eAssoc. Profesor Islamic Education Management Study. IAIN Fattahul Muluk Papua, Indonesia, Email: ^ajumira.warlizasusi@iaincurup.ac.id, ^bhedyramadhan@iain-surakarta.ac.id, ^cifnaldi@iaincurup.ac.id, ^dlukman.asha@iaincurup.ac.id, ^ednsjafri@gmail.com

The purpose of this study is the implementation of supervision as an important activity in the administration of education. Supervision is intended as a control activity for all educational activities to direct, supervise, foster and control the achievement of Islamic religious goals and objectives. So the quality of education can lead to a better direction. This type of qualitative research was a descriptive approach. Data collection methods used were observation, documentation and free (non-structured) interviews. The analysis technique in this study uses the analytic deduction approach according to Milles and Habermen's theory. The results of the study and the implementation of collegial supervision by supervisors has not been maximised because only one supervisor has had to face such vast field realities both in the area of guidance and the number of teachers that must be guided. However, according to teachers the supervision provided was very helpful to the teachers in developing their pedagogical competencies. Many school principals are stuttering with education technology and supervision systems so that the supervision process is still not maximised. The success of supervision carried out by supervisors and school principals has made the pedagogical competence of teachers good but it still needs to be improved. The ideal obstacles in implementing collegial supervision are categorised in two aspects, namely structure and culture.

Key words: *Colegial Supervision, Supervisors and Principals, Pedagogical Competence.*

Introduction

Teachers have a broad influence in the world of education. At school they are the executive of education administration, which is responsible for making education work well. Therefore, teachers must have competence in teaching. Pedagogic competence is one of the competencies that must be possessed by every teacher in any level of education. Other necessary competencies include personality, social and professional competencies. As explained in Law of the Republic of Indonesia number 14 of 2005 concerning Teachers and Lecturers namely: "Teacher competencies include pedagogical competencies, personality competencies, social competencies and professional competencies obtained through professional education, these four competencies are interrelated".

Besides the position of the teacher as someone who has academic qualifications and educator certificates in accordance with the requirements for each type and level of education is very important in the academic process. Whereas teacher competency is a certain ability possessed by teachers in implementing the learning process. Teachers as professionals must have four competencies, namely pedagogical competence, professional competence, social competence, and personal competence. Each individual teacher must understand, possess, and master the four basic competencies. Only then can the teacher be regarded as a professional teacher. But in reality there are still many teachers who have not, or are only supported by some of the four competencies. But in the field there are still many teachers who have not paid attention to the importance of the competencies that must be possessed by a teacher. This is further exacerbated if the school principal or school supervisor does not nurture and direct the supervision of teachers who have not yet understood the competency of teachers. Therefore the supervision of a school principal or supervisor is needed to constantly develop the competencies of the teachers, especially pedagogical competencies, because these competencies directly intersect with the learning process and achievement of Islamic education and educational goals. (Asamani, 2016); (Aqib and Elham, 2017)

The implementation of supervision is an important activity in the practice of providing education. Supervision activities are intended as control activities for all educational activities to direct, supervise, nurture and control the attainment of Islamic religious objectives. Furthermore, these activities also have responsibilities in improving the quality of education, both the process and the results, so that supervision activities are carried out from the stage of the planning of Islamic religious education to the evaluation stage which will serve as a feed back follow-up in the context of improving the quality of education.

The collegial supervision of supervisors and school principals in developing the competencies of teachers of educational institutions that are classified as successful are those who always emphasise academic activities, always monitor and supervise academic activities. Where the core of academic activities are carried out by the teacher through learning activities that interact directly with students who in the future will become outputs of student products from the teacher's work. Thus the success of student output is largely determined by the competence of teachers in the academic field.

The importance of implementing collegial supervision is to improve teacher competence and improve the quality of learning through a good learning process and help teachers create graduates who are both in terms of quality and quantity (Bafadal, 2016); (Basri, 2019). Therefore, this supervision activity should be routinely carried out in schools as one of the activities that is seen as positive in increasing teacher competence for better learning processes. If these ideal concepts are implemented, it can be expected that the quality of education will increase significantly.

Seeing how the teacher's strategic role in the success of the education process, the teacher needs to get direction and guidance so that the competency of the teacher increases, namely through supervision of supervisors, especially academic oversight in order to improve their competence, but reality shows that the supervisory process of a supervisor to the teacher is not optimal and this is caused by several things as follows:

First, most teachers' perceptions of the supervisory process are seen as burdensome. Second, the perception of most teachers of supervisors is seen as an inspector who looks for mistakes, not as a partner to improve competence through a number of directing, coaching, mentoring and dialogue partners to solve problems. Third, supervisors' knowledge in conducting supervision is still not maximal and their basic skills still needs development (Burhanuddin, 2013); (Burhanuddin, 2017).

According to the author's observations, there are still many teachers who are not open-minded to new developments in the world of education both regarding the concepts and theories of education, regulations in the field of education and their applications.

Therefore the role of supervision in the education process must be carried out to look for breakthroughs in improvising the implementation of learning in addition to avoiding saturation of routines that tend to stagnate so that there is no dynamics of the implementation of the educational process which will in turn result in weakening teacher competence.

Geographically, most of Sindang, which is one of the sub-districts in the Rejang Lebong district, is mountainous, where there are many schools in the highlands that are difficult to

reach by supervisors. Moreover, the supervisor in this area is a woman, so it is rare to supervise schools. Because the area is far from the city and there is still a lot of stagnant thinking about the development of education including the principal in that area, making the principal also lack understanding of his duties as a supervisor. So both supervisors and principals rarely make adjustments, especially collegial supervision of teachers to develop their pedagogical competencies (Ministry of Religion, 2015); (Dharma, 2018).

The scope of supervisory tasks is broadly divided into two, namely managerial supervision and academic supervision. The study in this paper is the academic supervision of the competence of elementary school Islamic religious education teachers. The author makes the academic supervision and competence of elementary school Islamic religious education teachers as objects of study and discussion on the grounds; because the academic field and the teacher in the education process is at the core of education itself and is directly related to the effort to attain Islamic education and goals that must be mastered by students.

Based on the explanation stated above, researchers are interested in conducting research with the title "The Role of Supervisors and School Principals in Developing Competence of Islamic Primary School Teacher Education (Study of Implementation of Collegial Supervision of Primary School Carriers, School Principals in Islamic Religious Education Teachers Sindang District Rejang Lebong Regency in 2019)." It will argue that the role of supervisors and principals in improving the pedagogical competence of elementary school Islamic religious education teachers in the Sindang District of Rejang Lebong Regency has not been well implemented and the authors found in preliminary observations that there is rarely collegial supervision by supervisors and principals to improve competence pedagogic elementary school Islamic religious education teacher. In addition, there is a wrong perception by the majority of elementary school Islamic religious education teachers in Sindang sub-district regarding supervision activities that they are considered as fault seekers of elementary school Islamic religious education teachers (Dimiyati, et al. 2019) ; (Ekosusilo, 2018).

Theory and Methods

The collegial supervision conducted by supervisors is very important to develop teacher competencies for better educational outcomes. There are certainly many studies conducted by researchers about academic supervision and teacher competence. Of course, the study is even more extensive and complex. But there are still things that have not been touched by previous studies, because each research result always has a side that can still be studied or used as references by other researchers. According to Taba heriyanto, researching "collegial supervision of High School Teacher Supervisors in Kepahiang District (Qualitative Descriptive Study of Academic Supervision)", the core of Taba heriyanto's thesis is that

School Supervisors have a stake in carrying out academic supervision namely assessing and fostering teachers in order to enhance the quality of the process learning that is carried out, so that the quality of learning outcomes of participants is also getting better.

Many experts state how important supervision is as part of management education in the substance of its extensions as well as its core substance. According to the traditional concept, supervision is carried out in the form of inspection or fault finding. Whereas in the modern view, supervision is an attempt to improve the situation of education or learning, that is as an aid for educators to improve their professionalism so that students will be of higher quality. The consequence of traditional supervision behavior or Snooper Vision is that the teaching staff will become afraid and they will work forcefully and reduce / kill the creativity of the teacher / lecturer in developing their professionalism. Academic supervisors, of course, have different roles from "supervisors". Supervisors are more acting as "teacher teachers" who are ready to help teachers in teaching difficulties. Academic supervisors (teaching) are not supervisors who only find faults with the teacher. The role of school / madrasah supervisors is to help teachers and education leaders understand issues and make wise decisions that affect student education.

In carrying out academic supervision, school / madrasah supervisors should have a special role as: 1. Teacher partners (partners) in improving the quality of the process and learning outcomes and guidance in their target schools / madrasas; 2. Innovators and pioneers in developing innovative learning and guidance in their target schools / madrasas; 3. Consultant education and learning in the school / madrasah fostered; 4. Counselors for teachers and all education personnel in schools / madrasas; and 5. Motivators to improve the performance of teachers and all education personnel in schools / madrasas.

Therefore, collegial supervision targets include to assist teachers in: 1. planning learning activities and / or guidance; 2. carry out learning activities / guidance; 3. assessing the process and results of learning / guidance; 4. utilising the results of the assessment to improve learning / guidance services; 5. provide feedback precisely and regularly and continuously to students; 6. serving students who have learning difficulties; 7. provide tutoring for students; 8. create a pleasant learning environment; 9. developing and utilising learning aids and media and / or guidance; 10. utilising learning resources; 11. develop appropriate and efficient learning / guidance interactions (methods, strategies, techniques, models, approaches, etc.); 12. conduct practical research for improving learning / guidance; and 13. developing learning innovations / guidance (Hadi, 2016); (Hanifah and Suhana, 2019).

Whereas the Academic Supervisor Competency is based on the Minister of National Education Regulation No. 12 of 2007 concerning school supervisor / madrasah supervisory competency standards which include personality competencies, managerial supervision

competencies, academic supervision competencies, educational evaluation competencies, and research development competencies.

Permendiknas Number 28 of 2010 "Regarding Assignment of Teachers as Principals / Madrasas" states that teachers can be given additional duties as headmasters / madrasas to lead and manage schools / madrasas in an effort to improve the quality of education.

The principal has several roles in carrying out his duties. One of the roles of the principal is as a supervisor. According to Asmani, supervision is an activity of fostering and helping growth so that everyone experiences personal and professional improvement. According to Daryanto, the purpose of supervision is to find out whether all regulations, orders or prohibitions are made according to instructions. The principal as a supervisor provides services to teachers to improve teaching by conducting coaching to improve and develop the ability of teachers and schools (Heriyanto, 2013); (Madja, 2012).

The competence will be realised in the mastery of knowledge and professionalism in carrying out its function as a teacher. This means that teachers not only have to be smart, but also have to be good at transferring their knowledge to students.

According to W. Robert Houston the meaning is as follows: "Competence" ordinarily is defined as "adequacy for a task" or as "possession of require knowledge, skills and abilities". Teachers who are able to carry out their roles in accordance with the demands as mentioned above, namely as a teacher who has pedagogical competence.

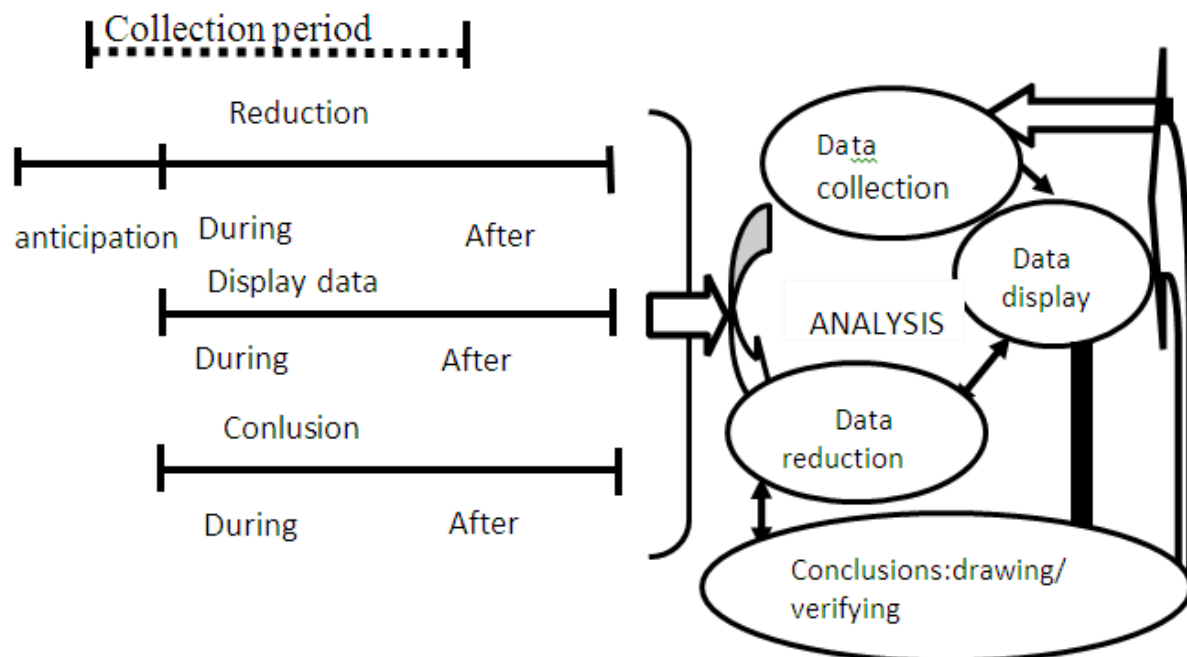
This research belongs to the type of qualitative research based on field studies with a naturalistic descriptive approach, which is an approach in research that describes the condition of objects and research subjects with a picture of what is or is.

This research is a type of field research which is a case study by taking the object of study the role of supervisor collegial supervision and school principals in developing the competence of elementary school Islamic religious education teachers. This research was conducted in Sindang District, Rejang Lebong Regency in 2019 (Majid and Dian, 2014); (Mulyasa, 2013).

Data collection techniques used in this study were observation, interviews, documentation. Data analysis is an attempt to systematically search and organise notes on the results of observations, interviews, and others to improve researchers' understanding of the phenomenon under study and present them as findings for others.

Data analysis, according to Patton, quoted by Lexy J Moleong, is the process of organising data sequences, organising them into a basic pattern, category, and description unit.

Figure 1. Component diagram in data analysis



Based on the above definitions and diagrams, the data analysis steps in this study are as follows:

- a. Examining data collected from observations, interviews and documentation
- b. Carry out data reduction by taking data that can
- c. Further processing
- d. Arrange data in relevant units
- e. Categorising while coding
- f. Conduct data validity checks

Results and Discussion

Results of the Collegiate Supervision Implementation Stage

As the results of observations on the stages of implementation of supervision conducted by supervisors and school principals, the researcher can explain that in general the stages of implementation of collegial supervision carried out by Islamic education supervisors of primary schools and school principals are in 3 stages carried out in conducting collegial supervision of education teachers Islamic primary school in Sindang district.

From the results of observations made by the author of the stages of implementation of collegial supervision conducted by the supervisor of Islamic education in elementary schools in Sindang District is that there are three stages that were passed.,This was justified by the

supervisor of Islamic education in elementary schools in Sindang Roikhatul Jannah District when researchers conducted an interview by giving an explanation as following:

Pre-observation (initial meeting): we create a friendly atmosphere with the teacher, discuss the preparations made by the teacher and make an agreement on the aspects that are the focus of observation, agree on the observation instruments to be used.

Observation (Observation of learning): we make observations on agreed aspects, using observation instruments, in addition to instruments need to be made notes (fieldnotes), observation notes include the behavior of teachers and students, do not interfere with the learning process (Hamalik, 2014); (Oliva, 1984).

After observation (feedback meeting), at this stage we ask how the teacher's opinion about the learning process that has just taken place, give the teacher an opportunity to examine and analyse it, then we openly discuss the results of the observation, especially on the agreed aspects (contract). Then we give reinforcement to the teacher's appearance. The supervisor also explained that in evaluating and strengthening we avoid the impression of blame, we guide the teacher to find his own shortcomings, and provide moral encouragement that the teacher is able to correct the shortcomings.

According to the results of the interview, the implementation of collegial supervision comes in two forms, namely: a). Through impromptu class visits, this is done if the supervisor receives a report from the principal regarding the teacher's poor performance, or is different from his peers and the principal is not able to supervise; b). Supervision is carried out by supervisors at the beginning of each semester and after mid semester. Every semester supervisors conduct at least two collegial supervision of teachers in each school.

Ibu Roikhatul Jannah explained that the supervisor in conducting collegial supervision of the teacher's pedagogical competencies had the aim of improving and developing the total teaching learning process. This means that the purpose of collegial supervision is not only to improve the quality of teaching teachers, but also to foster the growth of the teaching profession in the broadest sense including the provision of facilities that support the smooth teaching-learning process, improving the quality of teacher knowledge and skills

Successful Collegial Supervision

In improving the pedagogical competence of elementary school Islamic religious education teachers in Sindang Subdistrict according to the instructions and directions of the school principal and supervisor when conducting supervision is to always be active in the activities of teacher working groups, teacher activity units and teacher discussion groups and

frequently attend training and workshops which is held by the Department of Education and the Ministry of Religion. Some even take part in higher education and training programs held by the government to improve teacher pedagogical competence.

According to the teachers, principals and supervisors always provide collegial motivation and supervision on a regular basis, while the supervisory collegial supervision is carried out twice in one semester, while 3 times in each semester by the principal. Supervision is given at the beginning of the semester, before mid-semester and before the semester exams.

In accordance with the presentation of the teachers with the collegial supervision provided by supervisors and school principals, it was very helpful in improving the pedagogical competence of elementary school Islamic religious education teachers in Sindang sub-district. In addition to making teaching administration a better learning plan the teacher also felt that the learning system and the selection of methods and teaching techniques that are applied and carried out are getting better, with the indicator of the achievement of increasing student achievement and the increasingly well-established Islamic elementary school education teachers by completing the use of technology and educational media in the learning process undertaken (Pidarta, 2019); (Purwanto, 2018).

So in the real field of the success of collegial supervision by supervisors and school principals, the writer found that supervisors and school principals were able to mobilise Islamic elementary school religious education teachers in Sindang District to always be active in the activities of teacher working groups, teacher activity units and teacher's deliberations. They often participate in training and workshops held by the Department of Education and Sports and the Ministry of Religion, and some even take part in higher education and training programs held by the government to improve teacher pedagogical competence.

Principals and supervisors always provide collegial motivation and supervision routinely, while the supervisory collegial supervision is carried out twice in one semester, while the principal 3 times in each semester. Supervision given by supervisors and school principals at the beginning of the semester, before mid-semester and before the semester test can help greatly in improving the pedagogical competencies of teachers in carrying out learning tasks. In accordance with the disclosures given by the teachers with collegial supervision given by supervisors and school principals, it was very helpful in improving the pedagogical competence of elementary school Islamic religious education teachers in Sindang district. In addition to making teaching administration such as RPP the better the teacher also felt that the learning system and the selection of methods and teaching techniques that are applied and carried out are getting better, with the indicator of the achievement of increasing student achievement and the more well-established Islamic education teachers in BASIC schools in teaching by completing the use of technology and educational media in the learning process.

Overall, the pedagogical competence of elementary school Islamic religious education teachers in Bumujawa sub-district is already good because the administration and learning process is good and in accordance with the direction of supervisors and school principals in collegial supervision provided.

From the results of the research that the author did, the writer can illustrate that the implementation of collegial supervision by supervisors has not been maximised because only one supervisor has to face such vast field realities both in the area of guidance and the number of teachers to be guided. This shows that there is no balance between the number of supervisors provided by the service / Ministry of Religion in Rejang Lebong Regency and the amount of performance land that must be completed by a supervisor. The supervisors have tried their best and the supervision teachers provided is very helpful to the teachers in developing pedagogical competencies they have. Then this must be immediately addressed so that the educational process can be better.

There are still many principals in the research field of the author who are stuttering with educational technology and supervision systems and so the supervision process is still not maximised and it is very necessary to have training for principals on supervision.

The success of supervision conducted by supervisors and school principals has made the pedagogical competence of the teachers good and this can be proven by the fact that the majority of elementary school Islamic education teachers have been able to make learning administration properly and correctly. Further, Islamic education teachers in elementary school are in the process teaching and learning are able to utilise the media, facilities and technology available in schools and the surrounding environment, and in teaching can choose the right learning methods and strategies. However, it still needs to be improved because the writer also sees that there are still a number of elementary school Islamic religious education teachers who are still lacking in the classroom administration system, learning system, classroom management, use of media and learning methods as well as educational techniques and technology.

Conclusion

Based on the description in the data that has been discussed in chapters three and four, the author can conclude the results of the research as follows:

- a. The stages of implementing collegial supervision of supervisors and principals in improving the pedagogical competence of elementary school Islamic religious education teachers in Sindang District Rejang Lebong Regency in 2019 were carried out well, because they had met the theoretical standards of steps in implementing

supervision. However, the implementation of the stages for the principal differed from one another. While the Supervisor by carrying out three stages in accordance with the stages of the principles and steps of academic supervision, namely: pre-observation (initial meeting), observation (observation of the learning process), and post-observation (evaluation and feedback).

- b. Implementation of collegial supervision of supervisors and school principals in developing pedagogical competence of elementary school Islamic education teachers in Sindang Sub-district Rejang Lebong Regency in 2019 is classified as having achieved Islamic religious success. The indicators show that most of the teachers of Islamic elementary school education have been able to make the administration of learning properly and correctly and Islamic education teachers in elementary schools in the teaching and learning process are able to utilise the media, facilities and technology available in schools and the surrounding environment, as well as in teaching can choose the right method and learning strategy.
- c. Barriers to the implementation of collegial supervision by supervisors and school principals can be categorised in two aspects, namely structure and culture, as follows:
 - 1). Structural aspects, including:
 - a). Legally the supervisor's position is not a graduate supervisor. This indicates the paradigm of thinking about supervision provided is still close to the inspection era;
 - b). The supervisory task scope emphasises more on administrative supervision by the school principal. The assumption used is that if the administration is good, then learning at the school is also good. This is an incorrect assumption;
 - c). The ratio of the number of supervisors to schools and teachers who have to be supervised / supervised is not ideal. In the regency of Lebong which consists of 18 sub-districts, there are only 6 supervisors of Islamic education, each of which supervises 3 sub-districts, in Sindang sub-district with a total of 50 public elementary schools and 34 teachers of Islamic religious education elementary schools, with fluctuating terrain and distance between schools far apart from only one female elementary school Islamic education teacher supervisor;
 - d). competency requirements, recruitment and selection patterns, and evaluation and promotion of supervisory positions also do not reflect great attention to the importance of implementing supervision in the spirit of education, namely teaching and learning interactions in the classroom.
 - 2). (Ramayulis, 2012) cultural aspects, which include:
 - a). policy makers about education have not thought about developing a quality culture in education systematically. When examined, the quality of education requested by customers actually lies in the quality of teaching and learning interactions between students and teachers. This has not yet become the commitment of policy makers, nor the implementers in the field;
 - b). The less positive cultural value of social interaction is brought about in functional and professional interactions between supervisors,

principals and teachers. Ewuh-pakewuh culture, makes supervisors or school principals not want to "go too far" in the teacher's area; c). Paternalistic culture, makes teachers not open and builds close professional relationships with school principals and supervisors. The teacher regards them as "superiors" whereas supervisors consider the principal and teachers as "subordinates". This is what makes rapport or the closeness of a relationship not a condition required for supervision.

- d. Obstacles to the development of pedagogical competence of elementary school Islamic religious education teachers include: 1). There are still many technology stuttering teachers; 2). Teacher creativity is still lacking; 3). There are still some teachers who are reluctant to be active in the activities of teacher working groups, teacher activity units and subject teacher deliberations which are one of the places to improve teacher pedagogical competencies; 4). The lack of fulfillment of school infrastructure that will be used by teachers in the learning process; 5). There are still elementary school Islamic religious education teachers who are still confused by the frequently changing curriculum; 6). Community environment that is less supportive.

REFERENCES

- Asamani, J. M. (2016). *Tips for Effective School Education Supervision*. Yogyakarta: Diva Press.
- Aqib, Z. & Elham, R. (2017). *Building Professionalism of Teachers and School Supervisors*. Bandung: CV. Yrama Widya.
- Bafadal, I. (2016). *Teaching Supervision*. Jakarta: Earth Literacy.
- Basri, H. (2019). *Islamic education philosophy*. Bandung: loyal library.
- Burhanuddin. (2013). *Education Management: Substantive Analysis and Its Application in Educational Institutions*. Malang: UM Press.
- Burhanuddin. (2017). *Educational Supervision and Teaching: Concepts, Approach, and Application of Professional Coaching*. Malang: Rosindo.
- Ministry of Religion. (2015). *insight into the tasks of teachers and education personnel*. Jakarta: Ministry of Religion of the Republic of Indonesia Press.
- Dharma, S. (2018). *Roles and Functions of School / Madrasah Supervisors*. In the Journal of Educational Personnel Volume 3. No. 1. Pp. 147-158
- Dimiyati, et al. (2019). *Learning and Learning*. Jakarta: Rineka Cipta.
- Ekosusilo, M. (2018). *Teaching Supervision in Javanese Cultural Background*. Sukoharjo: Bantara Press University.
- Hadi, S. (2016). *Research Methodology*. volume 1. Yogyakarta: Andi Offset.
- Hanifah, N. and Suhana, G. (2019). *The concept of learning strategies*. Jakarta: Rineka Cipta.
- Heriyanto, T. (2013). *Collegial supervision of Supervisors of High School Teacher Schools in Kepahiang District (Qualitative Descriptive Study of Academic Supervision)*. Thesis. Bengkulu University.
- Madja, W. (2012). *Educational Management and Teaching Supervision: Collection of Published Publications*. Malang: Wineka Media. Cet The 3rd.
- Majid, A. and Dian, A. (2014). *Competency-based Islamic religious education*. Bandung: library for elementary schools.
- Mulyasa, E. (2013). *Becoming a Professional School Principal*. Bandung: Teen Ros Rosen is a workshop.
- Hamalik, O. (2014). *Teacher education concepts and strategies*. Bandung: Mandar Forward.
- Oliva, P. F. (1984). *Supervision for Today's School*. 2nd Edition. New York: Longman.



- Pidarta, M. (2019). *Supervision of Contextual Education*. Jakarta: PT Rineka Cipta.
- Purwanto, N. (2018). *Educational Administration and Supervision*. Bandung: PT. Teen Rosyda Karya. 18th Cet.
- Ramayulis. (2012). *Islamic education*. Jakarta: glorious kalam library.